

INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.



A Bell & Howell Information Company
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
313/761-4700 800/521-0600

DEVELOPMENT OF PRESERVICE ELEMENTARY TEACHERS'
MULTICULTURAL EDUCATION PERSPECTIVES

by

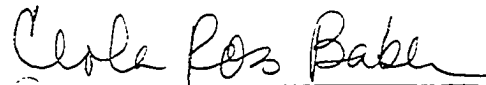
Dean S. Cristol

the faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

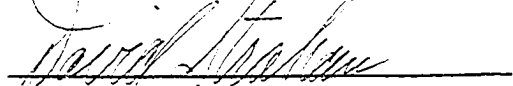
Greensboro

1995

Approved by:



Dissertation Co-Advisor



Dissertation Co-Advisor

UMI Number: 9544116

UMI Microform 9544116

Copyright 1995, by UMI Company. All rights reserved.

This microform edition is protected against unauthorized
copying under Title 17, United States Code.

UMI

300 North Zeeb Road
Ann Arbor, MI 48103

APPROVAL PAGE

This dissertation has been approved by the following
committee of the Faculty of The University of North Carolina at
Greensboro.

Dissertation Co-Advisor Cecile Roz Baker
Co-Advisor David Strahan

Committee Members Walter J. Baker
David Strahan

6-30-95
Date of Acceptance by Committee

Date of Final Oral Examination

CRISTOL, DEAN S., Ph D. Development of Preservice Elementary Teachers' Multicultural Education Perspectives. (1995)
Directed by Dr. Ceola Ross Baber and Dr. David Strahan. pp. 325.

The purpose of this study was to examine how elementary preservice teachers developed multicultural education perspectives during their professional studies. This study concentrated on the 18 members of an inquiry team at the UNCG's School of Education Professional Development Schools teacher education program. The three areas of the study were: (1) what were the preservice teachers' perspectives (beliefs, attitudes, and values) toward multicultural education as they completed their final year of professional course work and internships, (2) how did the preservice elementary teachers describe the evolution of their multicultural education perspectives during the two years of professional studies, and (3) how did the preservice elementary teachers connect multicultural education perspectives with classroom practices during their student teaching?

The naturalistic paradigm of research was used to study the emerging multicultural education perspectives of the members of the inquiry team during the two years of professional studies. The investigator employed four ethnographic techniques to collect data: archival data, classroom observations, multicultural education inventory, and interviews with the preservice teachers. A two-tier data analysis was conducted. The data were analyzed subject-by-subject and across subjects.

The data indicated (1) that the preservice teachers demonstrated different levels of multicultural awareness, (2) they also experienced different stages of development as their multicultural education perspectives evolved, and (3) their ethnic and cultural identities influenced the levels of their multicultural education perspectives.

This study revealed that early, consistent, and prolonged exposure to multicultural education issues will affect the multicultural perspectives of most preservice teachers. This study also provided the availability of authentic examples as a guide for the development of multicultural perspectives in preservice teachers.

ACKNOWLEDGMENTS

There have been many people who have contributed to the completion of this dissertation and my graduate studies.

First, I would like to thank each committee member and especially my advisors Dr. Ceola R. Baber and Dr. David Strahan for providing the guidance and help throughout the completion of this dissertation.

Second, I would like to thank the preservice teachers who were part of the inquiry team and the subjects for this study. Without your eagerness and desire to become the best possible teachers at your present stage of development, this study would not have been successful.

Third, I must give special thanks to my wife Tamara Morgan whose support, guidance, inspiration, humor, and especially her love gave me the strength to complete this dissertation when personal obstacles said otherwise. Tamara was the stability I needed in this unsteady endeavor.

DEDICATED TO THE MEMORY OF
MINDY L. CRISTEAL

TABLE OF CONTENTS

	Page
APPROVAL PAGE.....	ii
ACKNOWLEDGMENTS.....	iii
LIST OF TABLES.....	viii
CHAPTER	
I. OVERVIEW OF THE STUDY.....	1
Introduction.....	1
Statement of the problem.....	4
Overview of the Study.....	6
Significance of the Study.....	9
Definition of Terms.....	10
Conclusion.....	11
II. REVIEW OF RELEVANT LITERATURE.....	13
Multicultural Education Defined.....	14
Concept of Culture.....	17
Programmatic Approaches to Multicultural Education.....	24
The Need for a Multicultural Education Perspective.....	29
Multicultural Teacher Education Programs.....	36
Developmental Processes of Preservice Teachers' Orientations Toward Cultural Differences.....	41
Orientation for This Study.....	47
III. METHODOLOGY.....	49
Introduction.....	49
Selection of the Naturalistic Paradigm.....	50
Selection of the Microethnographic Case.....	53
Context of the Study.....	55
Professional Studies Program.....	55

Programmatic Experiences with Multicultural Education.....	59
Design of the Study.....	64
Data sources.....	66
Data Collection and Analysis.....	69
Trustworthiness of the Study.....	77
Summary.....	80
IV. RESULTS	81
Introduction.....	81
Profiles of Preservice Teachers.....	81
Analysis Across Preservice Teachers.....	115
Programmatic Influences on Evolutions of Orientations.....	235
Student Teaching Contextual Influences on Evolutions of Orientations.....	248
Summary.....	263
V. CONCLUSIONS.....	265
Findings	266
Implications for Teacher Education.....	274
Recommendations for Further Research.....	276
Closing Remarks.....	279
BIBLIOGRAPHY.....	280
APPENDIX A PDS GUIDELINES	290
APPENDIX B TEACHER RATING FORM.....	294
APPENDIX C MULTICULTURAL EDUCATION INVENTORY	299
APPENDIX D SUMMARY INTERVIEW PROTOCOL.....	303
APPENDIX E PRESERVICE TEACHERS' MEANS FOR GROUP IDENTIFICATION.....	306
APPENDIX F ATTRIBUTES FOR PRESERVICE TEACHERS.....	308

APPENDIX G APPLICATION AND APPROVAL FORMS	320
---	-----

LIST OF TABLES

Table		Page
1	Data Collection Timetable	69
2	Preservice Teachers Awareness Levels Relating to the Areas of Study	83
3	Preservice Teachers Stages of Development Relating to the Areas of Study	84
4	Evolution of Orientations by Levels of Awareness in Each Area of Study	86
5	Evolution of Orientations by Stages of Development at End of Professional Studies.....	88
6	Attributes According to Gay's Competencies.....	117
7	Clusters of Preservice Teachers by Levels of Awareness Relating to Areas of Study.....	121
8	Clusters of Preservice Teachers by Developmental Stages at the End of Coursework	237
9	Student Teaching.....	250

CHAPTER I

OVERVIEW OF THE STUDY

Introduction

The current and anticipated increases of non-White students and children living below the poverty level are compelling many colleges and universities to reexamine their teacher preparation programs. Through this reexamination process, many institutions are making a commitment to the incorporation of a multicultural education perspective in their teacher preparation programs (Gollnick, 1992). While commitment to multicultural education is commendable and needed, these institutions must also learn to understand the complexities of multicultural education (Dana, 1992; Gay, 1983, 1986; Grant & Koskela, 1986; Mitchell, 1987).

Sleeter and Grant (1987, 1988, 1993) addressed these complexities through their analysis of various approaches to multicultural education. Their work yielded five conceptually different approaches that educational institutions have carried out in the name of multicultural education. Two approaches, human relations and teaching the culturally different, focus on changing attitudes to increase tolerance toward differences and increase the achievement of students of color. The other three approaches,

single-group studies, multicultural education (or cultural democracy), and education that is multicultural and social reconstructionist, focus on empowering students and teachers toward collective social action and achievement.

Banks and Banks (1993) described four goals of multicultural education that educators can incorporate into their instruction. These goals are 1) content integration, 2) the knowledge construction process, 3) an equity pedagogy, and 4) an empowering school culture. Content integration involves teachers using examples and content from a variety of cultures in their teaching. In the knowledge construction process, the teacher's role is to "help students understand, investigate, and determine how the implicit cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways that knowledge is constructed" (Banks and Banks, 1993, p. 23). Teachers who use equity pedagogy alter their methods of instruction to increase the academic achievement of students from diverse racial, cultural, gender, and social-class groups. An empowering school culture occurs when all the school's processes and systems are examined to create a culture that empowers students from diverse racial, ethnic, gender, and social-class groups.

From the work of Banks and Banks and Sleeter and Grant on multicultural education, the investigator developed an interest in the incorporation of multicultural education within the preservice teacher education process. This investigator's interest led to a

study focussed on understanding and describing preservice teachers' multicultural education perspectives following two years of professional studies.

This investigator entered the field of multicultural education research with the belief that multicultural teacher education is a necessary and fundamental part of the educational process. Educators cannot neglect that students come from various sociocultural backgrounds, which have different communication styles, orientation modes, social values, and intellectual modes (Longstreet, 1978). This investigator maintains that all educators must begin the process that will lead to a teaching perspective that acknowledges and celebrates the uniqueness of the individual student.

As educators begin to accept an approach to learning and teaching that is inclusive, they will need guidance during the process of becoming a competent multicultural educator. Gay (1986, 1989) presented a set of competencies for teachers to reach this goal:

- (1) "Become familiar with the attitudes and behaviors (educators) have toward different ethnic groups and how these are habitually exhibited in their school functions . . . (and) understand the effects of these on students, relative to self-concepts, academic abilities, and educational opportunities available to students" (Gay, 1989; p. 183).
- (2) Acquire the knowledge concerning ethnic groups' histories

and heritages, life experiences, and interactional styles to bridge the gap between the cultural values and behavioral codes of themselves and their students (Gay, 1986).

- (3) Develop the skills to meet the educational needs of all children, such as: different learning and teaching styles; creating a supportive environment; reduction in stress, tension, and conflict; selection of materials; and introducing different perspectives, aspirations, and experiences (Gay, 1989).
- (4) Develop the respect and the appropriate communication skills when interacting with parents and the community (Gay, 1989).

Teacher education programs must become more multicultural to prepare teachers to meet the challenges presented by culturally diverse classrooms. As preservice teachers become multicultural educators, their students will experience a sense of liberation from the customary constraints practiced by traditional educators. Traditionally, education has placed the teacher as the source of knowledge and the students as being the passive recipients of that knowledge. Educators who practice multicultural education in their classrooms become students themselves. They are in a constant state of learning about and providing for the needs of their students. This liberating learning and teaching process creates an educational culture that is reacting and changing itself to meet the needs of the students.

Statement of the problem

Multicultural education has been a controversial topic in the field of education for the last twenty years. Recently, multicultural education has become a focus in studies for the preparation of teachers (Grant & Secada, 1990; Marshall, 1992; Moore and Reeves-Kazelskis, 1992; NCATE, 1990). These studies explored ways to develop and implement multicultural teacher education perspectives in order for teacher education programs to become more effective in training preservice teachers. While these studies have provided a theoretical framework for the development of multicultural education teacher preparation programs, there is still a paucity of well-grounded multicultural teacher education research.

This study added to the theoretical framework by investigating how each member of a team of preservice teachers developed their multicultural education perspectives or propriospects during a two-year professional studies program. Preservice teachers' perspectives or propriospect represent perceptions of multicultural education as they progressed through the professional studies program. An emergent design allowed the investigator to understand and describe the developmental changes related to multicultural education each preservice teacher underwent as she completed her professional studies.

The research questions were: 1) what were the preservice teachers' perspectives (beliefs, attitudes, and values) toward multicultural education as they completed their final year of professional course work and internships, 2) how did the preservice

elementary teachers describe the evolution of their multicultural education perspectives during the two years of professional studies, and 3) how did the preservice elementary teachers connect multicultural education perspectives with classroom practices during their student teaching?

Overview of the Study

The predominant assumption of this study was that multicultural education offers teachers a philosophy to guide them in discovering the unique capabilities of each student in their classroom. This discovery process provides a means for teachers to develop an equitable education for all their students.

Also, this study was a way to understand the research principles the investigator will need to extend this type of research into longitudinal studies. While the questions would be similar to the present study, preservice teachers would be followed from the beginning of their professional studies to their first years as professional educators. This future research will provide a fuller understanding of how teachers develop and maintain a multicultural education perspective.

This investigator had several roles while conducting the study, participant-observer, the interviewer of the participants, and analyzer of the archival data. During the 1993-94 academic year, the investigator became a participant observer, while also assuming the role of university supervisor for an inquiry team of preservice

teachers. The tensions that arose from this duality created both strengths and limitations for the study. The strengths were the development of proximate relationships through the actions and responsibilities as their university supervisor. The preservice teachers became familiar and comfortable with this supervisor and began seeing him as a trusted facilitator in their growth as teachers. For some preservice teachers he became a confidant and friend. As the trust became solidified, the investigator shifted roles easily from university supervisor to participating observer. At times the two roles were difficult to separate, because both roles required the understanding of the complex nature of each preservice teacher's thought processes and the performance under many teaching and learning situations.

The predominant limitation was the investigator's known advocacy for multicultural education. This investigator had to separate the preservice teachers' actual multicultural education perspectives from those statements seeking the approval of this university supervisor. Therefore, the investigator framed questions which allowed the preservice teachers to reveal their true perspectives about multicultural education.

This investigator explained to the preservice teachers that this duality would not interfere with each role's responsibilities. He insured them that the activities for data collection would not interfere with university supervision. At the beginning of the study, he explained to each preservice teacher what their responsibilities

for the study were: the interviews, the multicultural inventory and classroom observations. This investigator assured the preservice teachers that any extra responsibilities to their student teaching would be done at their own convenience and mostly would take place at their student teaching school.

A second limitation was that the four sources of data had the potential to be biased. The five sources were: 1) archival data, 2) classroom observations, 3) multicultural education inventory, and 4) summary interviews with the preservice teachers. The sources were not literal recordings of events, but subjective interpretations of the preservice teachers' actions and written and verbal presentation of their beliefs and ideas. Triangulation of the data provided a way to corroborate the data sources (Fetterman, 1989). For example, the archival data was triangulated with written responses to the inventory, the classroom observations and verbal responses during the summary interviews.

The data collection was limited by two factors. The first factor was the time period of the data collection. The archival data was collected prior to the student teaching semester. This data was taken from each preservice teacher's portfolio, maintained during the three previous semesters to student teaching by the professor in charge of the inquiry team. There was a potential for misinterpretation of the archival data, because the data was collected previous to the study and not by the investigator. While,

the teaching observations, the inventory and the interviews were collected during the student teaching semester by the investigator.

The second factor was the difficulty in making the collection of data as unobtrusive as possible. This investigator had to make sure that the required activities for data collection did not interfere with the preservice teachers' normal functions as student teachers. Therefore, a significant portion of the data was collected through the investigator's usual responsibilities as their university supervisor.

Significance of the Study

The study was guided by the belief that multicultural education empowers all students through teaching and learning by validating their experiences and identities through the nurturing aspects of cultural pluralism. Cultural pluralism promotes equality and equity, and incorporates a process for social justice. Multicultural educators must immerse themselves in interdisciplinary curricula whose aim is to change ethnic, racial, and social class attitudes to become sensitive to cultural differences (Cristol, Hoover & Oliver, 1994).

This study provides a framework for teacher educators to begin reexamining their teacher education programs. For teacher educators who are beginning a reexamination process, this study provides valuable information on the multicultural developmental processes preservice teachers undergo as they emerge from a

professional studies program. This study reveals some problems and successes preservice teachers' encounter as they develop a multicultural perspective. Teacher educators can apply this information to restructure their teacher education programs, in order to meet the demands of a multicultural society. Also, this study illustrates how sociocultural differences influence preservice teachers' decisions throughout their professional studies. Teacher educators can make stronger connections with preservice teachers and the public school students, especially those individuals whose sociocultural backgrounds are different from their own.

Definition of Terms

Culture: "consisting of standards for deciding what is, standards for deciding what can be, standards for deciding how one feels about it, standards for deciding what to do about it, and standards for deciding how to go about it" (Goodenough, 1963, pp. 258-259).

Cultural pluralism: "is a process of compromise characterized by mutual appreciation and respect between two or more ethnic groups. In a culturally pluralistic society, members of different groups are permitted to retain many of their cultural ways, since they conform to those practices deemed necessary for the survival of the society as a whole" (Bennett, 1990, p. 86).

Ethnicity: individual groups of people who share a common set of values, experiences, behavioral characteristics, linguistic traits

that differ from those of other ethnic groups within the society (Banks & Gay, 1978).

Inquiry teams: teams of 25-30 preservice teachers who are assigned a faculty leader and a full-time graduate assistant. The team will work with the university and the assigned Professional Development Schools to develop a series of systematic field experiences over a four-semester period. The preservice teachers will take all education courses with other team members beginning in their Junior year.

Multicultural education: "means of empowering all students through teaching and learning. Empowerment validates the experiences and identities of students, promotes equality and equity by nurturing cultural pluralism, and incorporates a process for social justice" (Cristol, Hoover & Oliver, 1994).

Perspectives: the beliefs, attitudes, and values people hold for an idea, concept, or philosophy. The development of each person's perspectives is from past and present experiences.

Propriospect: an individual's "private, subjective view of the world and its contents-his (her) personal outlook . . . various standards for perceiving, evaluating, believing, and doing that he (she) attributes to other persons as a result of his experience of their actions and admonitions" (Goodenough, 1981, p. 98).

Conclusion

In summary, this chapter presented a rationale for multicultural teacher education. The concept of multicultural teacher education was presented as the framework for this study. The purpose of this study was to provide the multicultural education research community and teacher educators with a description of the development of multicultural education perspectives in a team of preservice teachers as they emerged from two years of professional studies.

The following chapter is a review of the literature for this study. The review provides a definition of multicultural education which leads to a description of Goodenough's (1981, 1983) concept of culture. This is followed by a discussion of Sleeter and Grant's (1987, 1988, 1993) approaches to multicultural education which is the focus for the section on programmatic approaches. The need of a multicultural education perspective in the educational system and the effects multicultural education has on professional studies is then described. This leads to a discussion of the developmental processes of preservice teachers' orientations toward cultural differences. The review of the literature concludes with an exploration of the developmental processes preservice teachers undergo.

CHAPTER II

REVIEW OF RELEVANT LITERATURE

In recent years, the public educational system of the United States has been going through a realization process, related to multicultural education. The public, along with educators and politicians, has come to a stronger understanding that diverse peoples make up the population of the United States. Many ethnic and cultural groups have publicly proclaimed that they perceive education differently from the traditional ways of educating the young in the United States. The aim of multicultural education is how to best serve the educational needs of all the young people of the United States. Presently, many educational leaders are grappling with the problem of how to incorporate the aim and goals of multicultural education in providing an equitable education for a diverse student population.

The literature reviewed for this study begins by defining multicultural education from many perspectives which leads to the concept of culture for this study. Several multicultural educators' description and beliefs of culture are presented. Anthropologist Ward Goodenough's (1981, 1963) concept of culture follows these

descriptions. His concept of culture became the guiding concept for this study. Once culture is described in the context for this study, a description of the programmatic approaches to multicultural education is presented, focussing on Sleeter and Grant's (1987, 1988, 1993) work on the five approaches to multicultural education. This investigator then argues for a need for a multicultural education perspective in the educational system. Following this argument for multicultural education, a rationale concerning why all preservice teachers need to understand the impact teacher training programs have upon the individual teacher's methods used in the classroom is presented. This leads to a discussion of the developmental processes of preservice teachers' orientations toward cultural differences. This discussion goes beyond multicultural issues and presents the developmental processes preservice teachers undergo that are common for any change in an individual. The concluding section is a presentation of the philosophical framework for this study which comes from the belief that multicultural education is a means of empowering all students through teaching and learning.

Multicultural Education Defined

Many authors (Banks & Banks, 1993; Bennett, 1990; Bullivant, 1993; Haberman, 1988; Sleeter, 1991; Nieto, 1992) have presented distinct conceptions or definitions of multicultural education.

According to Banks and Banks (1993), multicultural education must focus on the belief that all students-regardless of their gender and social class and their ethnic, racial or cultural characteristics-should have an equal opportunity to learn in school. This belief contradicts the established systems in many schools, which perpetuate the attitude that "some students because of certain characteristics, are better able to succeed in currently structured schools than do students who belong to other groups or have different cultural characteristics" (Banks and Banks, 1993, p. 3).

Bennett (1990) defined multicultural education as "an approach to teaching and learning that is based upon democratic values and beliefs, and seeks to foster cultural pluralism within culturally diverse societies and an interdependent world" (Bennett, 1990, p. 11). She further defined multicultural education as an ideal state of society characterized by equity and mutual respect among all groups.

Bullivant (1993) defined multicultural education as process where teachers "need to be sensitive to the possible ways that the cultures of students may influence their behaviors, perceptions, and attitudes" (Bullivant, 1993, p. 42). While teaching about ethnic groups' customs, heritages, history, and aesthetic aspects are important, Bullivant contended that teachers must confront the power relationships in a pluralistic society to help students take their place in it. He stated, "if students are treated honestly in matters of power and control, they will be prepared to develop more

realistic sets of values rather than suffer the disillusionment and alienation so apparent in many schools " (Bullivant, 1993, p. 45).

Haberman (1988) described multicultural education as a method to "prepare all Americans for functioning on three levels: as individuals, as members of some subgroup or subculture, and as effective participants in the general American society" (Haberman, 1988, p. 101). In this definition a student learns the methods that enhance their personal differences within their own subgroup and the larger American society. The goal for this learning experience is for students to become a functioning member within their subgroup and American society.

Nieto (1992) defined multicultural education as a "process of comprehensive and basic education for all students" (Nieto, 1992)p. 307). She believed multicultural education is a challenge and rejection of racism and other forms of discrimination in school and society and "accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, gender, etc.) that students, communities, and teachers represent" (Nieto, 1992,p. 307). She maintained that multicultural education furthers democratic principles of social justice by focusing on knowledge, reflection, and action as the basis for social change.

Sleeter (1991) defined multicultural education in terms of race, ethnicity, language, gender, multiple forms of oppression, social class, and disability. She perceived multicultural education as a multifaceted approach, encompassing and empowering all types

of people. To accomplish a social reconstructionist approach, teachers must build coalitions between various oppressed groups and dominant groups by teaching directly about political and economic oppression and discrimination. According to Sleeter, schools that link empowerment and multicultural education create an atmosphere for social change and extensive school reform becomes a reality.

This study's definition for multicultural education was derived from Sleeter's work on empowerment through multicultural education. Multicultural education is a "means of empowering all students through teaching and learning. Empowerment validates the experiences and identities of students, promotes equality and equity by nurturing cultural pluralism, and incorporates a process for social justice" (Cristol, Hoover & Oliver, 1994).

Concept of Culture

The knowledge of the concepts of culture and how they fit into the conceptions of multicultural education is a practical and essential discussion, because many multicultural educators have borrowed their definitions from anthropologists and sociologists. Bennett's (1990) definition explored the notion that culture is a system of shared knowledge and beliefs that shape human perceptions and generates social behavior. Tiedt and Tiedt's (1990) definition included values, beliefs and behaviors that are common to a large group of people. Their definition encompassed a shared

language and folklore, ideas and thinking patterns, communicative styles, and the truths accepted by members of the group. Nieto's (1992) view of culture is similar to the previous authors. She described culture as consisting of changing values, traditions, social and political relationships. She included a worldview shared by people with a common history, geographic location, language, social class and/or religion.

Hernandez (1989) an educational scholar provided a more thorough anthropological definition of culture. She defined culture as created collectively by humans and consisting of interrelated components: artifacts, social and behavioral patterns, and mental products. She introduced a second component that culture is a "universal, human phenomenon that is cumulative, integrated, pervasive, and psychologically real" (Hernandez, 1989, p. 20). She divided culture into four different types: (1) ideal culture-what people say they believe or how they will behave; (2) real culture-the actual behavior of people; (3) implicit culture-things that people take for granted and are covertly expressed, examples are values, attitudes, assumptions and beliefs; and (4) explicit culture-things that are visible or verbally expressed, examples are dress, housing, speech, and concrete behavior.

Bullivant (1993) defined culture as a device for a group's survival. It consists of "the public knowledge and conceptions embodied in the behavior and artifacts, or cultural form, which enable the group to adapt to three kinds of environments: the

natural, the social, and the metaphysical" (Bullivant, 1993, p. 45).

Bullivant linked an anthropological view of culture to multicultural education by emphasizing the practices and information one must attain to function successfully in a multicultural society.

Multicultural education programs must not only stress an:

ethnic group's customs, heritage, history, and aesthetic aspects, (but) confront power relationships in a pluralistic society which will help students take their places in it . . . by being treated honestly in matters of power, control, young people may be encouraged to develop more realistic sets of values rather than suffer the disillusionment and alienation so apparent in many schools (Bullivant, 1993, p. 45).

While this definition allowed for a clearer understanding of culture, it did not completely describe what was the content of culture.

Anthropologist Ward Goodenough (1963) defined culture as "consisting of standards for deciding what is, standards for deciding what can be, standards for deciding how one feels about it, standards for deciding what to do about it, and standards for deciding how to go about it" (pp. 258-259). Goodenough's model of culture provided a complete conception of the content of culture. From these standards a person creates their own proporspect or personal view of the world. Goodenough (1981) maintained that to understand the content of culture one must go beyond the content of language and "take account of the entire range of phenomena-

behavioral and nonbehavioral alike-that enter into human experience and that are the subject matter of learning" (Goodenough, 1981, p. 61). Goodenough's (1963) description of the content of culture contained nine components: (1) forms, (2) propositions, (3) beliefs, (4) values, (5) rules and public values, (6) recipes, (7) routines and customs, (8) systems of customs, and (9) meaning and function.

Forms are organizations of words that describe events or things in our lives triggered by our senses. Words that explain taste, smells, color or shapes allow us to distinguish one from another. Language describes each aspect of our experiences. While some distinctions are easily understood, others distinctions are difficult or impossible to comprehend. An example, is that we learn the names of people who are important to us and continue to remember their names since they remain important to us. For other people we do not know, we put them into broad categories such as class, race, ethnicity, gender, region and nation. Language provides a way to understand a culture's forms, through observing what people respond to verbally and nonverbally.

Propositions are relations we discern among forms. Some propositions develop from experiences with forms, while others do not. Propositions allow people to manipulate forms to anticipate the future, thus providing an ability to produce an imagination. Language becomes an "objectifying codifier of experience and at the same time as a calculus for manipulating it imaginatively, is the

prime factor responsible for the complexity and power of human knowledge" (Goodenough, 1963, p. 69).

Beliefs are propositions accepted to be true, by valuing the beliefs in some way. Some beliefs are held contrary to empirical evidence. When challenging a person's beliefs by providing empirical evidence, the person often becomes disturbed and does not necessarily accept the evidence to be true. When there is construction of postulates that rationalize experiences and clear up inconsistencies learning exists. There are three types of beliefs: (1) rooted in daily experiences and become self-evident truths; (2) inferences drawn from systems and deemed logically consistent; and (3) postulates that integrate the first two beliefs because they are logically in nature. Commitment to a belief or a set of beliefs varies among individuals. For groups to accept a postulate there must be an accepted knowledge by the group that the propositions are truthful, although the individual might have other views, these are public beliefs.

Values are "how people associate things with their inner feelings and with their gratification of their wants and needs" (Goodenough, 1963, p. 74). The value of an object can produce both negative and positive feelings. Each person values things in different ways, even if people have had very similar experiences growing up. These same people may value most things in a similar way, but not necessarily the same way, which produces a "social solidarity."

Wants are not usually individually acquired, but acquired through the cooperation of others. Establishing rules and public values decide "how rights and privileges in persons and things are to be socially distributed" (Goodenough, 1963, p. 76). These rights and privileges define the limitations of gratification and of behavior and are etic ideas for studying the social and culture relationships. The rules are for people to follow in governing their conduct. Within the framework and design of rules, there has never been a system where everyone has the same rights and duties in relation to every other category. Therefore, some people will receive preferential treatment more than others within a system of public laws and rules. Those people who are benefiting the least from a system have no real incentive to follow the rules and public laws.

Recipes are formulas that set conditions so objectives are met. Some recipes are for acquiring material goods, while other recipes are to get people to do things for others. Often, recipes are constructed by trial and error, while others are designed depending on how much is at stake. Alternate recipes are designed for security reasons, in case a recipe does not produce the expected results.

Routines and customs are doing a recipe. Routines are personal habits or styles of doing a recipe. While customs are recipes that one regularly resorts to instead of alternate recipes or routines. Routines relate to the choice of a recipe and not to the actual execution of the recipe. After a period of time the routine becomes habitual and people become skilled at doing them.

Systems of customs are the institutionalization of recipes and routines, which leads to organized systems. These systems develop components that are dependent on each other. Changing or removing one can disrupt the entire system. Often, people become so committed to these systems, which they lose the ability to create alternate systems and attempt design their world so they will never need alternatives.

The meaning and function of this model have both positive and negative qualities for people within a culture. Most people are often confused or uncertain about their custom. They see customs in personal terms, relating the customs to their own wants and concerns about the society as a whole. People's meanings and values of the customs change according to the changes experienced within the society. Also, within the changing society, new recipes develop and secondary recipes elevate to customary status, while other customary recipes become secondary. "A custom's function meaning and value are relevant for explaining why a given recipe continues to be a custom or why a given organization of things is maintained as an institution" (Goodenough, 1963, p. 95).

D'Andrade (1984) characterized Goodenough's conception of culture as being similar to the bits in a computer or to the genetic information in a breeding population. Goodenough's conception is based on knowledge that consists of small chunks of information and stored as a large pool of information within the bounded social group. No single person can know all the information within the

culture. Therefore, the amount of information each person retains can vary widely across individuals and subgroups within a social group. Goodenough maintained that "culture consists of the criteria people use to discern the artifacts as having distinctive forms and the criteria people use to attribute meaning to them" (Goodenough, 1981, p. 59). Goodenough contention was how the criteria learned in social exchanges can be public knowledge.

Goodenough's (1981) model of culture should be a starting point for the development of a multicultural educational system. Although his model was not designed specifically for educational systems, it does provide insight into how people function in a social group. Educational systems or specifically, classrooms are organized social systems. These systems contain people whose cultural identity are linked to one another within the context of the educational setting. The function of these social systems are for the teacher to facilitate and provide an environment for students to develop their own proporspects. This issue will be further addressed in a later section.

Goodenough's model provided a framework for the investigator to understand the operational complexities found in any culture. From this understanding, the investigator was better able to understand the observable interactions among the preservice teachers.

Programmatic Approaches to Multicultural Education

Sleeter and Grant (1987, 1988, 1993) distinguished between five approaches to multicultural education: (1) human relations, (2) teaching the culturally different, (3) single group or ethnic studies model, (4) multicultural education or cultural democracy, and (5) education that is multicultural and social reconstructionist.

The human relations approach comes from the context that the teacher believes the major purpose for school is to help students learn to live harmoniously, and students learn to respect one another regardless of race, class, gender, or disability to reach a goal of equality. The ultimate goal is to create a society that promotes a feeling of unity, tolerance, and acceptance. This approach attempts to instill positive feelings by stressing group unity and pride for students of color, reduces stereotypes, and strives for the eradication of prejudices and biases. The curriculum for the human relations approach addresses individual differences and similarities. This is accomplished by providing accurate information about various ethnic, cultural, racial, gender, disability, and social class groups in which students are members.

The teaching the culturally different approach comes from the belief that the teacher's responsibility is to prepare students of color, special education students, White female students, and low-income students to fit into and achieve well into the existing school setting and the larger society. The goal of this approach is to equip these students with the cognitive skills, concepts, information, language, and values needed to become successful participants in the

United States society. This approach is based on the premise that several students who represent these groups lack the necessary tools for success and are behind in the main subjects of the traditional curriculum.

The single group or ethnic studies approach focuses on the study of a particular group of people from a historical and current point of view. The goal is to raise the the social status of the group by understanding how the group has been historically oppressed and the achievements contributions and contributions to society. This approach believes that schools are political rather than neutral institutions and provides alternatives to the existing Eurocentric, male-dominated curriculum. The hope is for the students to develop more respect for the group and develop ways to improve the group's status in society.

The multicultural education or cultural democratic approach is developed from the belief that students need "to reduce prejudice and discrimination against oppressed groups, to work toward equal opportunity and social justice for all groups, and to effect an equitable distribution of power among members of the different cultural groups" (Grant & Sleeter, 1993, p. 55). The goal is to transform all school systems regardless of the groups' representation at these institutions to become models of equality and pluralism. This approach assumes that all people can learn and perform at high skill levels. It is the role of the teacher to discover

the uniqueness of the individual child and build on that uniqueness to promote the success of that child.

The education that is multicultural and social reconstructionist is an extension of the multicultural education approach, by "educating students to become analytical and critical thinkers capable of examining their life circumstances and the social stratification that keeps them and their group from fully enjoying the social and financial rewards of this country" (Grant & Sleeter, 1993, p. 55). If they are members of the dominant group, to help them become critical thinkers capable of examining the reasons why their group enjoys certain rights exclusive to their status in society. All students are taught social action skills to participate in shaping and controlling their destiny. There are four practices in this approach: (1) democracy must be practiced in the schools; (2) students learn to analyze their own life circumstances; (3) students learn social action skills to increase their chances for success; and (4) get oppressed groups to work together to advance their common interests.

Banks (1983) maintained that racial attitudes and problems attached to those attitudes was the primary rationale for developing a multicultural perspective. He believed that multiethnic education "influences how our children and their children will deal with racial problems and conflict" (Banks, 1983, p.559). This belief provides a partial answer to the more complex nature of multicultural education, because multicultural means more than the culture of

race. As Goodenough's (1987) description of culture implies, it is impossible to describe people by a single characteristic because of the complexity of most macroculture settings. A comprehensive description must take place based upon a person's needed competencies within the society. For example, to identify a person as a Vietnamese-American is limiting, because it describes only one aspect of the person, their nationality. Other factors are equally important when describing a person, such as their gender, religion, age, and economic status.

Grant and Sleeter (1986) further argued that to attend to only one status group (race, ethnicity, social class, or gender) oversimplified behavior analysis and may contribute to bias in each of these areas. By oversimplifying, a researcher is discounting the diversity found in the group they are investigating. This will lead to bias in the analysis, because the researcher is emphasizing only one status group in the study and ignoring other important aspects that describe the total person. They believed that for a complete and realistic analysis, researchers must investigate the diversity found in the members of the group rather than only one. Therefore, when developing a multicultural education model it is essential to not focus on one category, but integrate several categories of cultural diversity.

Another factor in deciding what approach to take when developing a multicultural education model is to include the educational processes occurring outside the school setting.

Education is not just in the boundaries of the school, but in the larger sociopolitical context of education (Gibson, 1984). For example, political and social systems outside the school setting influence and determine the processes undertaken within the school. Often, these systems decide the content of the curriculum and often decide the processes to teach the curriculum.

In this study, the researcher examined how influences outside the school setting possibly determine the processes the preservice teachers undertake in the classroom. These influences come from the University, the ethnic and cultural backgrounds of the preservice teachers, and the experiences the preservice teachers had when they went to public school. For most of the preservice teachers these influences set the stage for their behaviors as teachers in the classroom and conflict with a multicultural education perspective.

The Need for a Multicultural Education Perspective

There are compelling reasons to infuse a multicultural perspective into the educational system. Research has shown that children beginning at the ages of three or four years old are developing a gender and racial and/or ethnic identity. At this stage, children are not able to internalize the meanings of being a member of these particular groups until much later (Emihovich, 1988). As children become older, their ability to identify groups of people becomes more accurate. By eleven years old, children's rates for identifying groups of people reach levels of 83 percent accuracy

(Aboud, 1988). The ability for young children to identify groups of people based upon their microculture identities, provides the rationale for infusing multicultural education at the start of a child's formal education. Early infusion will help children positively identify with their own microculture identities, and help children understand other people's identities. Infusion of a multicultural education perspective must begin early and continually reinforced throughout a child's formal education experience.

Identity development within the multicultural education philosophy begins at the point when the school experience relates a sense of equality in the educational process for all students. This must be in the curriculum, concentrating on the realities of pluralism and cultural diversity that exist within the society itself (Banks & Banks, 1993).

The society Banks and Banks described is continually changing and becoming more culturally diverse. In 1984, 36 percent of the births in the United States were to people other than White, and by the year 2000, minority school age children will be 38 percent of the total minority population. Also, by the year 2000, 14 million immigrants from South America and Asia will have moved to the U.S. By the year 2020, the minority population will be 33 percent of the total U.S. population (CED, 1987). In 1988, the dropout rates for various ethnic groups was: 42 percent for American Indians/Alaska Natives, 39.9 percent for Hispanics, 24.7 percent for African-

Americans, 14.3 percent for Anglo-Americans, and 9.6 percent for Asian-American/Pacific Islanders (Banks, 1991).

Currently, the educational leadership appears threatened by previously silent groups demanding an educational system that incorporates ethnic minority beliefs into the educational process. The White dominated educational system that is prevalent in most educational communities does not recognize the important triad for a successful school; parents-community-school. By not recognizing this important triad, educational leaders create resentment among many students toward education, and a sense of disillusionment between parents and the community. Many school systems have adopted a paternalistic attitude that promotes educational leaders as the only source of educational knowledge, rather than working in partnership with community leaders and parents (Comer, 1988; Garcia, 1991).

Another factor that has contributed to the lack of awareness by many educational leaders is the belief in the melting pot theory. The melting pot theory maintains that all Americans must assimilate into becoming a person who identifies only with the White European based culture and expected to forget or reject their native culture and language to become the ideal American citizen (Zangwill, 1917). The tossed salad theory is an alternative to the melting pot theory because it recognizes the many microcultures who contribute to the strength and vitality of the American society (Tiedt & Tiedt, 1990; Nieto, 1992).

The Eurocentric educational system is characterized by a belief that there is only one way to learn. This essentialist method of education still dominates most American school systems. The essentialist perspective regards the student's mind as a container to be filled with knowledge. Knowledge defined by the educator, who views the student as too immature to know what they really want from the educational process. Essentialism ignores the ethnic and social backgrounds of the students, and labels those children who cannot learn in this transmission of knowledge perspective (Tanner & Tanner, 1980) as non-learners. As the so called non-learner moves along in the educational process, the label becomes a permanent stigma and forces the child farther away from the mainstream of society. The labeling of children has been a major factor to the undemocratic nature of the educational process.

The research on achievement for these groups of students reveals that ethnic minority children and economically poor children are quitting school or getting suspended or expelled at high rates. Those children representing these groups who remain in school are achieving well below their academic potential (Bennett, 1990). Given these findings, a large segment of the American student population is not receiving an adequate or equitable education. Generally, the children who legally and illegally leave the educational system have limited abilities and desires, and the least likely to positively contribute to society.

Goodenough's (1981) concept of culture is for creating a school culture that supports an equitable education for all students. Goodenough's model characterizes a culture where participants must share information, because no single person can know all the information within the culture. This utilitarian concept of culture does not describe the present culture practiced in most schools. Most schools promote a belief that success is accomplished at the expense of others and sharing of information among participants is considered a negative practice. In most schools, competition between the participants (students and teachers) is more readily observed than cooperation among the participants.

Goodenough (1987) addressed this tension between competition and cooperation in schools by describing the problems many ethnic minorities and economically poor students face. The failure of most of these students in school is due to a lack of access to the privilege microcultures or subcultures in the educational system. Goodenough described microcultures as part of the larger society or the macroculture. Microcultures are situation-bound, where persons learn the different role-expectations of membership to their microculture. Access to educational leadership roles is limited to most ethnic minority and economically poor students, because they lack the role-expectations or the necessary abilities and qualities for membership. The reasons are directly attributable to the educational experiences of many ethnic minority and economically disadvantaged students.

Most schools are not addressing the academic and social needs of many students, particularly those students who are ethnically diverse or economically disadvantaged. These students become victimized by the biases in the "sociopolitical milieu" of the schools. This is due to the socialization processes of schools that promote the belief that good students should accept unconditionally the existing ideologies, institutions, and practices within society.

It is because of this failure of the educational system that alternative ways of educating all students need to be researched and understood. A multicultural curriculum is a mechanism that infuses cultural pluralism into the educational system. A culturally pluralistic educational system stresses the democratic principles of equality, freedom, and justice (Suzuki, 1984; Bennett, 1990; Gillette & Grant, 1991). Multicultural education links democratic values and practices with pedagogy by helping students find their voice and to develop their student identity. Schools that are democratic institutions prepare people to work actively and collectively on problems facing society. In democratic schools, students and teachers become practicing members of the democratic process, learning political action skills used in combating the problems facing society and their communities (Suzuki, 1984).

The consequences for our growing diverse culture found in American schools has caused many educational leaders to reevaluate the entire educational process. Suzuki (1984) presented five premises to build from in the restructuring of the American

educational system to become multicultural. His premises addressed the belief that the educational system is not working for all Americans. First, schools are not acknowledging the academic and social needs of all its students, particularly those who are poor. Second, victimization of students occurs by the biases in the "sociopolitical milieu" of the schools. Third, the values of democracy, freedom, and equality promoted and discussed in schools, but rarely practiced in most schools. Fourth, schools cannot avoid transmitting values. Fifth, schools can play an important role in social change.

Students can break these undemocratic patterns found in many schools. One avenue to empower students is to teach educators the methods to maximize the academic, personal, and social development of all students. This will prepare students to become aware of the world around them, taking an active role in promoting democracy in all aspects of social life, and developing their own individuality, while developing a concern for the well-being of all people (Suzuki, 1984).

A popular method used in many classrooms is cooperative learning, which is essentially a democratic process, because it models successful community structures by reinforcing individual and group responsibility. Valued discussions of issues occur, like heterogeneity and diversity. Organized instruction encourages students from many microcultures to not feel like outsiders. All students gain greater interpersonal interaction, because students

are encouraged to support one another (Sapon-Shevin & Scheidewind, 1991).

While the need for and incorporation of a multicultural education perspective within the American public educational system are justifiable and necessary, the delivery of this perspective is often a difficult task. Inservice teachers and preservice teachers must be convinced of the importance of multicultural education in order for it to be a viable perspective in the education process. While these two groups are similar in their needs, their levels of professional experience and methods for acquiring knowledge are different. Inservice teachers must acquire the necessary multicultural education knowledge through a commitment from their school systems, while preservice teachers need to develop their multicultural education perspective through a professional studies program.

Multicultural Teacher Education Programs

A critical factor in teaching all students is to understand the impact teacher training programs have upon the individual teacher's methods used in the classroom. A primary goal of preservice programs is to provide the necessary knowledge preservice teachers need to develop their personal educational philosophy (Feiman-Nemser, 1990).

In order for preservice teachers to develop a multicultural perspective, teacher education programs must:

. . . present a broad and comprehensive view of multiculturalism and provide opportunities and experiences for students to recognize and appreciate forms of cultural diversity in their immediate environments. Students can then develop flexible and expanding concepts of diversity with a view toward continuing this process when they become professionals (Garcia & Pugh 1992, p. 216).

Researchers have identified several characteristics that are consistent in the development a multicultural perspective for preservice teachers: (1) a philosophical commitment to multicultural education by the college or university faculty (Justiz & Darling, 1980); (2) infusion of multicultural education into the instructional environment and teaching methodologies for faculty and preservice teachers (Justiz & Darling, 1980; Tiedt & Tiedt, 1986); (3) the faculty and preservice teachers must accept the equal worth of all people despite their sociocultural backgrounds (Tiedt & Tiedt, 1986); (4) the faculty and preservice teachers must interact positively with students whose sociocultural backgrounds are different from their own (Campbell & Farrell, 1985); (5) the instructional materials are free from bias and stereotyping and demonstrate the positive aspects of our pluralistic society (Tiedt & Tiedt, 1986).

Teacher education programs that develop their own conception of multicultural education by combining characteristics of several multicultural education orientations are bound by the general principles of multicultural education. These principles are: (1)

individuals have varying degrees of competence in varying degrees of culture; (2) students need to interact with people who are already competent in the self-ascribed culture; (3) multicultural education promotes an understanding of cultural competence, thus ensuring any individual of becoming secure within any self-ascribed ethnic identity; and (4) multicultural education is a normal human experience, which promotes a fuller appreciation of the range of cultural competencies available to all students (Gibson, 1984; Goodenough, 1981, 1987).

Therefore, teacher education programs must become more multicultural to prepare teachers to meet the challenges presented by diversely populated classrooms. This belief enables prospective teachers to gain an appreciation for the richness of the various ethnic and groups in America. Baber (1993) maintained this appreciation will instill in the preservice teacher a willingness to promote the development of a just and pluralistic society and effectively integrate multicultural materials into the curriculum at all levels.

Successful multicultural teacher education programs should incorporate three major components in all areas of teacher preparation. First, provide a knowledge base enabling preservice teachers to analyze issues and to develop insights that have multicultural implications. Second, teach the necessary skills that enable preservice teachers to plan strategies designed to help students grow in cultural literacy. Third, promote attitudes that

motivate preservice teachers to make changes and to respect and appreciate their own cultures and the cultures of others (Baber, 1993).

When preservice educators accept the approach to learning and teaching that is inclusive they will begin to ask themselves: How can I become a competent multicultural educator? Gay (1986, 1989) offers a set of competencies to be used as an analytical tool for preservice teachers and teacher educators. For preservice teachers these competencies are a measure of their multicultural awareness levels. For teacher educators these competencies are a means to understand the impact teacher training programs have upon the individual teacher's methods used in the classroom. Gay's competencies are:

- Become familiar with the attitudes and behaviors (educators) have toward different ethnic groups and how these are habitually exhibited in their school functions . . . (and) understand the effects of these on students, relative to self-concepts, academic abilities, and educational opportunities available to students (Gay, 1989; p. 183).
- Acquire the knowledge concerning ethnic groups' histories and heritages, life experiences, and interactional styles to bridge the gap between the cultural values and behavioral codes of themselves and their students (Gay, 1986).
- Develop the skills to meet the educational needs of all children, such as: different learning and teaching styles, creating a supportive environment, reduction in stress, tension, and conflict, selection of materials, and introducing different perspectives, aspirations, and experiences (Gay, 1989).
- Develop the respect and the appropriate communication

skills when interacting with parents and the community (Gay, 1989).

As preservice teachers develop these competencies into their teaching practices, their students will experience a sense of liberation from the constraints practiced by traditional educators. Traditionally, education has been practiced with the belief that teachers were the source of knowledge and the students' were the passive recipients of that knowledge. Educators who practice multicultural education are no longer carriers of knowledge, but facilitators in the pursuit of knowledge. They become students themselves, learning new content or different ways to teach their students. In this new role, teachers are continually learning about the educational needs of their students and developing the abilities to provide for those needs. This liberating learning and teaching process, creates an educational culture that is in constant flux even while individuals develop self-ascribed and group related identities.

Multicultural awareness allows teachers to become advocates for cultural and ethnic minority students. By becoming advocates for the students, teachers can take action to make their own lives and communities more culturally sensitive and diverse. It is through this action they will have the needed skills to help democratically transform the curriculum and their students.

A critical factor in teaching ethnic minority students is to understand the impact teacher training programs has upon the

individual teacher's methods used in the classroom. A primary goal of preservice programs is to provide the necessary information for the preservice teacher to develop his or her personal educational philosophy (Feiman-Nemser, 1990).

Several investigators (Burcalow, 1984; Grant, 1981; Lynch, 1987), envisioned multicultural teacher education as programs or plans that incorporate a philosophy that relates to human diversity. This philosophy enables prospective teachers to have an appreciation for the richness of cultural variety in America, promote the development of a just and pluralistic society, and effectively integrate multicultural materials into the education curriculum at all levels.

True multicultural teacher education is more than special courses or special learning experiences tacked on to the standard teacher training program. It is an interdisciplinary curriculum whose aim is change in ethnic, racial, and social class attitudes whose goal is for teachers to become sensitive to cultural differences (Cristol, Hoover & Oliver, 1994). As teacher educators incorporate a multicultural perspective into their programs, they will be forced to address the processes preservice teachers undergo as they develop this perspective into their educational philosophy.

Developmental Processes of Preservice Teachers' Orientations Toward Cultural Differences

While the multicultural issues may be unique for these programs, the developmental processes preservice teachers undergo are common for any change in an individual. Human development is a process where individuals change over a period of time. Generally, the process takes the person through a series of stages, from the simple to the complex. A stage is a period in a process of development (Burden, 1990). Several investigators have found that cognitive development is process that involves several stages (Adler, 1991; Harvey, Hunt & Schroeder, 1961; Piaget, 1963; Sprinthall & Thies-Sprinthall, 1983; Tabachnick & Zeichner, 1984). Similarly, the developmental process of preservice teachers is a series of cognitive stages.

When students enter a professional studies program their perspectives of the teaching profession are radically different from their point of departure from the program. According to Fuller (1975) this transformation from students to professional educators involves a series of stages. During the self stage, preservice teachers realistically identify with students, while only imagining a relationship with the cooperating teachers. Preservice teachers are concerned with the students liking them, feelings they are under much pressure most of the time, and doing well when a supervisor is present (Borich, 1992). For the task stage, they are interested in survival as teachers, classroom management, and mastery of the content. The preservice teachers believe they lack the freedom to initiate innovative instructional ideas, concerned about the nature

and quality of instructional materials, and if they are adequately presenting the material (Borich, 1992). During the impact stage, the preservice teachers are interested in the learning, social and emotional needs of the students, and their ability to accept the students as individuals. The preservice teachers are interested in increasing the students' feelings of accomplishment, and challenging unmotivated students (Borich, 1992).

Fuller and Brown (1975) introduced another stage where preservice teachers are concerned with the limitations, demands, and frustrations of their teaching situation and the entire teaching profession. This stage has been evident occurring before the impact stage. The strengths of this model are its description of the developmental processes preservice teachers undergo while advancing through a professional studies program, and a means for preservice teachers to assess and interpret their own development (Feiman & Floden, 1981; Newman, Burden & Applegate, 1980).

In recent years there has been interest in defining teaching as reflective practice (Schon, 1987) and emphasizing reflection in the preparation of preservice teachers (Holmes Group, 1986). Reflection refers to synthesis of theory and practice. Much of what preservice teachers discover about teaching is learned through reflective analysis or self-evaluation. Reflection allows the preservice teacher to understand "the origins, purposes, and consequences of their actions, as well as on the material and ideological constraints

and encouragements embedded in the classroom, school and societal contexts in which they work" (Zeichner & Liston, 1987, p. 23).

When reflective teaching and multicultural education are incorporated into a professional studies program issues such as equity, ethnicity and cultural identity become important to preservice teachers. There have been several studies investigating preservice teachers' multicultural beliefs, values, and attitudes (Goodwin, 1994; Grant, 1981; Grottkau & Nickolai-Mays, 1989; Rashid, 1990; Reiff & Cannella, 1992). Goodwin (1994) explored preservice teachers' conceptions and definitions of multicultural education. The study was centered on the belief that meaningful multicultural education begins with teacher self-awareness. She concluded that teacher educators should focus on the beliefs of the preservice teachers when they enter a teacher education program. Also, teacher educators must work closely with cooperating teachers and field placement schools. Lastly, multicultural education is education for all people, not just for people of color and people who are racially and culturally diverse.

Grant (1981) investigated the multicultural education preparation of a group of elementary preservice teachers received in their last three semesters of a teacher education program. The study focused on the quality of multicultural instruction they received, university assignments or projects related to multicultural education, and the use of concepts related to multicultural education in the classroom, such as classroom

planning and teaching strategies. He concluded that these preservice teachers lacked initiative that would lead them to pursue learning about multicultural education on their own. When someone directed the students' multicultural learning, they attempted to increase their awareness and acceptance of human diversity. He also concluded that one course on intensive instruction in multicultural education is insufficient to make a significant impact on the preservice teachers' development of their own awareness and classroom teaching.

Grottkau and Nickolai-Mays (1989) suggested in their study that students who have exposure to multicultural education over a period of time do show change in overall levels of bias or bias toward targeted minority groups. Also, this study supported Grant's (1981) finding, that a single multicultural education experience (human relations course) did not change overall levels of bias and bias toward specific minority populations. Grottkau and Nickolai-Mays (1989) concluded that multicultural education must be prolonged and consistent throughout a preservice teacher's collegiate experience.

Rashid's (1990) study explored inservice teachers perceptions of their multicultural education preparation during their preservice teacher education program. The teachers saw an unmet need for multicultural education in teacher preparation programs. Rashid discovered that race was a significant factor for teachers, particularly when the teachers discussed their perceptions and

attitudes toward differences between teachers and students. Many teachers in the study believed a multicultural education perspective in a teacher education program would alleviate the uneasiness new teachers feel toward the racial differences between themselves and their students.

Reiff and Cannella (1992) investigated a group of preservice teachers' multicultural beliefs, feelings of confidence for working with and understanding different multicultural groups, differences between preservice teachers who function at a low or a high conceptual level of multicultural beliefs, and differences between preservice teachers who function at a low or high conceptual level of confidence for working with and understanding different multicultural groups. They concluded that preservice teachers need a broad view of society and curriculum, through an exposure to students from other cultures. Preservice teachers need structured supervision as they undergo exposure to a multicultural perspective, through the facilitation of the preservice teachers own multicultural understanding and their conceptual flexibility.

Moore and Reeves-Kazelskis (1992) suggested that multicultural teacher educators must become aware of the preservice teachers' cognitive and ethical developmental levels to achieve change in the preservice teachers' attitudes and behaviors. They concluded that carefully planned and implemented instruction will change preservice teachers' beliefs about cultural diversity.

They recommended that facilitation of instruction should be by professors representing various cultural and ethnic groups.

While these studies focused on the impact of courses or requirements of teacher preparation programs on preservice teachers' multicultural perspectives, this current study investigated the development of elementary preservice teachers' multicultural perspectives as they went through a professional studies program. The central issue addressed in this study was how did each member of an inquiry team of preservice elementary teachers process the multicultural education content in their collegiate studies and their interactions with elementary students. The critical issues of this study were how did each preservice teacher define culture, how did they define multicultural education, what were their beliefs toward multicultural education, and how did the teacher education program facilitate in the development of their orientations toward cultural differences.

Orientation for This Study

The philosophical framework for this study came from the belief that multicultural education is a means of empowering all students through teaching and learning. Empowerment validates the experiences and identities of students, promotes equality and equity by nurturing cultural pluralism, and incorporates a process for social justice. When the preservice teacher accepts the belief that

multicultural education is a normal human experience, the process of developing a perspective toward multicultural education begins.

This study linked Gay's (1986, 1989) set of multicultural education competencies for educators to the development of an approach to learning and teaching that is inclusive. The requirements for changing one's perspective toward the educational system are to change one's value assumptions and the perceptual worlds of educators, and changes in institutional structures. While this study focused on the value assumptions and the perceptions of preservice teachers, preservice teachers must recognize that the educational structures can provide the barriers to change or the accommodations for change. This study concentrated on a teacher education program that provides the accommodations for change and how each preservice teacher internalized these accommodations as they developed their own perspectives toward multicultural education.

CHAPTER III

METHODOLOGY

Introduction

This current study investigated the emerging multicultural education perspectives of members of a professional development schools' inquiry team as they progressed through their professional studies. The investigator analyzed the preservice teachers' journal writings and other people's observations from the beginning of the professional program to the completion of student teaching. He explored the preservice teachers' multicultural perspectives during their final year in the program, conducted an inventory of their multicultural perspectives, and interviewed the preservice teachers individually at the conclusion of their student teaching semester.

This chapter begins with a description of the selection of the naturalistic paradigm. This section focuses on Lincoln and Guba's (1985) and Bogdan and Biklen's (1992) perceptions of good qualitative research. The next three sections focus on the selection of the microethnographic case, the context of case, and the selection of the participants in the case. The design of the study, the data sources, the collection and analysis of the data, and are described in

the next sections. The last section explains how the investigator developed the trustworthiness of the study.

Selection of the Naturalistic Paradigm

The investigator selected the naturalistic paradigm of research to study the emerging multicultural education perspectives of the members of the inquiry team during the two years of professional studies. The naturalistic paradigm provided the investigator with a methodology to begin to describe emerging multicultural processes. The investigator examined these processes with a focus on the concept of culture: "standards for deciding what is, standards for deciding what can be, standards for deciding how one feels about it, standards for deciding what to do about it, and standards for deciding how to go about it" (Goodenough, 1963, pp. 258-259). This microethnographic approach helped the investigator to understand how each participant created her own proporspect or personal view of multicultural education.

The naturalistic paradigm provides a method of inquiry that goes beyond the content of language. This method of inquiry allows a researcher to " frequent places where the events he or she is interested in naturally occur . . . and the data are gathered through the engagement of natural behavior: talking, visiting, looking, eating and so on" (Bogdan & Biklen, 1992, p. 3). Lincoln and Guba (1985) describe nonexperimental educational research as being a naturalistic investigation or inquiry. The goal of the investigator is

to make the participants feel comfortable enough so they will confide in the researcher their concerns and beliefs that relate to the investigation. The investigator built trust between the participants and himself, by making it clear that the findings would not demean or otherwise hurt people.

Bogdan & Biklen (1992) describe the role of the investigator in a naturalistic investigation. Investigators become part of the participants' world, but as a "detached longterm visitor" (Bogdan & Biklen, 1992, p. 79). The investigator keeps an unobtrusive written record and other forms of descriptive data. They [investigators] come to learn what it is to be like them, but do not attempt to become them. This is achieved by participating in activities on a limited basis, but not attempting to compete for prestige or status. Naturalistic investigators are "empathetic, but also reflective" (Bogdan & Biklen, 1992, p. 79), where acceptance in the group becomes a goal for the research, but not an end product.

The naturalistic paradigm contrasts sharply to experimental research, because the investigator in the natural setting limits their influence or manipulation of the study's conditions and a priori categories are not imposed on the results of the study (Eisenhart and Howe, 1992). Whereas, in the experimental or positivist approach to research, the investigator manipulates the conditions of a situation in order to study the situation.

The essence of the naturalistic paradigm is the "trustworthiness" of the research:

The basic issue in relation to trustworthiness is simple: How can an inquirer persuade his or her audiences that the findings of an inquiry are worth paying attention to, worth taking account of? What arguments can be mounted, what criteria invoked, what questions are asked, that would be persuasive on this issue (Lincoln & Guba, 1985, p. 290).

Lincoln and Guba (1985) propose four alternative constructs of trustworthiness to replace the standards found in the positivist paradigm-internal validity, external validity, reliability, and objectivity. The first is credibility, the researcher must show that the investigation was conducted in a way that ensured that the participants were accurately identified and described. The researcher's reconstruction of the realities of the participants are credible to those who provided the data.

The second construct is transferability, where the task of demonstrating the applicability of the findings to another context is the responsibility with the investigator who is transferring the findings of the original investigator. To bolster the applicability of transferring the findings, the investigator can refer back to the original theoretical framework to show how the data collection and analysis will be guided by concepts and models. This will define the parameters of the research for applying to other investigations or to a body of theory. Another source to ensure the study's transferability is triangulating multiple sources of data. Triangulation is the process of bringing several sources of data to

demonstrate a single point or idea. Lincoln and Guba (1985) contend it is the responsibility of the investigator to provide the thick description in order to make judgments about application possible. Thick description is the task of ethnography, a process that describes a "stratified hierarchy of meaning structures" (Geertz, 1973, p.7) of a phenomenon.

The third construct is dependability, where the investigator refines their understanding of the setting, because of the changing conditions within the context of the study. This understanding allows the investigator to continually refine the design of the study to meet these changing conditions. This construct is based on the reality that the world is not static and replication becomes problematic. The fourth construct is confirmability, where the findings of the study could be confirmed by another study. This construct is similar to the positivist standard-objectivity, but Lincoln and Guba (1985) place objectivity on the data rather than attribute it to the investigator.

While these constructs have some connections to the traditional constructs, the underlying belief in the naturalistic paradigm is the relinquishing of preconceived ideas one traditionally had upon entering an investigation. Thus, observation of a natural phenomena rather than manipulation of the phenomena becomes the driving force in the study.

Selection of the Microethnographic Case

The goal of qualitative research "is to better understand human behavior and experience" (Bogdan & Biklen, 1992, p. 49). Qualitative research use empirical observation to better "grasp the processes by which people construct meaning and to describe what those meanings are" (Bogdan & Biklen, 1992, p. 49). The case study methodology is predominant in the qualitative (naturalistic) paradigm. There are many types of qualitative case studies, each "has special consideration for determining its feasibility for study as well as the procedures to employ" (Bogdan & Biklen, 1992, p. 62). A microethnographic case study uses "thick description " to study the concept of culture and focuses on a specific organizational activity (Bogdan & Biklen, 1992).

The microethnographic case for this study was a Professional Development Schools' inquiry team consisting of 19 preservice teachers. This team was under the supervision of a UNCG faculty member and the investigator. Before the investigator became a co-University supervisor, another doctoral student fulfilled that role during the team's first year in the PDS program. The investigator became the co-University supervisor for the inquiry team's second year of professional studies.

The investigator followed the criteria for educational research developed by Bogdan and Biklen (1992) for the selection of the inquiry team as the microethnographic case. First, the inquiry team was a naturally existing unit, one that the participants and the investigator saw as being distinct from other inquiry teams. There

were other inquiry teams, but a supervisory relationship had already been established between the investigator and the participants before the data collection began. Second, the physical settings (the two PDS sites and UNCG) were determined by the investigator to be favorable because of the recurring nature of activities by the participants. The inquiry team (19 members) that allowed for an in-depth study of how preservice teachers develop and practice their multicultural perspectives.

Context of the Study

Professional studies program

The University of North Carolina at Greensboro (UNCG) chartered in the latter part of the nineteenth century. It was originally a women's college and became a coeducational institution, granting the doctorate degree in the early 1960's. The School of Education offers undergraduate degrees in Elementary Education, Middle Grades Education and Secondary Education and graduate degrees in a variety of disciplines. Recently, the School of Education revised these undergraduate programs emphasizing "teaching as inquiry" and reflective practices. The Department of Curriculum and Instruction (CUI) a part of the School of Education instructs preservice and practicing teachers in methodology, pedagogy and multicultural education.

In the 1991-1992 academic school year, the School of Education at UNCG began to prepare elementary and middle grades

preservice teachers using the Professional Development Schools process (see Appendix A). The Professional Development Schools process involved preservice teachers working in inquiry teams with other preservice teachers beginning in their junior year and continuing through their student teaching. The students completed their internships and student teaching requirements at selected Professional Development Schools. The preservice teachers interned with a different cooperating teacher for each semester of their junior year. During the culminating internship semester of their senior year, the preservice teachers interned with another teacher from a different grade level. For the last semester, each preservice teacher had several options to select their cooperating teacher for student teaching. Some preservice teachers requested the same cooperating teacher from the previous semester. Others chose another cooperating teacher from a semester during their junior year. While some preservice teachers selected a cooperating teacher they never had before or asked the university professor who headed the inquiry team to assign a cooperating teacher. Participation by the cooperating teachers was voluntary because of the additional responsibilities associated with having a student teacher.

A triad formed consisting of the preservice teacher, the cooperating teacher, and the university supervisor was formed each semester. This triad defined the success or failure of the internship or student teaching semester. A successful semester for the

preservice teacher occurred when there was open and meaningful dialogue between the three participants. The discussions took on both formal and informal structures between all three participants and often between two of the participants. Discussions followed informal and formal observations, before or after the school day, at UNCG during seminars and classes, or in the supervisor's university office.

There were two cooperating Professional Development School sites for this inquiry team. Both schools were part of the Walter County School District's magnet school program. The school system maintained that the magnet schools program provided parents with a choice in educational opportunities and needs for their children. Each magnet school had a theme that enhanced the basic curriculum required in this southeastern state. The magnet schools program was open to all students throughout the Walter County Schools District and beyond. Non-Walter County residents could enroll if space remained available and upon official release from the assigned school system. If accepted, the nonresidents paid the current tuition rate for out of county residents. Admission and acceptance were considered in order of receipt of applications. Parents had to make a commitment for their child to remain in the program for one full semester of the school year. Children registered in the year-round schools had to remain in the program for one full school year. Both schools had waiting lists for students accepted into their program.

Parkview Elementary School was located in a predominantly African American middle-class neighborhood of a medium sized southeastern city. The school was part of an educational complex consisting of a middle school and high school. All the schools were within walking distance from each other and separated by fences and sidewalks. Some children walked to the magnet school, but most of the students took school busses or were driven to school from various parts of the county. The students and teachers appeared to come from diverse sociocultural backgrounds.

The school served Kindergarten through fifth grades. The philosophical emphasis at Parkview was on writing, speaking, and critical thinking skills based on the "creative wheel" process. This interdisciplinary tract provided opportunities for developing communications skills, though drama, public speaking, journalism, video production and methods of nonverbal communication. The school had a telecommunications program linking students with other students from other parts of the world.

Wilson Elementary School was located in a predominantly White middle-class neighborhood. Similarly to Parkview, Wilson was part of an educational complex consisting of a middle school and high school. All the schools were within walking distance from each other and separated by large parking lots and wooded areas. The magnet school students took busses or were driven to school from various parts of the county. Students and teachers appeared to come from diverse sociocultural backgrounds.

Wilson served Kindergarten through fifth grades with geography being the primary philosophical focus. The school maintained that the five themes of geography--location, region, place, movement, and relationships within places--are integrated across the curriculum. Also, foreign language instruction in Japanese and Spanish provided a "means of improving communication across cultures and introducing cultural differences and similarities" (Brown, 1993, p. 2).

Programmatic experiences with multicultural education

The central mission of the Professional Development Schools program was to advance the profession of teaching. The advancement of the quality of teaching was accomplished through the collaboration of teachers, administrators, students, preservice teachers, and UNCG faculty. Embedded in this mission was a commitment to the belief that all children can succeed in school. This underlying message was a key tenet in the pursuit of a multicultural education curriculum.

The investigator categorized the program's multicultural education emphasis using Sleeter and Grant's (1987, 1988, 1993) five approaches to multicultural education. The five approaches to multicultural education are 1) human relations, 2) teaching the culturally different, 3) single group or ethnic studies model, 4) multicultural education or cultural democracy, and 5) education that is multicultural and social reconstructionist.

The UNCG professional studies program approached multicultural education by emphasizing preservice teachers to become sensitive to the cultural and ethnic differences of children found in educational settings. This emphasis follows the beliefs found in Sleeter and Grant's (1987, 1988, 1993) human relations approach, which stresses an understanding that all people are the same and different. Also, the program emphasized some of the tenets regarding the raising of achievement levels found in the teaching the culturally different approach. This approach maintains that students who are not succeeding in school because the learning environment is not equitable and relevant must develop mainstream cultural values, by designing culturally compatible education programs.

The professional studies program's design required every member of the inquiry team to enroll in the same education courses as the other team members, while embedding multicultural experiences and expectations in these courses. For example, the professors instructing the methods courses required the preservice teachers to design and plan lessons to be taught in their internships. The preservice teachers were encouraged to include a multicultural perspective in every lesson. Also, professors frequently required the preservice teachers to observe and work with individual students during their internship placement. This one-to-one contact facilitated the understanding of the sociocultural differences among children, and the sociocultural differences between the teachers and

students. The preservice teachers enrolled in the following courses during the Professional Development Schools program:

(CUI: Department of Curriculum and Instruction)

FIRST SEMESTER JUNIORS

CUI 346 Children's Literature and Instructional Media

CUI 370 Science Education

CUI 350 Internship I: Inquiry in Teaching and Learning

The preservice teachers were engaged in some of these activities during the semester:

- Work with individual students and small groups.
- Become acquainted with the instruction program and activities in an elementary classroom.
- Become familiar with classroom management techniques and strategies.
- Direct or teach a whole class activity or lesson.
- Introduction to International/Multicultural Science Education.

During the internship the preservice teachers had the opportunity to encounter, discuss, and reflect upon multicultural issues. The issues that guided the semester involved: (1) how one's own way of knowing influences attitudes and beliefs about learning and teaching, (2) that different people have different ways of understanding the same phenomenon, (3) understand and appreciate the influence of cultural/ethnic heritage, gender, socioeconomic status, and exceptionalities on ways of knowing, (4) an awareness of

and sensitivity to students from various backgrounds, and (5) how one's own perceptions and attitudes interfere with the effective instruction of at-risk students from diverse backgrounds.

SECOND SEMESTER JUNIORS

CUI 320 Language Arts

CUI 380 Mathematics Education

CUI 375 Internship II: Inquiry in Teaching and Learning

The preservice teachers were engaged in some of these activities during the semester:

- Work with individual students or small groups including planning activities.
- Become aware of different teaching styles and classroom management techniques and strategies.
- Recognize various activities assumed by teachers in addition to classroom instruction.
- Increase experience working with the whole group.
- Plan for the needs of diverse populations and students with special needs with respect to the mathematical program.
- Use children's literature books that have a multicultural emphasis to write mathematical word problems.
- Investigate traditions around learning numerical concepts that are particular to one ethnic or cultural tradition.

During the internship the preservice teachers had the opportunity to encounter, discuss, and reflect upon multicultural issues. The issues that guided the semester involved: (1) how one's

own way of knowing influences attitudes and beliefs about learning and teaching, (2) that different people have different ways of understanding the same phenomenon, (3) understand and appreciate the influence of cultural/ethnic heritage, gender, socioeconomic status, and exceptionalities on ways of knowing, (4) understand the concepts of pluralism, diversity, and exceptionality as they relate to the classroom, and (5) understand one's own expectations regarding diverse populations and how they affect students' classroom performance.

FIRST SEMESTER SENIORS

CUI 360 Social Studies Education

CUI 420 Reading Education

CUI 400 Internship III: Inquiry in Teaching and Learning

The preservice teachers were engaged in some of these activities during the semester:

- Continue individual and small group instruction including planning, carrying out and evaluating remedial and enrichment activities.
- Increase experience in planning, carrying out and evaluating instructional activities for the whole class.
- Participate when possible in non-instructional activities such as school-based assessment committee meeting or staff development activities.
- Bringing in a multicultural perspective to the social studies curriculum.

- Five internship seminar sessions focus on multicultural education.

A part of the last item involved a discussion on the what and why and evolution of multicultural education. The second session emphasized the key concepts of multicultural education, the struggle between traditional versus multicultural approaches to education, and the aspects of ethnicity. The third session stressed learning styles and ethnic identity development. The fourth session involved the discussion of cases found in Affirming Diversity (Nieto, 1992) and read White Teacher (Paley, 1979), and Roll of Thunder, Hear My Cry (Taylor, 1976). The last session emphasized reflections of what the preservice teachers' learned during the semester.

SECOND SEMESTER SENIORS

CUI 461 Student Teaching and Seminar

Design of the Study

Bogdan and Biklen (1992) describe qualitative research, as being similar to a loosely planned vacation, where the traveler knows very little about the people and places they will visit. The researcher like the traveler must cleanse themselves of their preconceptions, so they can be open to learn about the setting, subjects, and other sources of data. Learning is through direct examination, rather than manipulation of the environment. The naturalistic qualitative research model focuses on natural human behaviors and events such as: talking, visiting, looking, and eating

(Bogdan and Biklen,1992). The researcher enters the investigation with some ideas on how to conduct the research, but a detailed research plan is not formed prior to data collection. The observations of the environment structures the research (Glaser & Strauss, 1967).

The design of this study was to discover the emerging orientations to multicultural education for each member of the inquiry team. The three areas of the study were the guides to understand at which point each preservice teacher was at in the evolutionary process to becoming a multicultural educator. The first area of the study focussed on the preservice teachers' perspectives in their last semester of coursework and internships before student teaching. The investigator examined the journals and interviewed the preservice teachers to understand the levels of growth and awareness. The second area focused on the evolution of the preservice teachers perspectives during their two years of professional studies. The investigator analyzed the levels of articulation of the preservice teachers' perspectives by examining the explicitness of their perspectives in the four data sources. The third area focussed on application of their multicultural education perspectives in their student teaching classroom.

Initially, the investigator examined the archival data and spent some time within the natural settings (UNCG and PDS classrooms) frequented by the participants, before the data collection began. From these early observations, the investigator was able to

formulate the research questions that guided the investigator's efforts to understand the emerging multicultural propriospects of each preservice teacher. A person's propriospect is an individual's "private, subjective view of the world and its contents--his [or her] personal outlook . . . various standards for perceiving, evaluating, believing, and doing that he [or she] attributes to other persons as a result of his experience of their actions and admonitions" (Goodenough, 1981, p. 98).

The investigator selected Gay's (1986, 1989) competencies as the framework for analyzing each preservice teacher's multicultural propriospects. Her competencies delineate desired in multicultural education. As he studied preliminary data, the investigator found these competencies helpful. Like Gay and other multiculturalists he believes that multicultural education is the "means of empowering all students through teaching and learning. Empowerment validates the experiences and identities of students, promotes equality and equity by nurturing cultural pluralism, and incorporates a process for social justice" (Cristol, Hoover & Oliver, 1994).

Throughout the study, the investigator incorporated the grounded theoretical method (Glaser and Strauss, 1967) to collect and analyze the data that described an emerging multicultural education perspective for each preservice teacher. This approach allowed the sources of data to be analyzed following each level of collection.

Data sources

The investigator employed ethnographic techniques to collect data that would help describe how the 19 members of a Professional Development Schools inquiry team perceived their emerging multicultural education perspectives and how they connected their perspectives to their classroom practices during their student teaching semester. Data were collected from several sources: (1) archival data, (2) classroom observations, (3) multicultural education inventory, and (4) interviews with the preservice teachers.

The archival data consisted of syllabi, instructional resources, readings, experiences and student portfolios that the professor who headed the inquiry team had maintained for each member of the team since the beginning of their junior year. Every portfolio contained journal entries, self-evaluations, cooperating teacher evaluations, case studies on students in their internship classrooms, a learning styles inventory, academic transcripts, and personal information.

Classroom observations allowed for "research participation-one who participates in a social situation but is personally only partially involved, so that he can function as an investigator" (Gans, 1982, p. 54). The investigator utilized the Ramirez and Castaneda's (1974) Teacher Rating Form: Field-Sensitive and Field-Independent (Appendix B) for the three formal student teaching observations of each preservice teacher. The instrument identified the emerging multicultural teaching styles the preservice teachers practiced during a particular lesson. The instrument allowed the preservice

teachers to focus on areas they believed needed improvement and validated the preservice teachers' feelings of success in other areas of teaching.

The formal observations included a pre-conference, observation and a post conference. Usually, the pre-conference was a telephone conversation between the supervisor and preservice teacher prior to the observation. The conversation consisted of the preservice teacher describing the lesson and setting the date and time for the observation. Following each observation, the investigator and the preservice teacher met to discuss the observation in a post conference meeting. The informal observations occurred when the investigator visited the preservice teacher's classroom unannounced without using the formal observation instrument. After these observations the investigator took notes describing his perceptions of their teaching.

The multicultural inventory (Appendix C) was a method for the preservice teachers to describe their emerging multicultural education perspectives based upon a set of guidelines developed by an esteemed group of multicultural educators. The investigator adapted the inventory from the position statement of the National Council for the Social Studies, "Curriculum Guidelines for Multicultural Education" (Banks, Cortes, Gay, Garcia, & Ochoa, 1992).

The investigator conducted unstructured and structured interviews throughout the semester. The unstructured interviews occurred after the classroom observations and during seminar or

informal meeting at the internship schools or UNCG. Structured summary interviews (see Appendix D) took place at the conclusion of the preservice teachers' student teaching semester. Prior to the summary interviews, the preservice teachers had completed the multicultural inventory and had at least three formal observations of their student teaching. Also, prior to the summary interviews, the investigator read the archival data. The investigator audiotapped the privately conducted summary interviews at the student teaching school or UNCG.

Data Collection and Analysis

The data was collected over a two-year period. The archival data had been collected by the professor who headed the inquiry team (see previous section on data sources). The classroom observations, administration of the multicultural inventory, and the during preservice teachers' student teaching semester (see Table 1).

Table 1

Data Collection Timetable

1. Archival Data:	1992-1994
2. Classroom Observations:	Spring, 1994
3. Multicultural Education Inventory:	Spring, 1994
4. Summary Interviews of Preservice Teachers:	Spring, 1994

A two-tier data analysis was conducted. The data were analyzed subject-by-subject and across subjects. For all of the preservice teachers, emerging orientations to multicultural education became apparent from the analysis of the data. The three areas of the study were the guides to understand at which point each preservice teacher was at in the evolutionary process to becoming a multicultural educator. The first area of the study focussed on the preservice teachers' perspectives in their last semester of coursework and internships before student teaching. The investigator examined the journals and interviewed the preservice teachers to understand the levels of growth and awareness. The second area focused on the evolution of the preservice teachers' perspectives during their two years of professional studies. He analyzed the levels of articulation of the preservice teachers' perspectives by examining the explicitness of their perspectives in the four data sources. The third area focussed on application of their multicultural education perspectives in their student teaching classroom. The investigator analyzed their classroom teaching practices using the observation instrument.

Glaser and Strauss' (1967) grounded theoretical approach was employed to analyze the data. The process began with the coding of the data, which yielded two categories that described the data: level of awareness and evolutions of orientations. Level of awareness is defined as a nominal scale attached to the preservice teacher's proporspect or personal view of multicultural education. Evolution

of orientation is defined as the processes preservice teachers undergo according to Fuller's (1975) stages of development (see previous section on developmental processes of preservice teachers' orientations toward cultural differences).

The investigator also developed properties, patterns, and working hypotheses during the analyses. Properties help define or describe a category, for example the properties for the category of life experiences might have the qualities of racism, single parents, and drug abuse (Glaser & Strauss, 1967). The properties for individual levels of awareness were Gay's competencies; the properties for grouped levels of awareness were indicators, attributes, and Gay's competencies (these are described below). As Glaser and Strauss suggested, hypotheses in grounded theory are the links between the categories and properties, which emerge simultaneously with the collection and analysis of data (Merriam, 1988). During the reading and rereading of the data, the investigator synthesized the data and discovered patterns of thought and action repeated in various situations and with various players. From these patterns, the investigator developed insights driven by logical leaps in understanding the data (Fetterman, 1989).

The analysis of the data began with the selection of the journal passages from the preservice teachers' portfolios. For every preservice teacher, the investigator selected two journal passages from each of their first three semesters. One passage was from the early part of the semester and the other passage was from the later

part of the semester. Initially, the investigator coded the passages to determine the emerging level of multicultural awareness for each preservice teacher. He compared each preservice teacher's initial awareness level to the other preservice teachers' levels. This process continued for every semester to observe any changes in the awareness levels as they advanced through the program. As the student teaching semester was near completion he selected portfolio passages, the multicultural education inventory, and classroom observations to develop questions for the interview protocol for each preservice teacher.

The summary interviews took place over the last two weeks of the student teaching semester. The investigator chose this time period because the preservice teachers were relinquishing their student teaching responsibilities and in a more relaxed state. He believed that an interviewee in a relaxed state is more willing to concentrate and clearly articulate their perspectives, than a person who is under the enormous pressure usually associated with student teaching. The length of the summary interviews varied from forty-five minutes to ninety minutes. He audiotapped and transcribed verbatim each summary interview.

Following the interviews, the investigator analyzed the data through several phases. The first phase involved the coding of the portfolio passages, classroom observations, and interview transcripts for each preservice teacher according to the three research questions. He coded the data for each preservice teacher

separately, which involved coding exact or similar words or phrases that corresponded to one of Gay's multicultural education competencies.

Before the second phase, the coded data for each preservice was grouped according to the key words or phrases found in Gay's competencies. For example, in Gay's first competency she used the phrase: "understand the effects of these (attitudes and behaviors educators have toward different ethnic groups) on students." The investigator created the category of "effects", because he was coding "effects" for several of the preservice teachers' data. He grouped the coded material that corresponded to words or phrases that used or implied the word "effects." Categories became the vehicle to describe the emerging multicultural education perspectives.

The second phase involved recoding the previously coded material. The investigator followed the first phase coding procedures using Gay's set of competencies as the guide. Following this second coding, the investigator attached a label of high, medium-high, medium, medium-low, or low to each coded material according to the key words or phrases. He determined the labels according to the preservice teacher's ability to articulate their multicultural education perspectives proximate to Gay's set of competencies. The investigator attached a high awareness level to Ivy's statement, because her statement supported this competency, by using similar terminology and was specific in describing her

beliefs. a medium-high level statement was similar thematically, but its supporting statements were less specific. A medium level statement describes a belief in general terms, but provides little support for these beliefs. A medium-low level is a statement that describes a perspective similar to one of Gay's competencies, but not in multicultural terms.

Before the third phase, the investigator placed each preservice teacher in a high, medium-high, medium, medium-low, or low group. He determined the placement by assigning a numerical value for each coded phrase: high (5), medium-high (4), medium (3), medium-low (2), and low (1). After he assigned a value for each phrase he estimated a ranking for each preservice teacher for each research question (see Appendix E). He assigned each preservice teacher to a group according to their mean value for each research question: high (5.0-4.1), medium-high (4.0-3.1), medium (3.0-2.1), medium-low (2.0-1.1), low (1.0-0.1).

The third phase consisted of an across subjects analysis of the data. The purpose of this analysis was intended to see if there were clusters or groups of subjects with common patterns or if the subjects' perspectives were unrelated to each other.

Several properties emerged from the analysis of the multiple sources of data to explain the levels of awareness of the preservice teachers. The first property was labeled indicators. The indicators were a compilation of statements from the preservice teachers grouped together according to a common theme. Once the indicators

emerged from the data, the investigator temporarily labeled each indicator, to suggest why the statements were grouped together. For example, he temporarily labeled one indicator, respecting the ethnic and cultural differences students bring into the classroom.

He compared each indicator to one of Gay's competencies and then assigned permanent labels which he attributes. The attributes were listed under one of Gay's competencies, based upon the description and/or terminology used in the indicators. The investigator then began the process of specifying the levels of multicultural education awareness for each attribute (see Appendix F).

The investigator coded attributes that used the same terminology and/or provided rationales in the indicators that were similar to one of Gay's competencies as high awareness levels. For example, "teachers should develop a knowledge base for the diversity found in the classroom", an attribute that used some of the same terminology in Gay's second competency and supported this belief with detailed descriptions found in the indicators.

The investigator coded attributes medium-high that were similar to one of Gay's competencies, but the indicators did not support the attributes in as explicit terms as those coded as high. For example, the attribute, teachers should understand that the personal lives of children influence the ways they learn and behave in school. This attribute was similar to Gay's second competency,

but the indicators were less explicit than indicators at the high level.

The investigator coded attributes medium that had indicators whose theme generally described one of Gay's competencies. For example, the attribute, teachers should be aware of the diversity among students in the classroom. While this generally described Gay's second competency, the indicators only provided a general description of why this is important.

Medium-low coding was designated for attributes reflecting a similar theme as one of Gay's competencies, but was broad in its description and the indicators did not provide detailed descriptions. For example, the attribute, teachers should be knowledgeable about their students and discuss diversity respectfully. This attribute is similar in context to Gay's second competency, but those preservice teachers who ascribe to it did not provide a specific enough rationale in their statements.

After the investigator determined the levels of awareness for the attributes, he clustered the teaches according to the areas of the study. While the investigator assigned the preservice teachers to a level of multicultural awareness, this did not necessarily signify that the preservice teacher was at the highest level of multicultural awareness according to Gay's competency. The designation signified the level of multicultural growth a preservice teacher achieved through the professional studies program. Often, the preservice teachers who were put into the higher levels did not

demonstrate a high awareness level when the investigator used one only data source, but demonstrated multicultural growth using other data sources. For example, a preservice teacher might not have articulated a high level of multicultural awareness during the interview, but demonstrated a high level during a classroom observation.

The last phase of data analysis linked the preservice teachers emerging orientations to Fuller's (1975) stages of development. Following the determination of the awareness levels for each preservice teacher for each area of the study, the investigator designated a developmental stage according to the coded data. This was achieved by connecting the coded data for each preservice teacher to one of Fuller's (1975) developmental stages. For some preservice teachers the stage of development was consistent for each area of the study. While other preservice teachers' developmental levels were different for each of the study.

Trustworthiness of the Study

Lincoln and Guba (1985) described four pertinent tests that judge the quality of a case study research design: (1) credibility, (2) transferability, (3) dependability, and (4) confirmability.

Credibility Lincoln and Guba (1985) described how the researcher must show that the investigation was conducted in a way that ensured that the participants were accurately identified and

described. The researcher's reconstruction of the realities of the participants are credible to those who provided the data.

Lincoln and Guba (1985) stated that a qualitative researcher must state the parameters of the setting, population, and theoretical framework in order for the research to be valid. The setting was described in the "context of the case" section. The population was described in the "selection of the microethnographic case" section. The theoretical framework was described in the "design of the study" section.

Transferability Transferability is where the task of demonstrating the applicability of the findings to another context is the responsibility with the investigator who is transferring the findings of the original investigator. To bolster the applicability of transferring the findings, the investigator can refer back to the original theoretical framework to show how the data collection and analysis will be guided by concepts and models. This will define the parameters of the research for applying to other investigations or to a body of theory. Another source to ensure the study's transferability is triangulating multiple sources of data.

Triangulation is the process of bringing several sources of data to demonstrate a single point or idea. Lincoln and Guba (1985) contend it is the responsibility of the investigator to provide the thick description in order to make judgments about application possible. Thick description is the task of ethnography, a process that

describes a "stratified hierarchy of meaning structures" (Geertz, 1973, p.7) of a phenomenon.

In this study the four data sources (see previous section on data sources) allowed the investigator to triangulate the data to insure the applicability of these findings to another context. Also, the data collection and analysis section provides the framework for the thick description in the next chapter.

Dependability Dependability is where the investigator refines their understanding of the setting, because of the changing conditions within the context of the study. This understanding allows the investigator to continually refine the design of the study to meet these changing conditions. This construct is based on the reality that the world is not static and replication becomes problematic.

Throughout the study the investigator incorporated the grounded theoretical method (Glaser and Strauss, 1967) to collect and analyze the data that described an emerging multicultural education perspective for each preservice teacher. This approach allowed the investigator to account for the changing conditions in the study.

Confirmability The fourth construct is confirmability, where the findings of the study could be confirmed by another study. This construct is similar to the positivist standard-objectivity, but Lincoln and Guba (1985) place objectivity on the data rather than attribute it to the investigator.

Summary

This current study used the naturalistic paradigm to investigate the emerging multicultural teaching perspectives of members of a professional development schools' inquiry team as they progressed through their professional studies. This chapter described the rationale for selecting this microethnographic case, the context of the case, and participants in the study. The design of the study followed the naturalistic principles of Lincoln and Guba (1985) and Bogdan and Biklen (1992).

Data were collected via ethnographic methods (Fetterman, 1989). The investigator used the grounded theoretical method (Glaser & Strauss, 1967) to analyze the data. Two categories emerged that described the data: level of awareness and evolution of orientations. Lincoln and Guba's (1985) four tests of credibility, transferability, dependability, and confirmability were used to judge the quality and trustworthiness of the case study. The next chapter presents the results of the subject-by-subject and across subjects analysis. The levels of awareness and evolution of orientations related to each area of the study are described for each preservice teacher. Patterns and variations across the group are also described.

CHAPTER IV

RESULTS

Introduction

The purpose of this study was to explore how elementary preservice teachers develop their multicultural education perspectives during their professional studies experience. This chapter begins by profiling each preservice teacher on the team. The next section is an analysis across the team of preservice teachers. This analysis consists of levels of awareness according to the research areas, programmatic influences on evolutions of orientations, and student teaching contextual influences on evolutions of orientations.

Profiles of Preservice Teachers

This section profiles the preservice teachers. The profiles consist of background information, the levels of multicultural education awareness related to the study (see Table 2), stages of development for each area of study (see Table 3), evolution of orientations by levels of awareness (see Table 4), and evolutions of orientations by stages of development (see Table 5).

The results in Table 2 show the awareness levels for each preservice teacher's levels multicultural education awareness. Several preservice teachers exhibited growth in their multicultural awareness while other preservice teachers' awareness levels declined when they attempted to connect their multicultural awareness to classroom practices. The investigator defined growth by comparing the awareness levels at the beginning of the professional studies program to the awareness levels at the conclusion of student teaching. Other preservice teachers' awareness levels fluctuated according to the area of the study being investigated. The last group of preservice teachers exhibited consistent patterns of multicultural awareness in all three areas of the study.

The results in Table 3 show the stages of development for each area of the study. The stages were determined according to the preservice teacher's ability to articulate their multicultural education perspectives proximate to Fuller and Brown's (1975) stages of development. The investigator attached a stage of development to a preservice teacher, because her statements advocated a perspective found in a particular stage of development. Preservice teachers in the self stage realistically identify with students, while only imagining a relationship with the cooperating teachers. In the task stage, the preservice teachers are interested in survival as teachers, classroom management, and mastery of the content. They believe they lack the freedom to initiate innovative

Table 2

Preservice Teachers Awareness Levels Relating to the Areas of Study

	Perspectives toward MCE during their final year of professional coursework and internships.	Descriptions of their evolution of their perspectives during their two years of professional studies.	Connecting their MCE classroom practices during student teaching.
Abby	Medium	Medium	Medium-Low
Allison	*	Medium-Low	Medium-Low
Anna	Medium	Medium	Medium
Edith	Medium	Medium-High	High
Eve	High	Medium	Medium
Evelyn	High	High	High
Hannah	High	High	Medium-High
Harriet	Medium	Medium	Medium
Helen	High	Medium-High	High
Ida	Medium-Low	Medium	Medium-High
Iris	Medium-Low	Medium-Low	Medium
Irma	Medium-High	Medium-High	Medium-Low
Ivy	High	High	Medium-Low
Linda	Medium-High	Medium	Medium-High
Mary	Medium-High	High	High
Tammy	Medium-Low	Medium-Low	Medium-High
Terry	Medium-High	Medium	High
Ursula	Medium	Medium-High	Medium-High

*Allison was the preservice teacher who could not be put into a group, because her low levels of awareness.

Table 3

Preservice Teachers Stages of Development Relating to the Areas of Study

	Perspectives toward MCE during their final year of professional coursework and internships.	Descriptions of their evolution of their perspectives during their two years of professional studies.	Connecting their MCE classroom practices during student teaching.
Abby	Task Stage	Task Stage	Self Stage
Allison	Self Stage	Self Stage	Self Stage
Anna	Task Stage	Task Stage	Task Stage
Edith	Task Stage	Pre-Impact Stage	Impact Stage
Eve	Impact Stage	Task Stage	Task Stage
Evelyn	Impact Stage	Impact Stage	Impact Stage
Hannah	Impact Stage	Impact Stage	Pre-Impact Stage
Harriet	Task Stage	Task Stage	Task Stage
Helen	Impact Stage	Pre-Impact Stage	Impact Stage
Ida	Self Stage	Task Stage	Pre-Impact Stage
Iris	Self Stage	Self Stage	Task Stage
Irma	Pre Impact Stage	Pre-Impact Stage	Self Stage
Ivy	Impact Stage	Impact Stage	Self Stage
Linda	Pre Impact Stage	Task Stage	Pre-Impact Stage
Mary	Pre-Impact Stage	Impact Stage	Impact Stage
Tammy	Self Stage	Self Stage	Pre-Impact Stage
Terry	Pre Impact Stage	Task Stage	Impact Stage
Ursula	Task Stage	Pre-Impact Stage	Pre-Impact Stage

instructional ideas; they are also concerned about the nature and quality of instructional materials, and if they are adequately presenting the material. Preservice teachers in the pre-impact stage are concerned with the limitations, demands, and frustrations of their teaching situation and the entire teaching profession. During the impact stage, the preservice teachers are interested in the learning, social and emotional needs of the students, and their ability to accept the students as individuals. The preservice teachers are interested in increasing the students' feelings of accomplishment, and challenging unmotivated students (Borich, 1992).

Table 4 describes each preservice teacher's level of multicultural awareness for each area of the study. The first column illustrates the preservice teachers perspectives as they completed their internships and education coursework before their student teaching semester. The data for this area of the study came from archival sources, which took the written form of expression. For the preservice teachers whose awareness levels were high or medium-high, writing provided a comfortable avenue to express their perspectives.

The second column reveals the evolution of the preservice teachers throughout the program. The investigator used all the data sources for this area of the study to discover the development processes the preservice teachers underwent to arrive at their perspectives. The preservice teachers whose awareness levels

Table 4

Evolution of Orientations by Levels of Awareness in Each Area of Study

	Perspectives toward MCE during their final year of professional coursework and internships.	Descriptions of their evolution of their perspectives during their two years of professional studies.	Connecting their MCE classroom practices during student teaching.
<u>Linear Growth</u>			
Edith	Medium	Medium-High	High
Ida	Medium-Low	Medium	Medium-High
Iris	Medium-Low	Medium-Low	Medium
Mary	Medium-High	High	High
Tammy	Medium-Low	Medium-Low	Medium-High
Ursula	Medium	Medium-High	Medium-High
<u>Linear Decline</u>			
Abby	Medium	Medium	Medium-Low
Eve	High	Medium	Medium
Hannah	High	High	Medium-High
Irma	Medium-High	Medium-High	Medium-Low
Ivy	High	High	Medium-Low
<u>Fluctuated</u>			
Helen	High	Medium-High	High
Linda	Medium-High	Medium	Medium-High
Terry	Medium-High	Medium	High
<u>Consistent</u>			
Allison	*	Medium-Low	Medium-Low
Anna	Medium	Medium	Medium
Evelyn	High	High	High
Harriet	Medium	Medium	Medium

*Allison was the preservice teacher who could not be put into a group, because her low levels of awareness.

were high or medium-high were able to clearly describe their perspectives in written and verbal forms. perspectives. The preservice teachers whose awareness levels were high or medium-high were able to clearly describe their perspectives in written and verbal forms.

The third column displays how the preservice teachers practiced their perspectives in the student teaching classroom. The data for this area of the study came from classroom observations and the summary interviews. Some of the preservice teachers demonstrated higher awareness levels in this area of the study than in the two previous areas. The teachers whose levels were high or medium-high in this area of the study thrived on being given the opportunity to practice their perspectives in an atmosphere that resembled full-time teaching.

The preservice teachers were clustered according to their growth during their professional studies. The linear growth cluster were those preservice teachers whose levels of awareness increased during their professional studies. The linear decline cluster represents those preservice teachers whose awareness levels declined during their professional studies. The preservice teachers in the fluctuated cluster had awareness levels that were not consistent during their studies. Preservice teachers in the consistent cluster had levels of awareness that remained the same throughout each area of the study.

Table 5

Evolution of Orientations by Stages of Development at End of Professional Studies

	Self Stage	Task Stage	Pre-Impact Stage	Impact Stage
Abby	X			
Allison	X			
Anna		X		X
Edith				
Eve		X		
Evelyn				X
Hannah			X	
Harriet		X		
Helon				X
Ida			X	
Iris		X		
Irma	X			
Ivy	X			
Linda			X	
Mary				X
Tammy			X	
Terry				X
Ursula			X	

The results in Table 5 show the evolution of orientations by stages of development at the end of student teaching. The determination of the developmental stage for each preservice teacher was described in the description of Table 3. Table 5 focuses on the developmental stage exhibited by the preservice teachers following their student teaching experience.

Abby

Abby was a White short slight woman in her early twenties who spoke and moved quickly. She was from the suburbs of a large city in a Midwestern state. Her encounters with other ethnic and social groups other than her own were minimal before she began her professional studies. She came to UNCG on the advice of people in her hometown who knew UNCG's reputation as a university that produces quality teachers. She always appeared to have an enormous amount of energy in every encounter with the investigator. She was never shy to offer her opinion in university classes and during conferences following classroom observations. She constantly asked for advice to improve her teaching and consistently asked the investigator to stop in her student teaching classroom to observe her teaching even when he was not scheduled to do so.

For each area of the study, Abby was labeled at the medium or medium-low level of awareness. She was never able to go beyond the recognition of ethnic and social differences among people. Her awareness was especially medium-low when she had to apply her beliefs in the student teaching classroom (third area of the study).

She reverted to perspectives that represented background influences, rather than a heightened awareness encouraged in the professional studies program.

Abby's evolution as a preservice teacher associated with the task stage (Fuller, 1969). During her student teaching semester she was constantly asking her cooperating teacher, the professor in charge of the team, and the investigator for advice on issues relating to classroom management, and understanding and presenting the required content. During the summary interview, she revealed concerns that are associated with the self stage; the students liking her and teaching especially well when her cooperating teacher was evaluating her. While, her evolution did not reveal a higher stage of development, she presented a perspective that allows for developmental growth as a teacher.

Allison

Allison was a White thin, quiet woman in her early twenties, who was brought up as an "Army brat." Her life had been associated with the military, since her father was a career military person. Therefore, she had a unique perspective on education compared to the other women in her team having been educated through the military school systems. At the time of her professional studies Allison's family resided at base in North Carolina and she expressed interest in teaching at a military school. Allison rarely revealed her opinions in large or small group settings. Whenever the investigator

asked her a question, her answers usually began with nervous laughter and revealed little insight into the topic.

This quiet non-revealing demeanor was evident in all three areas of the study. The investigator labeled her awareness at the medium-low levels in the second and third areas of the study. For Allison, the label of medium-low represents some progress in acknowledging multicultural education as an important aspect of the educational process. In the first area of the study, the investigator was unable to ascertain much from her coursework and internship data that demonstrated a multicultural education perspective. Most of the data revealed concerns about getting along with the students and what she needed to do to get a good grade.

Her behavior as a preservice teacher put her at the self stage of development (Fuller, 1969). During the summary interview, she expressed interest in issues at the higher stages, for example learning different ways to manage the classroom. When the investigator questioned her about professional growth following her graduation from the program, she revealed little concerning the development of a multicultural educator. She believed that there were other areas of greater importance in the profession that she needed to develop.

Anna

Anna was a short, thin White woman in her early twenties, who had a likeable smile and who was very personable. She grew up in Greensboro, and went away to college where she had "too much fun."

That year made her realize she needed to take some time off from school. After some time off she realized that she wanted to study to become a teacher and came to UNCG. She was rarely reticent about expressing her opinions in large groups or when the investigator met with privately following observations or being interviewed. She took the program seriously, was determined to become a successful preservice teacher. Whenever, the investigator described a behavior as being good, she took that as a failure, she demonstrated a desire to be the best. Within the team, she was accepted by her peers who valued her opinions and suggestions. She was especially close to Mary and Terry, and at times the three separated themselves physically or emotionally from the rest of the team.

In all three areas of the study, Anna was labeled at the medium awareness level. She demonstrated growth in recognizing and presenting issues in the classroom relating to diversity, but consistently related her beliefs in general terms, never revealing why it was important to present different perspectives to the children. When she was confronted with the issue of revealing her own ethnic group identification to the investigator she became frustrated and felt uneasy. She was afraid to describe herself as being White fearing it would offend her Black friends in the team. While being sensitive to other peoples' feelings was thoughtful and commendable, her actions demonstrated a misunderstanding of issues relating to diversity.

Developmentally, she was at the task stage (Fuller, 1969). Many of her concerns focussed on controlling the students' behavior and surviving the hectic pace of student teaching. It was rare that she discussed or presented issues that went beyond the content. When she discussed or applied issues relating to diversity they were centered on eliminating "bad" behavior.

Edith

Edith was a pleasant, intelligent, and hard working White mother of a young child. She has grown up and at the time of the study lived 60 miles south of Greensboro, which consists of several small rural towns. Edith reported that the people living in this area of North Carolina held conservative social, political, and religious beliefs. During the summary interview, she described her astonishment at the stories many children told in her first year in the program. She said that while she had gotten used to the "horrible" stories by the second year, there were times she was still shocked. Generally, she remained quiet during discussions in her university courses and when she spoke it was after giving the topic a lot of thought. Edith was careful to not insult people, but was honest expressing her beliefs. She often smiled as she spoke to alleviate the tension for herself and the others when she expressed her opinion about a controversial topic.

For each area of the study, Edith's awareness levels were labeled differently. In the first area of the study she was labeled medium. During the final year, the data suggested that she was still

developing her awareness to multicultural issues. When the investigator combined all the data over the period of the program, Edith's level of awareness increased to medium-high. It was during her student teaching semester, that she was able to implement three semesters of knowledge about multicultural education. During this last semester, Edith's level of awareness was labeled as high because of her ability to connect her developed multicultural perspectives in the student teaching classroom.

Edith's development as a preservice teacher was associated with the impact stage (Fuller, 1969). During her student teaching semester she began challenging students in unique ways based on their individual needs. This follows Fuller's belief that preservice teachers at this stage are concerned with the learning, social, and emotional needs of the the students.

Eve

Eve was an African-American woman in her early twenties, from a large city near Greensboro. She was proud of her parents' heritage. Her mother was from a Caribbean island and her father was from the United States. Often, she would say that in many ways she did not feel like she could truly call herself an African-American, because of her mother's heritage. One of her major goals was to pay for college herself. There were some semesters when she worked three jobs and took a full load of classes a semester. This workload began having a negative impact on her performance in the program, especially during her student teaching semester.

Eventually, she had to cut back on her work schedule. Eve rarely presented her beliefs to the group. Usually, she discussed the topic quietly with Irma who then seemed to express to the group Eve's opinions about the topic of discussion. She seldom socialized other members of the team, with the exception of Irma. It might be concluded that she was too busy to develop friendships within the team and that she had little in common with the other members of the team.

Eve was labeled at the high awareness level for the first area of the study. During this period of the program, she began to make connections between multicultural issues and teaching. In the second and third areas of the study her awareness levels were labeled as medium. Her perspectives were evolving at a higher level, but she had difficulty connecting those concepts learned previously, into her full-time teaching experience. Often, she would use more traditional methods in the classroom.

Eve's developmental level upon completion of the program was the task stage (Fuller, 1969). During her student teaching semester she was constantly asking her cooperating teacher, the professor in charge of the team, and the investigator for advice on classroom management. She believed her survival as a teacher depended on how well she controlled the classroom. Control she believed was linked to being respected and liked by the children. Another difficulty she discovered in her student teaching semester was mastering the content when confronted with a full-time teaching load. She

overcame this difficulty somewhat when she cut back on her work schedules, to spend more time learning and preparing for her lessons.

Evelyn

Evelyn was a tall, very articulate White woman in her mid-twenties from small city near Greensboro. During her participation in the program she was living in small town 20 miles outside Greensboro with her husband, who she constantly referred to in many of her discussions. In large and small group settings she never hesitated expressing her beliefs, but was sensitive to other people's opinions. She presented herself as a person driven to develop her knowledge base in order to become a successful educator. During several conversations, she expressed her interest in finding and developing ways to connect with all children, especially those children whose backgrounds were dissimilar from herself. She always spoke in terms of being a child advocate inside and outside the classroom. She never came across as being pompous or too self-assured, but portrayed herself as an intelligent young woman willing to change her perspectives as she gained knowledge about issues concerning diversity. She believed with this knowledge she could change several of her misconceptions about people and with some success carried out this new found knowledge in her internship and student teaching classrooms.

In all three areas of the study Evelyn was labeled at the high level of awareness. By the time she completed her final internship

and coursework, she discussed multicultural issues near the levels described by Gay. She evolved into a highly competent multicultural preservice educator. Her perspectives were refined during her student teaching experience. She was able to connect her multicultural education perspectives during the several weeks of full-time teaching.

Developmentally Evelyn completed the program at the impact stage (Fuller, 1969). During her student teaching semester she began to understand how the students' learning, social, and emotional needs impact upon their educational experiences. Once she understood each child in the classroom from these three perspectives, she began teaching with the belief that all the children will be successful in her classroom. As the last semester was coming to a close, Evelyn began to see that many of the children who previously were not successful began having feelings of accomplishment.

Hannah

Hannah was an outspoken tall White woman in her mid-twenties from Greensboro. She was brought up in a family environment that had the values and beliefs found in many small towns in North Carolina. During her college studies she lived with her family for financial reasons. She described that living with her family caused her to "give up" many of her beliefs and values, because they contradicted her family's beliefs and values. During an interview, she said that before she moved back home, she had

friends from diverse backgrounds with whom she no longer socialized because of her family's disapproval. Even though she accommodated her family's wishes at home, she still maintained many of her beliefs toward people of diverse cultures. This was evident in her teaching practices and her opinions expressed in large and small group settings. Throughout the student teaching semester, Hannah was becoming disillusioned with the field of education and was having second thoughts about pursuing a job after she graduated.

For the first two areas of the study, Hannah demonstrated a high level of awareness. She was highly aware that her childhood experiences challenged the beliefs espoused in multicultural education. Instead of challenging these beliefs, she began challenging her own beliefs about life and how that affects the children in the classroom. While she was labeled as having a high level of awareness, Hannah had an enormous amount of growth to reach the levels described by Gay. During the student teaching semester, Hannah exhibited levels that were reaching the highest levels of awareness, but she was hindered by a cooperating teacher whose focus was to get through the content as well as her personal dilemma toward the profession.

Hannah's evolution as a preservice teacher is associated with the stage that Fuller and Brown (1975) described as occurring before the impact stage. During her student teaching semester she would often comment if the frustrations associated with teaching are worth staying in the profession. Hannah mentioned enlisting in the

military, a move she had thought about before her college education. Also, her boss at her part-time job as a waitress offered for her to go into the management program with the company. She believed these occupations might be less rewarding than teaching, but were less frustrating and demanding.

Harriet

Harriet was a tall, thin, quiet White woman in her early twenties from a small wealthy town in North Carolina. She rarely expressed her thoughts to the rest of the group and mainly interacted with only a few of the other team members, especially Linda. Linda, Helen, and Harriet were part of a program for high achieving high school students who were interested in becoming teachers. After being selected to the program the state paid for their undergraduate education at a participating university or college in North Carolina. In return, the state required the new teachers to teach in North Carolina for four years after they graduated from a teacher education program. The North Carolina program had special benefits and requirements for these students, such as summer programs and workshops. These benefits and requirements were to further prepare these selected preservice teachers to become premier educators. This special identification set them apart from the rest of the team. During the student teaching semester, Harriet began doubting her choice in professions and decided to go to graduate school to see if education was the correct choice.

For each area of the study, Harriet was labeled at the medium level of awareness. In the first two areas of the study, she never articulated her beliefs about cultural diversity, except to describe the importance of recognizing the ethnic and social differences among people. When she had to connect her multicultural education perspectives to classroom practices during student teaching, she had difficulty going beyond those earlier perceptions of diverse issues. This was compounded by a cooperating teacher who saw the content as the driving force for the learning process, and not the individual needs of the children as being an important aspect of the process.

Harriet's evolution as a preservice teacher remained in the task stage (Fuller, 1969). To Hannah the most important issue was to gain control over the classroom. Her inability at times to maintain control often frustrated her and led to her doubting her career choice. From this perspective, survival as a student teacher was her most important concern. Also, the content emphasized by her cooperating teacher reinforced her belief that she was inadequate as an educator, because she lacked certain knowledge in topics being taught in the class.

Helen

A tall, articulate White woman in her early twenties, from a small town in the mountains of North Carolina. She planned on returning to that region of the state following graduation to marry and begin her career as a teacher. Helen's exposure to cultural

differences was minimal before her experiences in her internships and student teaching. While Helen presented a public personality as being happy and affable, in private interviews with the investigator she demonstrated anger, especially when things did not go as expected within the program. But sometimes she expressed this anger in public especially when the discussion centered on professionalism. She had limited patience for people who did not fit her image of a professional educator. Near the end of the professional studies program she began to speculate if she had made the correct career choice, but realized she had an obligation to the state to teach for the next four years.

For each area of the study, Helen was labeled at the high or medium-high levels of awareness. In the first area of the study, she was labeled with having a high level of awareness. During this last semester of coursework and internship, she began to make the connections that Gay described. She began to recognize the impact teachers have on different ethnic and cultural groups. Also, she began to teach lessons about different ethnic groups and demonstrated concern for the individual needs of the students. In the second area of the study, Helen was labeled at the medium-high level of awareness. This difference in the first and third areas was due to her reverting back at times during her student teaching to more traditional concepts of teaching. During the student teaching semester, she demonstrated a keen sense of connecting her multicultural education perspectives to her classroom practices.

While there were times her perspectives reverted back to more traditional concepts of teaching, her overall student teaching experience was a successful multicultural endeavor.

Helen was at the stage that Fuller and Brown (1975) characterized as being before the impact stage. As she was completing her last semester, she began to have doubts about her selection of teaching as a profession. She was becoming frustrated with its limitations and demands that she perceived as controlling how she wanted to teach. This frustration was heightened by her obligation to the state for the next four years.

Ida

Ida was a short, quiet White woman from a small town in eastern North Carolina. Following graduation she was moving back to her hometown to get married and hopefully teach in the local area. She was a shy woman who very rarely spoke in large group settings. Once she felt comfortable enough with the investigator, she began to open up and express her perspectives toward teaching. During the student teaching semester, she became more open with the investigator especially concerning her frustration with her cooperating teacher. Her cooperating teacher became less involved in Ida's work as the student teaching semester progressed, prompting Ida to express anger to her teacher and to the investigator. It was as if her experiences in the classroom were giving her the confidence to express her opinions publicly. During the summary interview she disclosed her concerns upon returning to

her hometown and teaching. She was wary about presenting her perspectives to possible employers because she believed many people in her hometown lacked respect and understanding of ethnic and cultural differences. Her experiences in the professional studies program had heightened her awareness, but she had difficulty comprehending utilizing this awareness when she taught in her community.

For the first area of the study, Ida awareness level was labeled medium-low. During this last semester of coursework and internship, she was still having difficulty comprehending the diverse issues in the classroom. Her ability was still rooted in the traditional belief that cultural and ethnic diversity was not a significant issue facing educators. During her student teaching, Ida began connecting multicultural education with her teaching practices. Ida demonstrated a medium-high level of awareness, but at times she reverted back to a more traditional method of presenting the content. It was because of her returning often to traditional methodologies that over the two years she was labeled as having a medium awareness level.

As Ida completed the professional studies program her stage of development was at the task stage (Fuller, 1969), but at times she showed some movement to the higher stages stages of development. During the summary interview, she discussed issues concerning how to manage the behavior of the students and the difficulty teachers face when the students do not behave correctly.

This discussion led to how teachers are limited to do certain things in the classroom, because of external and internal demands. This suggested that Ida was thinking at a higher developmental stage than the task stage.

Iris

Iris was a short, thin African American woman in her early twenties from Greensboro. It was rare for Iris to show people she was unhappy, even when things were not going her way at the time. She usually had a smile on her face even when you could see that she was troubled or tired. While not very outspoken, she was not shy about presenting her perspectives. Whenever Irma spoke on issues being an African American woman to the other team members, Iris usually kept quiet. Iris tended to not speak about African American issues, but expressed a belief that all people need to get along. Iris expressed in private discussions that before she entered the program believed its role was to teach preservice teachers the fundamentals of teaching in an elementary schools and had not expected issues of cultural diversity to be part of the program. She had difficulty going beyond those fundamentals when she taught in her internships or student teaching classrooms.

For each area of the study, Iris was labeled at the medium-low or medium levels of awareness. In the first area of the study, she was labeled at the medium-low level of awareness. During this last semester of coursework and internship, she was still concerned about issues that reflected her uneasiness being in the classroom.

She rarely discussed the children diverse terms, but viewed her classroom as a group of fourth graders. This view of the classroom was consistent throughout the two years of professional studies. During her student teaching semester she was forced to confront issues that related to diversity, because her cooperating teacher taught from a multicultural perspective.

According to Fuller's (1969) stages of development Iris was at the self stage. During the summary interview she focussed on how she related to the children in the classroom as being an important part of her success during student teaching. Also, the lack of time was a constant issue she presented in the interview as being a hindrance in her ability to accomplish the goals she would set daily. She rarely spoke about classroom management, or higher developmental issues like the constraints placed on teachers.

Irma

Irma was a medium built African American woman in her early twenties from a large Northeastern city. Irma became one of the leaders of the team, both spiritually and vocally. She was never shy about expressing her opinions in both large and small group settings. It always seemed whenever an issue was brought up, Irma had a well thought out opinion. She never appeared to just speak for the sake of speaking, but genuinely had something worthwhile to contribute to the conversation. She was well liked by most of the people in the team. When she spoke on issues that dealt with being one of the few African Americans on campus, most of the team members listened

intently and often remained silent following her comments. Her capacity to express her beliefs which for many in the group challenged their belief systems, did not alienate her from being a crucial member of the team.

Irma was one of the unique participants in the study, because her awareness levels fluctuated from two extremes. In the first two areas of the study, her awareness levels were medium-high. These levels were assigned not for her abilities as an educator in the classroom, but as a student in the program. She was able to articulate her multicultural perspectives in a clear and concise manner when the team members discussed issues concerning diversity. It was when Irma had to connect her perspectives in the classroom that she faltered as a preservice multicultural educator. Instead of focusing on those issues she espoused in her courses, she reverted back to traditional methodologies. It was if she no longer viewed the children as individual people with unique cultural and ethnic identities.

This inability to connect her well thought out perspectives led the investigator to assign Irma to the self stage (Fuller, 1969) of development. There was evidence during some of her observations that developmentally she was at a higher stage, but overall her abilities in the classroom put her at the lowest stage of development.

Ivy

Ivy was a short, well-spoken woman in her early twenties with bright eyes, dark hair and a deep sense of curiosity for things. She identified her ethnic/cultural group as Hispanic, because her mother was from a Latin American country. Ivy loved to speak Spanish and used her bilingual abilities in the regular classroom settings and later in a partial student teaching experience in an elementary Spanish classroom. She had lived in various parts of the United States and expressed interest in teaching in another part of the country or possibly in another country. She consistently questioned ideas and concepts presented in university courses, questioned her teaching abilities, and questioned why the investigator did certain things for the study. While being one of the most outspoken members of the team, she never seemed to be socially involved with any of the members of the team.

Similar to Irma, Ivy was a unique participant in the study, her awareness levels fluctuated between two extremes. In the first two areas of the study, her awareness levels were high. She was able to articulate her multicultural perspectives in a clear and concise manner when the team members discussed issues concerning diversity and in her journal entries. Her ability to connect her well conceived perspectives about multicultural education in the classroom were limited. It appeared to the investigator that she had difficulty translating these concepts in a language an elementary child could understand.

This inability to connect her perspectives in the classroom forced the investigator to assign Ivy to the impact stage (Fuller, 1969) of development. There was evidence that during some of her classroom observations that she was at higher developmental stages, but overall her abilities in the classroom put her at the lowest stage of development.

Linda

Linda was a White, tall, quiet woman inside the university classrooms and outgoing when she interacted with the students in her internship and student teaching classrooms. She was in her early twenties, a daughter of two educators and had grown up in a small town 100 miles southeast of Greensboro. She described the town as one-third White, one-third African American and one-third Native American. Linda explained that her experiences living in this environment made her aware of issues related to diversity and how diversity can influence a learning environment. Linda frequently spoke about education in private sessions as being the key for a successful life. She demonstrated this belief through her involvement in the program for premier teachers sponsored by the state of North Carolina. She rarely spoke in large group settings and seemed to only socialize with Harriet. Following graduation, on the advice of her parents, Linda was going to graduate school to get her masters degree before beginning to teach.

For each area of the study, Linda was labeled at the medium-high and medium levels of awareness. In the first area of the study,

she was labeled with having a medium-high level of awareness. During this last semester of coursework and internship, she began to make the connections that Gay describes as being a multicultural educator. She was able to recognize the impact teachers have on different ethnic and cultural groups. Also, her lessons introduced differences among ethnic groups and showed concern for the individual needs of the students. In the second area of the study, she was labeled as demonstrating a medium level of awareness. This difference between the second and third area where she was labeled having a medium-high levels, were do to her reverting back at times to more traditional concepts of teaching. During the student teaching semester, she connected her multicultural education perspectives to her classroom practices. While there were times her perspectives reverted back to more traditional concepts of teaching, overall her student teaching experience was a successful multicultural endeavor.

Linda was at the stage that Fuller and Brown (1975) characterized as being before the impact stage. It was during the summary interview that she revealed her decision to enter graduate school. She decided to go to graduate school in order to understand the concepts of teaching at a higher level, before she began her professional career.

Mary

Mary was a short White woman in her early twenties from Greensboro. From early impressions of Mary, one could come away

with a belief that this woman did not really care about teaching. When she would speak in large group settings, she tended to be critical, which led many people to believe that she had negative attitude about the profession. In reality, she was a hard working woman who took her teaching experiences seriously. In private conferences she would often talk of her frustration when a lesson did not work or when the kids were not behaving and would seek advice on how to improve her teaching. She would take suggestions readily and would not shy away from taking chances in the classroom. Most of the team members never got to know her with the exception of Terry and Anna. These three women tended to stay together in team meetings and socialized with each other outside of the program.

For the first area of the study, Mary's awareness level was labeled medium-high. During this last semester of coursework and internship, she began to make the connections that Gay describes as being a multicultural educator. She was able to recognize the impact teachers have on different ethnic and cultural groups. During the final year, the data suggests that she was still developing her awareness of multicultural issues. In her student teaching semester, she began to implement three semesters of knowledge about multicultural education. That semester, Mary's level of awareness was labeled as high.

Mary's developmental level on completion of the professional studies fluctuated between the stage before the impact stage and

the impact stage. Mary was still struggling with the limitations, demands, and frustrations of the profession. During the summary interview, she expressed how the profession did not allow the freedom she expected when she decided to become a teacher. Also, she discussed the importance of understanding the learning, social, and emotional needs of the students in the classroom.

Tammy

Tammy was a tall, medium built White woman in her early twenties from the same area of the state as Edith. Her goal after graduation was to teach in this area. She had many of the same qualities as Edith, but was more reserved than Edith. She rarely spoke in large group settings and in interview situations she was often reluctant to share information with the investigator. Tammy appeared to be overwhelmed at times with working with children of diverse cultures. In private meetings she would ask for advice on how to deal with children who came from diverse backgrounds because she felt she was having difficulty communicating with these children. Whenever the investigator asked how things were going in her internship or student teaching she immediately said things were going fine, but eventually she would reveal problems she was facing.

For the first two areas of the study, Tammy's awareness levels were labeled medium-low. During this last semester of coursework and internship, she was still having difficulty comprehending the diverse issues found in her classroom. Also, she

was having difficulty articulating her multicultural perspectives. Most of her articulated perspectives were rooted in the traditional belief that cultural and ethnic diversity was not an important issue facing educators. During her student teaching, Tammy began making connections between multicultural education and her teaching practices. She demonstrated a medium-high level of awareness in this area of the study, but still reverted back to more traditional methods of instruction. This inability to eliminate these traditional beliefs in the classroom caused her level of awareness for the second area of the study to be medium-low.

As Tammy completed the professional studies program she was at the task stage of development (Fuller, 1969), but at times showed some movement to the higher stages of development. During the summary interview, her concerns about her next year's classroom were centered on the management of behavior. This discussion led to how teachers need to learn about the individual needs of their students. This suggests that she was thinking at a higher developmental stage than the task stage suggests.

Terry

Terry was a short White woman in her early twenties from Greensboro. It did not take her a long time to feel comfortable with the investigator. He became a confidant whenever she had problems in her internship, student teaching, or with the program in general. While she expressed her opinions when the team had large group meetings, she was never perceived as a leader by the other members.

She remained close with Mary and Anna, often doing things socially with both of them. Terry appeared to enjoy her experiences working with the children and never discussed being overwhelmed with the cultural and ethnic differences she encountered. One of her endearing traits was to take chances in the classroom and if something failed she never let it get her down. Quite often when she failed she blamed it on her lack of experience.

Terry was labeled at the medium-high in the first area of the study. During this last semester of coursework and internship, she began to make the connections that Gay describes as being a multicultural educator. She was able to recognize the impact teachers have on different ethnic and cultural groups. Also, her lessons introduced differences among ethnic groups and showed concern for the individual needs of the students. In the second area of the study, she was labeled at the medium level of awareness because there were times that she reverted back to traditional methodologies. During the student teaching semester, she attempted to connect her multicultural education perspectives to her classroom practices. While there were times her perspectives reverted back to more traditional concepts of teaching, overall her student teaching experience was a successful multicultural endeavor.

According to Fuller's (1969) stages of development Terry was somewhere between the task stage and the stage that Fuller and Brown (1975) characterized as coming before the impact stage. As

Terry was completing her last semester, she began project to the next year in her own classroom. During the summary interview she expressed the frustration exhibited by many good teachers. There were two factors Terry believed to be the cause for this frustration. The first was how to better manage the students behavior. The second was the limitations and demands put on them by the state and the administration.

Ursula

Ursula was a tall White woman in her mid-twenties from a small rural town 50 miles north of Greensboro. She was never shy about expressing her opinions in large and small group settings. As Ursula became more involved in the program, she began to confront her past experiences and the attitudes expressed in her family and community. Her experiences in the internships and student teaching led her to believe that the stereotypes and prejudices that were commonplace in her past could no longer be tolerated. Of all the team members, she probably confronted her past more than any one. She would often speak in private conferences that she was frustrated by comments and attitudes in her family and did not know how to handle them. Her goal was to return to her community and begin implementing many of these ideas and beliefs about diversity that she had learned in the program.

For the first area of the study, Ursula's awareness level was labeled medium. During this last semester of coursework and internship, she began to make the connections that Gay describes as

being a multicultural educator. She was able to recognize the impact teachers have on different ethnic and cultural groups. During the final year, the data suggests that she was still developing her awareness of multicultural issues. In her student teaching semester, she began to implement three semesters of knowledge about multicultural education. That semester, Ursula's level of awareness was labeled as medium-high.

Ursula's developmental level on completion of the professional studies was at the stage before the impact stage (Fuller and Brown, 1975). She was still struggling with the limitations, demands, and frustrations of the profession. During the summary interview, she discussed a possible job offer in an alternative school setting where she would have more freedom than in a traditional school setting. She believed that in this setting she would be less frustrated and limited by the things she could do in the classroom.

Analysis Across Preservice Teachers

Analysis by levels and research areas

The investigator assigned the preservice teachers' to four levels of awareness separately for each of the research questions. The levels were high, medium-high, medium, and medium-low. The criteria used for level assignment were their perspectives (beliefs, attitudes, and values) toward multicultural education as they completed their final year of professional coursework and internships, and student teaching. Initially assignment to an

awareness level was tentative, using Gay's (1986, 1989) set of multicultural education teaching competencies.

Following the establishment of the levels, the investigator analyzed the data to formulate statements, called attributes. The attributes showed how the preservice teachers' perspectives in each level corresponded to Gay's set of competencies. Table 6 identifies the attributes according to Gay's four multicultural competencies. Under each competency the attributes associated with the preservice teachers differed in the amount and the distribution according to their levels of awareness. The first competency revealed six evenly distributed attributes. The second competency exhibited 16 unevenly distributed attributes: six high, three medium-high, four medium, and three medium-low. The third competency revealed fifteen attributes: four high, five medium-high, four medium, and three medium-low. The fourth competency had only three attributes in each of the three top levels and none in the medium-low level. The fourth competency shows a lack of experience preservice teachers have working with parents and the community and the inability to recognize these two components as important participants in the educational process.

Table 7 shows the clusters of preservice teachers that developed according to the awareness levels for each area of the study. The investigator assigned each preservice teacher to a level based on two factors. The first factor was the ability to demonstrate multicultural behaviors according to Gay's

Table 6

Attributes According to Gay's Competencies

- A. Gay's First Competency: Become familiar with the attitudes and behaviors (educators) have toward different ethnic groups and how these are habitually exhibited in their school functions. . . (and) understand the effects of these on students, relative to self-concepts, academic abilities, and educational opportunities available to students.

Attributes

- A.1 Teachers should be familiar with their own perspectives and understand how they can effect students self-concepts, academic abilities, and educational opportunities.(H)
- A.2 Teacher should be a guide when exploring issues concerning diversity.(MH)
- A.3 Teacher should become aware of themselves, to understand how their behavior can effect the students behavior.(MH)
- A.4 Teachers should be aware of one's own ethnicity and how that effects the interaction with students.(M)
- A.5 Teachers should understand how their own perspectives can effect the learning processes of the children in the classroom.(M)
- A.6 Teachers should understand how the perspectives of the teacher can effect the students ability in the classroom. (ML)

- B. Gay's Second Competency: Acquire the knowledge concerning ethnic groups' histories and heritages, life experiences, and interactional styles to bridge the gap between the cultural values and behavioral codes of themselves and their students.

Attributes

- B.1 Teachers should be respectful of students' ethnic and cultural differences in the classroom.(H)
- B.2 Teachers should understand how each child's ethnic background affect the way they learn in school and help students understand the experiences of various ethnic and cultural groups by bringing into the classroom different perspectives.(H)
- B.3 Teachers should develop a knowledge base for the diversity found in the classroom.(H)
- B.4 Teachers should learn to understand the effects of the children's personal lives have on their behavior in school.(H)
- B.5 Teachers should be aware of different perspectives when selecting and utilizing multicultural materials in the classroom.(H)
- B.6 Teachers should develop an awareness of the ethnic and cultural differences found in the student teaching classroom.(H)

Table 6 (continued)

- B.7 Teacher should discuss and interact with different cultures within the classroom and extend the discussion beyond the classroom.(MH)
 - B.8 Teacher should understand that the personal lives of children affect the way they learn and behave in school.(MH)
 - B.9 Teachers should teach according to the individual needs of the students in the classroom.(MH)
 - B.10 Teachers should be aware of the children's perspectives and understand how they influence what they learn.(M)
 - B.11 Teachers should recognize the diversity in the classroom in all aspects of the learning process.(M)
 - B.12 Teachers should be aware of the ethnic and cultural backgrounds and experiences of the students in the classroom.(M)
 - B.13 Teachers should be aware of the diversity among students in the classroom.(M)
 - B.14 Teachers should be knowledgeable about their students and discuss diversity in a caring and respectful manner.(ML)
 - B.15 Teachers should develop an understanding of the experiences of the different ethnic and cultural groups in the classroom.(ML)
 - B.16 Teachers should develop an understanding of how the diversity found in the classroom impact upon the learning process.(ML)
- C. Gay's Third Competency: Develop the skills to meet the educational needs of all children, such as: different learning and teaching styles; creating a supportive environment; reduction in stress, tension, and conflict; selection of materials; and introducing different perspectives, aspirations, and experiences.

Attributes

- C.1 Teachers should be caring and supporting students' individuality by creating an atmosphere where they are allowed to freely express themselves in a respectful manner.(H)
- C.2 Teachers must develop the skills to create a supportive and open learning environment.(H)
- C.3 Teachers should develop a warm and caring environment where the children develop a sense of success.(H)
- C.4 Teachers should present material that is relevant to the children and different perspectives.(H)
- C.5 Teachers should create a supportive environment, which addresses different learning styles, abilities, and experiences.(MH)
- C.6 Teachers should introduce and discuss different cultural perspectives in the classroom.(MH)
- C.7 Teachers should create a multicultural learning environment by presenting different perspectives.(MH)
- C.8 Teachers should create a supportive learning environment, where students can freely express their own perspectives.(MH)

Table 6 (continued)

- C.8 Teachers should provide a variety of teaching methods to target the various learning styles.(MH)
- C.9 Teachers should create a caring community in the classroom, by presenting different perspectives, students contribute to the learning process, and students can freely express their perspectives.(M)
- C.10 Teachers should select and utilize materials that reflect different cultural and ethnic groups inside and outside the classroom.(M)
- C.11 Teacher should make learning relevant to the lives of the children by presenting different perspectives.(M)
- C.12 Teachers should create a safe and caring environment in the classroom.(M)
- C.13 Teachers should promote equality and respecting differences when discussing and learning about diversity.(ML)
- C.14 Teachers should create an environment that encourages children to experience different learning styles.(ML)
- C.15 Teachers should create a supportive environment where children feel safe in expressing and develop their own perspectives.(ML)
- D. Gay's Fourth Competency: Develop the respect and the appropriate communication skills when interacting with parents and the community .

Attributes

- D.1 Teachers should respect and communicate with parents in a manner that they able to feel comfortable expressing their needs for their children.(H)
- D.2 When interacting with parents, teachers should be respectful of their beliefs, be honest and listen carefully to their needs.(MH)
- D.3 When communicating with parents, teachers should be open, honest and respectful.(M)

Note. (H)= High Level; (MH)=Medium-High Level; (M)= Medium Level; (ML)= Medium-Low Level

competencies. A preservice teacher's awareness level assignment does not suggest that they reached a level of multicultural awareness for that area of the study, but represented the preservice teacher's awareness of diversity and the willingness to address the issues associated with Gay's set of multicultural competencies. It

becomes evident in the presentation of the results that several preservice teachers assigned to a higher level were not specifically meeting the criteria set by Gay.

The second factor showed the ability of the preservice teachers to articulate their multicultural education perspectives as they related to Gay's multicultural competencies. Several preservice teachers were assigned to a higher level, because their perspectives were clearly articulated in the context of Gay's competencies.

The results revealed that preservice teacher level assignment was not consistent for each aspect of the study. The investigator asked the preservice teachers to elaborate on their thoughts from their portfolios, classroom observations, multicultural education inventory, and informal interviews. Their replies were the precedent for level assignment (see Appendix E). Some preservice teachers remained within the same level for all of the multicultural competencies.

The following four sections consist of an across analysis of the 18 preservice teachers' multicultural education awareness levels. The investigator subdivided each section into three parts that described the areas of interest for the study: 1) the preservice teachers' perspectives toward multicultural education as they complete their final year of professional coursework and internships; 2) the preservice elementary teachers' description of the evolution of their multicultural education perspectives during

Table 7

Clusters of Preservice Teachers by Levels of Awareness Relating to Areas of Study

Perspectives toward MCE during their final year of professional coursework and internships.	Descriptions of their evolution of their perspectives during their two years of professional studies.	Connecting their MCE classroom practices during student teaching
<u>High</u> Eve Evelyn Hannah Helen Ivy	<u>High</u> Evelyn Hannah Ivy Mary	<u>High</u> Edith Evelyn Helen Mary Terry
<u>Medium-High</u> Irma Linda Mary Terry	<u>Medium-High</u> Edith Helen Irma Ursula	<u>Medium-High</u> Hannah Ida Linda Tammy Ursula
<u>Medium</u> Abby Anna Edith Harriet Ursula	<u>Medium</u> Abby Anna Eve Harriet Ida Linda Terry	<u>Medium</u> Anna Eve Harriet Iris
<u>Medium-Low</u> Ida Iris Tammy	<u>Medium-Low</u> Allison Iris Tammy	<u>Medium-Low</u> Abby Allison Irma Ivy

the two years of professional studies; and 3) how the preservice elementary teachers connect multicultural education perspectives with classroom practices during their student teaching. Following each part is a list of the attributes. Then the investigator analyzed each attribute based on the indicators that described the perspectives of the preservice teachers. Within the analysis are the perspectives generated from the multiple data sources.

The following four sections consist of an across analysis of the 18 preservice teachers' multicultural education awareness levels. The investigator subdivided each section into three parts that described the areas of interest for the study: 1) the preservice teachers' perspectives toward multicultural education as they complete their final year of professional coursework and internships; 2) the preservice elementary teachers' description of the evolution of their multicultural education perspectives during the two years of professional studies; and 3) how the preservice elementary teachers connect multicultural education perspectives with classroom practices during their student teaching. Following each part is a list of the attributes. Then the investigator analyzed each attribute based on the indicators that described the perspectives of the preservice teachers. Within the analysis are the perspectives generated from the multiple data sources.

High Level

The preservice teachers perspectives toward multicultural

education as they complete their final year of professional coursework and internships.

The five preservice teachers Evelyn, Hannah, Ivy, Helen, and Eve demonstrated the following attributes:

1. Teachers should be respectful of students' ethnic and cultural differences in the classroom.
2. Teachers should be familiar with their own perspectives and understand how they can affect students self-concepts, academic abilities, and educational opportunities.
3. Teachers should be caring and supportive of students' individuality by creating an atmosphere where they were allowed to freely express themselves in a respectful manner.
4. Teachers should understand how each child's ethnic background affect the way they learn in school and help students understand the experiences of various ethnic and cultural groups by bringing into the classroom different perspectives.
5. Teachers should respect and communicate with parents in a manner that the parents are able to feel comfortable expressing their needs for their children.

Attribute 1: Teachers should be respectful of students' ethnic and cultural differences in the classroom.

When questioned during the interview about the many teacher roles in the classroom when they interact with their students. Evelyn believed that teachers must maintain a sense of respect for all children regardless of their ethnic identity. She understood that a White child's group identification was more complex than their Whiteness.

Even if I go into a class and everyone is as White as I am, you are still going to have different histories, kids who are well-off and not so well-off financially, kids whose parents are divorced, kids whose parents are married, kids who live on farms, kids who live in apartments? Important to say well what you do is important, what people do is important, everything has value, create that atmosphere of respect, for everyone and themselves (Summary interview, April 22, 1994).

Helen described her perspectives toward a teacher's role in the educational process by relating an incident she had in her third internship. She taught a lesson to third graders concerning stereotypes. The lesson was about the stereotyping of Native American people. While the lesson went well according to herself and the university observer, one of the children who happened to be Native American became upset and eventually left the classroom. Helen described the incident in her journal.

I treat prejudice carefully and sensitively since I had a Native American child in my classroom. The lesson was not a problem

for her until near the end. We had been talking about how stereotypes can hurt people's feelings, this triggered an incident she remembered where her feelings were hurt. I handled it by getting the class started on the action contracts (part of the lesson), checking on this child, and then working with the class for a few more minutes. The girl was upset and quietly went out into the hall and I followed her once the class was working. I was so glad I had not hurt feelings and within a few minutes and a hug she was fine (Journal, November 19, 1993).

Initially, Helen thought it was something she had done to make this child feel bad. It was not until later in the day, when Helen spoke with the child and discovered that the lesson triggered a bad past experience. The experience was when some people made some insulting remarks about Native Americans and this child heard them and became confused and upset. It was Helen's first time where the differences found in the classroom created a problem. This led her to a belief that teachers must remain cognizant toward the differences found in classroom at all times, especially during the planning stages of a lesson or unit.

Attribute 2: Teachers should be familiar with their own perspectives and understand how they can affect students self-concepts, academic abilities, and educational opportunities.

At the beginning of the teacher education program, Evelyn defined segregation in a journal entry. During the interview, she was asked again to define the terms she used to describe segregation, "internal segregation" and "external segregation."

Internal segregation it would be my thought processes, do I have great thoughts, do I have feelings, do I separate myself from other ethnic groups, do I purposely seek out people of my own background? External segregation, let's see how fast the boys can run, let's see how quiet the girls can be, do I call on all White children over Black children, do I call on boys more than girls, am I setting up an environment that segregate students from each other, do I have one group of children that I have different expectations from another group of children, simply because of their race or their sex or their background. Internal is myself, external is somebody else doing it and I can impose it on my classroom (Summary interview, April 22, 1994).

This definition of segregation, demonstrated a heightened awareness of the impact teachers have on their students. While she never divulged her own views toward groups of people, she did present an attitude that she had given a lot of thought on how teachers need to interact with all groups of students. According to Evelyn, this interaction must be carefully thought out by teachers in order to not cause any psychological damage to the children.

Ivy's perspectives were related to her university and internship experiences. Her perspectives were heightened during the seminar sessions when a professor from UNCG came into their seminar and discussed multicultural education. She believed the sessions were beneficial for most of the preservice teachers in the inquiry team. The discussions that occurred during these seminar sessions allowed for reflection by the preservice teachers. Several

sessions were centered on how the preservice teachers' own group affiliation affected the ways they interacted with all people, especially the students in the internships.

The times that Dr. Wilson came in (seminar sessions), I thought that was really helpful for me and I think a lot of people it helped a lot. What she did was good as far as having you think about how we view ourselves and about our ethnic groups and also taking that into teaching and helping students with it. How are you going to help children develop that, it was good (Summary interview, April 28, 1994).

When the investigator asked the other preservice teachers their impressions of these seminar sessions, most of the other preservice teachers did not internalize at the same level as Ivy. She understood how teachers' group affiliation can affect the way they perceive and interact with their students.

At the beginning of the multicultural education inventory, the preservice teachers were asked to describe their ethnic or cultural group affiliation. Helen, Hannah and Eve had a difficult time reaching the point of easily identifying their group affiliation. This uneasiness made all three preservice teachers realize that while it was a personal struggle to identify themselves to a group or groups, they understood how their perspectives can effect student behavior. Helen refused to identify her her group affiliation, and during the summary interview the investigator asked her to describe her rationale for not divulging her ethnic or cultural group affiliation.

She replied, that because of the negative implications other people assume when describing your ethnicity. She never stated with what ethnic or cultural she identifies, but she did reveal her perspectives on the affects labeling has on oneself and others.

I hate being labeled, if you put something down you are labeled, consciously or unconsciously you are labeled, and if you have label you want that label to be, good. If you label me White that is not necessarily good, but that does not mean I don't want to be anything else I like being White, White is fine. I don't want to have to go thinking about that everyday, some people like thinking about it. I like to focus on, am I doing my part to make people feel good, rather than think about why people don't like me or don't like something about me. If you say I put mountain girl on there, that would be good for me and that is something I like and I am proud of, for other people that may be a bad thing, so by putting something down I would label myself (Summary interview, April 26, 1994).

When faced with the same question, Hannah's answer was similar to Helen's. She refused to label herself, but her rationale stemmed from her own inability, rather than a fear of being labeled, "I cannot go into details about the ethnic groups I am, experiences that has made me a person I am, because it is based on a whole lot of factors and trying to fit myself into one group or another doesn't really work" (Summary interview, April 29, 1994). Her reticence was not based on ignorance about her identity, but a realization that her group affiliation was very complex part of her identity and something she was still trying to comprehend.

Eve came from a different perspective than the other four preservice teachers. She was a woman who understood and was proud of her identity, but American society refused to assign a group affiliation for her, she stated, "there isn't a label for me, my father is African American and my mother is from Jamaica" (Summary interview, April 25, 1994). She described her experiences in public schools and how these experiences had affected her perception of others who lacked a clearly defined group affiliation. These experiences were a lack of recognition of her ethnic heritage. She discussed how she would never become a teacher like the ones she had.

You only talk about it (African American experiences) when you got to certain wars or certain movements, little things we never talked about. Unless I took upon myself to go out and find information and it made me feel bad because I am sitting in the corner and this other group they had this and they had that, it makes you feel bad about yourself as a person, to think that we only contributed this much and they had all this and that is not the case (Summary interview, April 25, 1994).

Attribute 3: Teachers should be caring and supportive of the students' individuality by creating an atmosphere where they were allowed to freely express themselves in a respectful manner.

All five of the preservice teachers described the importance of learning about their students, by encouraging the students to express their feelings and opinions. Evelyn described an interaction

she had with her students during her third internship. One of the primary goals near the end of a lesson about a Native American ritual, which included the use of speaking stones, was to encourage the students to express their thoughts about the lesson. She described the lesson in her journal.

I later went back and asked the students what their favorite part of the lesson was, several children remarked that they liked the speaking stones because it gave everyone a chance to participate. I like to know what the children are thinking about. When a boy said that he thinks of Black people when he hears the words Native American, I was somewhat surprised, so I went back to him later when it was just the two of us and asked what were you thinking about when you said this? My intention was to find out more about his thoughts on this issue without the possibility of embarrassing him and hopefully he would be more honest if it was just me instead of the whole class (Journal, October 1, 1993).

Later in the semester Evelyn discussed her internship experiences during the past three semesters.

You have to pull from your students in the classroom, that gives you a springboard and you can go anywhere from there, if I just bring things in that will have little meaning for them, and they are never going to see that again in their lives, they are not going to be interested, they couldn't care less. I hope I give my kids something they need. My children come first, if something is not working that I am doing it is not their fault I need to change what I am doing and to gear what I am doing for what they need. Many times if something isn't working and

rather than pursue it and get them frustrated and I get frustrated, I will throw it out and try it another time in a different way. I've learned to be flexible, twenty-three individuals with personalities running around the room not including the teacher and me and the aid, you have to be very flexible. I try to listen and do what I can and I know can't meet the needs all the time, but I want to be there for them (Journal, November 10, 1993).

Evelyn demonstrated a higher awareness level of the children's needs compared to the other members of the team. She was cognizant to the immediacy of the children's needs, while displaying an awareness of a need to create an atmosphere for encouraging children's feelings and desires.

Helen discussed her experiences working with kids from various ethnic groups in the summary interview: "I like to see what the students bring in, I find it interesting" (Summary interview, April 26, 1994). She was asked by the investigator to elaborate on why she finds it "interesting", she stated; "I really rely on their opinion and what they are saying and where they are coming from, an encourager, we would be really boring if we were the same" (Summary interview, April 26, 1994). Helen revealed her desires to pursue a learning process, where learning comes from the student and their experiences, rather than from the teacher's.

Eve's perspectives for the needs of students were similar to Helen's. Eve stated; "it is interesting to sit back and hear the terms the children use, get their opinion or truth about a situation, they know a lot more then you think they know" (Summary interview,

April 25, 1994). These two preservice teachers whose dissimilar life experiences, developed similar perspectives toward the education of children.

During their summary interviews, Evelyn, Ivy and Eve discussed the importance of creating a caring relationship between students and teachers. They described caring as a means to encourage a sense of individuality. Teachers must reinforce the reality that all people were different and society must respect those differences. Evelyn believed caring was intertwined with the behaviors of students in school:

Having the children know and respect that they are all different, it's okay to agree to disagree, no one's opinion is right or wrong, no one is better than anyone else, you have to have the respect in the classroom, and if they respect each other and themselves, they will understand that the differences are common and not laugh (Summary interview, April 22, 1994).

While Ivy's perspectives were similar to Evelyn's, she added what teachers must do to create a classroom atmosphere that emphasized respect for all people.

If you let them talk about something that means something to them, they will listen to each other, it means so much more to them. I can stand here and talk forever and let them say one or two things and that is fine and they will get something from

it, but if they get a chance to express what they are feeling it will mean something more to them (Journal, January 26, 1993).

Eve described a lesson she taught about the requirements needed to become the president. Following the lesson, she discussed with her university supervisor her perceptions and rationale for teaching the lesson. She wanted to encourage and enhance the students' self-esteem by making the students realize they all have the potential to become president. "The main point of my lesson was to show them that any one of them had the potential to be president, they all possess qualities and skills to be great leaders" (Observations, April 14, 1994).

During the summary interview the investigator asked Eve how she enhanced each students individuality, she stated; "Have an abundance of information about a lot of different cultures, especially those that are represented in the classroom, to show the differences and similarities" (Summary interview, April 25, 1994). She remarked that her experiences during the three internships made her aware of the difficulty working with a diverse student population.

Having to work with diverse set of students, meaning that they have to be cohesive, but also they are individuals to be able to look at one child and being able to cater to their needs, totally different from another child and make them understand they are individuals, but they are on the same level. They are all individuals at the same time, you have to treat everyone equal,

have to be when you have students that are not working at the same capacity as the other students and get them to feel that they are and the thing that they are doing is just as important (Summary interview, April 25, 1994).

Attribute 4: Teachers should understand how each child's ethnic background affect the way they learn in school and help students understand the experiences of various ethnic and cultural groups by bringing into the classroom different perspectives.

Ivy, Helen and Eve, became aware during the teacher education program that a child's ethnicity was reflected in his or her behavior. Each of the three preservice teachers arrived at this belief in a different manner. Ivy's awareness took place during her observations in the classrooms during her internships.

I learn from the kids when I am watching them, I think the teacher should respect the different ethnicities and different races, and respect and acknowledge the differences not just looking at them, but acknowledge and work with them. With children if you identify some of the differences and play on that, have them work from that (Summary interview, April 28, 1994).

Helen's analysis of the how children learn was more philosophical: "When you are considering that the culture that someone is from, dramatically affects the way they learn, you are thinking about where they are coming from" (Summary interview,

April 26, 1994). She continued this discussion by defining multicultural education:

I think multicultural education is reading the child's moods in the children of my classroom, we need to confront diversity and recognize it and learn how to accept it because I am the teacher who needs to acknowledge how the culture affects the way that child learns (Summary interview, April 26, 1994).

Eve developed her perspectives during the internships, where she was able to observe children in the classroom who were from different cultural groups.

Just because you have differences, there are basic things that are similarities and just because somebody is from one group, does not mean that students from another group can't view it the same way, but have different ways of getting around to the same point, every child knows that three plus two is five, but one student may count on his fingers and the others may count in their head, they have different means to coming to the same conclusion (Summary interview, April 25, 1994).

When she was asked in the summary interview, how would she learn the histories and heritages of the different ethnic groups in the classroom, she replied:

My classroom next year, I plan to target every child, look at their nationalities, and where their parents are from, and grandparents, kind of like a family tree, and study about all the different countries that are in the classroom, talk about different communities (Summary interview, April 25, 1994).

All the students agreed that the teacher's responsibility is to present many perspectives in the classroom. When they were asked to elaborate on why this was an important part of teaching, Evelyn, Hannah and Ivy provided somewhat different reasons. Evelyn believed a teacher must go beyond their own experiences and bring in other perspectives that may be more beneficial and enhance the students understanding of the lesson. Also, she believed that students' must go beyond their realm of understanding and apply their knowledge to global problems.

I should help students understand the experiences of various ethnic and cultural groups, obviously my ethnic group is different from others, but I think students need to know what happened and what is happening. You can draw a lot of comparisons between what is going on in Bosnia and what happened in Germany, I want my students to have compassion for other people (Summary interview, April 22, 1994).

Evelyn believed that presenting one perspective was not beneficial for students and that students must take responsibility for the learning. "To bring in many perspectives, if all you have is one

perspective and that happens a lot because of limited resources, have the children find more" (Summary interview, April 22, 1994).

Similar to Evelyn, Hannah wanted students to go beyond the confines of their community and begin to delve into national, global and historical issues. Her beliefs are grounded in her history coursework outside the education program. In the summary interview, she described how the history courses forced her to think from other perspectives. She believed she could incorporate different perspectives in her teaching to enhance the global perspective she wanted to develop in her classroom.

Should include looking at the different populations that make up the United States, and not only looking at it from our perspective as Americans, but trying to look at it from all people. Was it voluntary? What other reasons caused them to be here, includes China. Blacks coming over as slaves, involves the British and the different European communities. Somewhere when we say White, we talk about Europeans, well in Europe these many countries, recognizing each of those individually, and their contributions (Summary interview, April 29, 1994).

During the interview, Ivy explained how she would present differing perspectives in the classroom, "Present different groups that are not typical, but to have speakers come in and talk about themselves and to each other (Summary interview, April 28, 1994)." She was asked to elaborate on when she would present the different perspectives.

I see it (diversity) as educating the students about other experiences, it gets hard because you have so much to do and I think you have to do it in a way, not necessarily specifically sit down and teach this, you have to make it part of your teaching . . . You have to reach different children different ways, and if you are to use one set of materials that focus on direction, whether it would be middle class, whatever White or Hispanic or Black whatever, or male female, you can't just hit one group. If you have different sides or views in your material, multiculturalism means a lot more people (Summary interview, April 28, 1994).

For the multicultural education inventory most of the preservice teachers put either strongly agreed or agreed that classroom materials should represent many perspectives. When asked to elaborate on why they think it was important, Hannah, and Eve provided different reasons. Hannah's rationale was significantly different from the other preservice teachers.

The children need it (materials) about ethnic and cultural groups, it is not necessary all the time that the person who writes the material is from that cultural or ethnic group. A lot of times it is helpful because the person is the best judge, the most relevant to you, and just because if you are writing a book about Chinese Americans, it doesn't have to be written by Chinese Americans, if someone thoroughly researched the topic it can be written by anybody a Filipino or whatever (Summary interview, April 29, 1994).

Eve the preservice teacher who believed her own public school experiences as a student is the benchmark for what she will do as a teacher. She believed that the educational system did not provide enough relevant learning information and experiences. Her group affiliation was African American.

From my own experiences, growing up, a lot of times the learning materials, targeted one single aspect of one culture or two cultures, and they were very stereotypical of the other culture, Black or Indians they would talk about Harriet Tubman, or Hiawatha, Pocahontas, think about Hispanics what they have to offer, it is so much arts, literature, everything it is not fair for children to go on thinking these things about a certain culture (Summary interview, April 25, 1994).

During the summary interview, the investigator asked Eve what she will do to make sure this will not happen to her students: "Have an abundance of information about a lot of different cultures, especially that are represented in my classroom, to show the differences and similarities" (Summary interview, April 25, 1994).

Attribute 5: Teachers should respect and communicate with parents in a manner that the parents are able to feel comfortable expressing their needs for their children.

Evelyn and Hannah provided a clear description on how they will treat parents, especially those parents who were from a different ethnic or cultural group from their own. Evelyn's

description was similar to many of the preservice teachers, she dealt with issues of parents who were interested in their child's education, those parents who were not interested and, those parents who were culturally different from the teacher.

I am always happy to see parents here to know what is going on and why things are being done the way they are. I will explain my position and then ask them if they have any questions or comments or ideas of different ways that I can do something that will be more effective with your child. I don't try to dismiss what parents have to say, because if they are taking the effort to send a correspondence they want to know what is going on. I would rather have a parent get in my face then have a parent when I send things home to get signed and they come back without a signature or signed and the parent has not read it. If they are culturally different from me, you have to be real respectful of them, must respect that they are the parents, listen to what they are saying and know that they are not just saying to be difficult, they really have genuine concerns (Summary interview, April 22, 1994).

Hannah one of the most outspoken preservice teachers in the inquiry team and was very clear on how she stood in most issues, but she respected the wishes and desires of the parents. She realized that not all parents were the same and teachers must respect and communicate in a manner that the parents could understand.

If I am honest that parent has an option to say what is on their mind. They are entitled to ask what are my children learning.

I am not going to try to impose my beliefs any more than I want them to impose them on me, but I am certainly going to try to have communication so they will know why and I know why we both feel that way. I am me and not ashamed, that does mean that I am not going to talk to people differently. Because, if I have well educated parents coming in I don't want to seem dense I want them to feel confident in my ability as a teacher and I will speak to them that way. Given the same message for the way I'm saying it may be different if I feel that the parents are well educated, they haven't finished school. They in the first place are not going to feel comfortable since school has never been a comfortable place for them. I first want make them comfortable and I don't want to intimidate them (Summary interview, April 29, 1994).

The preservice elementary teachers description of the evolution of their multicultural education perspectives during the two years of professional studies

These preservice teachers held the beliefs that teachers must recognize the diverse nature of learning, the impact of a student's perspectives on their ability to learn, and create a supportive environment in the classroom. The four preservice teachers Evelyn, Hannah, Ivy, and Mary demonstrated the following attributes:

1. Teachers should develop a knowledge base for the diversity found in the classroom.
2. Teachers should learn to understand how the children's personal lives affect their behavior in school.
3. Teachers should be aware of different perspectives when selecting and utilizing multicultural materials in the classroom.

4. Teachers should develop the skills to create a supportive and open learning environment.

Attribute 1: Teachers should develop a knowledge base for the diversity found in the classroom.

All the preservice teachers were questioned during the summary interview about the role teachers need to demonstrate in a classroom with a diverse student population. Ivy discussed her experiences at Wilson school. Initially, her views toward the school were that the teachers emphasized multiculturalism. As she spent more time at the school, she came to realize that the teachers presented the material, but rarely dealt with the issues that concerned the students. Her experiences in a first grade classroom revealed that even young children were able to discuss "some hard issues."

In her journal, Ivy wrote about a presentation about learning styles by a local principal that influenced her thoughts on teaching. The presentation brought up the issue of how teachers must recognize the diverse learning styles found in a classroom. Ivy realized that a diverse student population brings into the learning process a multitude of ways to learn.

I never dreamed that some people need to eat or drink as they learn, or that other people need to move around or stand up in order to concentrate. I didn't think that some people need to be alone without anyone around to learn or that some people need the immediate presence of the instructor to learn most effectively (Journal, September 10, 1992).

During the next semester, the preservice teachers viewed a video about discrimination. Ivy wrote in her journal that the "video about discrimination was shockingly frightening . . . so many people in America still harbor so much prejudice. To deny a person the right to rent an apartment, one of so many examples, solely because that person has a different color skin" (Journal, January 26, 1993). From this video she began to see a connection between discrimination in the United States and her role as a teacher in combating prejudice. She believed that her duty as a teacher was to "help students understand and appreciate different cultures and people who are different for themselves" (Journal, January 26, 1993). Since viewing the video, she described herself as becoming more aware of which students she would call on most, to learn if her attention was biased to one specific group.

The other preservice teachers discussed the need for teachers to recognize the diverse nature of learning. Evelyn discussed in the summary interview that every student in the classroom must have their needs addressed in the manner best suited to their learning style. She commented on a cooperating teacher in her second internship that "paid little attention to the individual student" (Journal, February 16, 1993). She described the children in that class as being from several cultural and ethnic groups. Rather than recognize the uniqueness of the children, "she (the cooperating

teacher) was a person who very much needed to be in control" (Journal, February 16, 1993).

Mary discussed the different roles teachers must demonstrate when working with a diverse student population by describing two cooperating teachers she had in her internships. The first teacher was more inclined to understand the diversity of the children by incorporating a "family time" everyday and having other events during the day to stimulate the students' individuality. The investigator had observed this cooperating teacher during family time, and each child was allowed to express and learn in a manner that was more suited to their individual learning styles (Observations, March 31, 1994). Also, this teacher throughout the day encouraged individuality by utilizing different learning styles.

My teacher at Wilson, has family time were the children have their time to express themselves, the teacher incorporates a lot of music into the children's day, she sings and dances with them, she has certain rules that the children must abide by and this is extremely important to teach children responsibility (Journal, September 9, 1992).

During Mary's second internship, the teacher presented her lessons in short lectures explaining the work assignments, which involved going over a few examples. Mary wrote in her journal about the children's reactions to this type of teaching style, she said, "I look around and see extremely tired and discouraged looks from

subject to subject" (Journal, February 16, 1993). Mary offered an alternative to this method of teaching for these third graders, "I was thinking about how I could execute centers in a third grade classroom" (Journal, March 16, 1993). When the investigator asked her why centers were a good method of learning, she said at least this method of teaching addresses different learning styles (Summary interview, April 22, 1994).

Hannah wrote in her journal that student-centered learning should be the method of teaching all teachers should strive for when teaching any child. She stated, "children naturally learn better when they are involved in the lesson, where it is hands-on and created for their benefit and learning" (Journal, October 5, 1992). She stated that the role of the teacher was "to allow for and design activities for diversities in the classroom, diversities are among every school child because there is not one that learns in exactly the same way as another" (Journal, October 5, 1992). She maintained that many children grow up in environments that were ignorant of the diversities of others. It was from being ignorant that "most of prejudices that we see today are formed and the role of the teacher is to teach children about diversity and differences in the world" (Journal, October 5, 1992).

During the summary interview, she said that in order for teachers to make learning relevant for the children, they must first understand the impact of their own experiences have upon the children in the classroom. Teachers who use this self-analysis of

their own experiences must transfer this method of understanding to their teaching. Hannah stated,

Children need to learn through their own experiences, letting the child do it instead of hearing about it, makes it more personal and makes it an experience for them and therefore they are pulling from past experiences and creating experiences. If it is important to them and personal to them, then they are going to want to continue with learning (Summary interview, April 29, 1994).

Attribute 2: Teachers should learn to understand how the children's personal lives affect their behavior in school.

Ivy wrote in the concluding entry to her journal for the third semester that the multicultural content in the seminar was helpful in understanding how and why children behave differently. She wrote "teachers must become aware of the ways the children react or behave in class or interact with students or even with the teacher (Journal, November 20, 1993)." From this knowledge, Ivy believed that the content of the lessons "have to be geared where they (children) come from, and what their experiences are at home and that could be ethnic, or can be economic, or the stability in the home (Journal, November 20, 1993)." Several of the preservice teachers discussed the importance of obtaining the necessary knowledge about the children's personal lives in order for the child to be successful in the classroom.

Evelyn related an analogy to gardening in her journals on her development as a teacher.

I am tuned into my students and sensitive to their needs. Like the gardener who is sensitive to their plants and their needs, I should be able to recognize at least some of the students' needs and meet them to the best of my ability (Journal, March 5, 1993).

When Evelyn described her preparation for meeting the needs of children, she felt confident in her abilities for some tasks, but felt lacking in many areas. She believed her progress in understanding the many African American cultures was because of the professional studies program.

The program is very good at the university and exposed me to a lot of African American cultures that I didn't know about at all. But my question is why was it limited to African Americans, I know Caucasian and African American are the two predominant races are in this area, but I would have liked to have learned about other groups (Summary interview, April 22, 1994).

Evelyn credited the program for helping her develop the ability to ask people questions about their ethnicity and felt comfortable answering these types of questions. She hoped there would have been more discussion about other areas of diversity. She was

concerned about her abilities communicating and teaching to different groups of children.

There is no way to cover diversity, because there is so much of it, I think you have to start at your freshman year and you still would have to keep going through your professional career, but for my own personal knowledge I would have liked to have learned about others, Native American culture because there is a strong Native American culture here. I was exposed to this through history courses, but those courses are so far removed from the children in class. What do I do with these kids (Summary interview, April 22, 1994)?

Attribute 3: Teachers should be aware of different perspectives when selecting and utilizing multicultural materials in the classroom.

While most of the preservice teachers felt they received some training in selecting and utilizing multicultural materials, some felt that it was not enough or inadequate. During the interview Ivy said the program did discuss multicultural materials, but

. . . they (professors) didn't say how to implement them, they just mentioned it and also talked about integrating it . . . most of the education classes only went so far in showing multicultural materials, but they really didn't show how to use it (Summary interview, April 28, 1994).

Evelyn described the children's literature class, where the

professor was thorough in showing how teachers select and use multicultural materials. She believed the program did a good job in showing how to incorporate multicultural materials in a teacher's lessons, but believed there could have been more. She maintained that incorporating multicultural materials was generally done through external pressures, rather than the teacher internalizing this multiculturalism into their educational philosophy. Evelyn would have liked more discussion in her education classes to help her better internalize multicultural education into her own education philosophy.

During the summary interview, Hannah felt that the program did not provide enough preparation for the preservice teachers when selecting and utilizing multicultural materials. She believed that many professors "spent too much time attacking the materials, rather than people saying this book is good for whatever reasons" (Summary interview, April 29, 1994). She felt the professors should not stop showing poor quality materials, but "should also show some good work" (Summary interview, April 29, 1994). Her feelings have caused her to become "more cautious about if I am going to offend somebody if I use a particular book, are they (professors) going to look for faults instead of strengths" (Summary interview, April 29, 1994).

Mary discussed in her journal about gaining an understanding of how to utilize classroom materials from her internship experiences. She wrote that students must learn by experiencing the material

rather than being told about the material. This makes learning personal, by utilizing their experiences to help them understand new concepts.

Learning through experience, hands-on, it makes it more personal and it makes it an experience for them and they are pulling from past experiences and creating experiences. If it is important to the children and personal to them, then they are going to want to continue with it (Journal, October 6, 1992).

Mary described a method of enhancing the personal approach to learning which she believed will have positive affects for the entire classroom.

Children writing their own books, for their classmates to read, is a wonderful idea. This would give children the opportunity to learn from each other and hopefully help the children understand each other more fully and accept each other's differences more completely. Writing their own books could also boost their self-esteem because once a student has finished writing a book and sees the finished product, they may take pride in it and feel that they have done something really valuable (Journal, February 16, 1993).

Attribute 4: Teachers should develop the skills to create a supportive and open learning environment.

Mary believed the program did target some of the necessary skills to work with a diverse student population, but did not provide the opportunities to "explore our own attitudes about multicultural education" (Summary interview, April 22, 1994). She felt that she "still had a lot of questions and things about my own ethnicity and compare it to other people's ethnicity" (Summary interview, April 22, 1994). She described the program as "touching on multicultural education often" (Summary interview, April 22, 1994). During the summary interview Mary was asked if the program provided opportunities for learning how to create a multicultural learning environment. She felt that she had to develop a multicultural classroom environment on her own.

My thoughts on multicultural education is something that I came to and thought about and said this is how I am going to do multicultural education in my classroom. It is not something that anybody has taught me. I kept on saying to myself how will we do it, what is the right way to do it, instead of always saying what is the reason why we should do it, nothing was discussed on how to do it in the classroom (Summary interview, April 22, 1994).

During the summary interview, Hannah described how her experiences in the internships had made her become aware of the need to provide a learning environment where each child was welcomed.

I wanted to reach each student on some level, and I feel I am successful a lot times particularly with students who are the people who walk in who have trouble from the beginning and for me that is a challenge and I try to be a person who doesn't see a child as a bad kid, but one who really cares about the child (Summary interview, April 29, 1994).

When the investigator asked how will she develop this type of relationship and atmosphere in her classroom. She stated, that one of the first things she will do when she gets her own classroom was set up a community environment in the classroom.

I want to be able to do eventually is set up a classroom community, where students develop the rules of the classroom, this is valuable because it gives the experience in decision making, and makes them feel apart of the process, give them an option. I think this is one of the most important things for children, having a classroom where kids have a say in what they do (Summary interview, April 29, 1994).

Also, she believed that many kids come from surroundings and backgrounds that were unsupportive and unhealthy. Children need to understand the complexities and dangers of society, but they also have to be allowed the freedom to be children.

Sometimes kids don't have to know how mean the world is, but as a teacher you go by gut and right now they really need to hear this or they don't need to hear that. You have to decide

what the issue is and the current attitude of the students in the room and what the current world situation is, they need to know and be aware. But if you were going to preach about it everyday, you will have some kids so afraid that they will fear their houses will be bombed that night, and we have some kids like that, so you need some balance, so they won't feel so insecure and let the adults worry about the problems of the world (Summary interview, April 29, 1994).

How the preservice elementary teachers connect multicultural education perspectives with classroom practices during their student teaching.

These preservice teachers held the beliefs that teachers must understand the complex dynamics created by the diverse student population, accommodate the diverse learning styles, create a caring environment, and utilize relevant material. The five preservice teachers Evelyn, Edith, Terry, Helen, and Mary demonstrated the following attributes:

1. Teachers should develop an awareness of the ethnic and cultural differences found in the student teaching classroom.
2. Teachers should develop a warm and caring environment where the children develop a sense of success.
3. Teachers should present material that is relevant to the children by introducing different perspectives.

Attribute 1: Teachers should develop an awareness of the ethnic and cultural differences found in the student teaching classroom.

During the summary interview, Evelyn described the children in her second grade student teaching classroom in a variety of terms. Her experiences had led her to the perspective that teachers must understand the complexities found in the classroom in order for the teacher to create an environment conducive to learning.

It's a blend of just about equal number of Black and White students, and then we have a lot of interracial or multiracial students, a lot of children who are doing what is expected of them and doing well and they are going to go to third grade and do fine. Then there are three or four, let them succeed, let something good happen to them today, let them go home and somebody hugs them and takes care of them. There are five or six who could be the next president of the United States, as long as they keep that enthusiasm up. My concern is at home, if some of my children had stable homes, any kind of home not necessarily mom, dad, brother and sister, a dog, a cat, and a house, but just stability. Somebody to help them with their homework at night, stay at the same place everyday. I think we would see less on the low end and more in the middle and high (Summary interview, April 22, 1994).

From this description she began to ask herself a series of questions regarding her student teaching classroom. She stated:

do I separate myself from other ethnic groups, do I purposely seek out people of my own background, do I call on all White children over Black children, do I call on boys more than girls, am I setting up an environment that segregate students from each other, do I have one group of children that I have different expectations from another group of children, simple because of

their race or their sex or their background (Summary interview, April 22, 1994).

Following a formal observation, Edith described how the experiences during her student teaching had impacted upon her understanding of the complexities of a diverse classroom. The stories that many of the children would tell her about their lives outside of school would often shock and sadden her (Observations, March 23, 1994). During the summary interview she elaborated on her experiences, she believed these stories helped her better understand why certain children would come to school not ready to learn.

Some of the stories they tell me, gosh, you saw that right in front of your house, I really felt sorry for the children. I would be horrified if my daughter had seen things like that. (How do they tell it to you?) It is matter of factly, like no big thing it just happened. I want to hug them all, I think about it a lot at home, it is nothing that you can get away from (Summary interview, April 26, 1994).

Terry described her personal observations of her kindergarten student teaching classroom. She stated, "if the children get to choose with whom they want to play with, they play with people of their own race" (Summary interview, April 22, 1994). She did not realize this until someone pointed it out, she said, "I guess what is familiar" (Summary interview, April 22, 1994). During student

teaching she began to ask several of the children if they play with certain children outside of school. These children were from different ethnic or cultural groups and she would often receive similar answers that they "really don't play outside of school with each other very often" (Summary interview, April 22, 1994).

Terry described two separate conversations she had with an African American child and a White child about being friends. She observed that these girls frequently played together in school. When she asked them if they were friends, the African American girl said "not really that good of friends" (Summary interview, April 22, 1994) and the White girl said "she (African American girl) doesn't like me" (Summary interview, April 22, 1994). Terry's conclusion from these conversations, "I was really amazed because when they said we are not really friends, what can you do to make them friends, you can't" (Summary interview, April 22, 1994).

Helen's student teaching experiences was in the fifth grade. She described her classroom as children from various backgrounds. She observed that most of the lower socioeconomic status students were African American, and most of the high income kids were White. The quality of their home lives did not depend on socioeconomic status. She observed that many of the children came from homes with a lot of family problems, "where the father and mother disagree on how to raise the children, and that was brought into the classroom" (Summary interview, April 26, 1994). While

many of the other children had supportive parents and their home lives was relatively stable.

Mary's student teaching experience took place in the first grade. The majority of the children came from two socioeconomic backgrounds, middle class to lower class. When the investigator asked about the ethnic makeup of the classroom, she replied;

I probably couldn't sit down and tell you how many Black children and how many White children there are, because I don't pay that much attention to it. One time this semester, I noticed there was only one Black girl in my class, it is not clearly defined in my mind, because I guess when I look at a child I don't look at the color of their skin, I look at them as what can they do. I mean it is important to me in the fact that they get cultural experiences, but it is not important to me as far as the way I treat them or this child is less fortunate so I am going to treat them differently (Summary interview, April 22, 1994).

During Evelyn's semester of student teaching in the second grade, it was observed by the investigator that she accommodated the different learning styles in the classroom. For example, during a lesson on geometric shapes, she encouraged the students to use prior knowledge to understand different shapes, this approach helped the students grasp the necessary facts and principles about geometric shapes. For this lesson, her teaching style was a whole class brainstorming activity to which she used household items that the children could relate. The students had to cooperate with each

other, and they were given many opportunities to express their ideas and opinions. The students worked in small groups to come up with different shapes. During this part of the lesson the children were allowed to move about the classroom freely and discuss with each other the different shapes (Observations, March 30, 1994). One of her goals as a teacher was to allow the students to discuss with each other to learn different perspectives on the same content of the lesson. She relied on the students' experiences as a teaching tool for the other students and herself (Summary Interview, April 22, 1994).

While observing Edith's second grade student teaching, the investigator noticed that she frequently presented the lesson using various teaching styles to accommodate the many learning styles. During one lesson, she provided several opportunities for the children to present their work in front of the class. In the same lesson the children worked in small and large groups to accomplish the objectives of the lesson (Observations, March 23, 1994). Similar to Evelyn, the children were allowed to interact with each other and given freedom to move freely throughout the classroom.

During the summary interview, Mary discussed why she often used cooperative learning with her first grade student teaching class. She said that this method of teaching allows all the children to become involved in learning while accommodating the different learning styles.

I use cooperative learning in order for the children to learn how to cooperate and problem solve, children are never too young to learn how to solve problems. Through cooperative learning you can help children learn when there are small problems that come up then they can say we can solve the problem on our own without involving the teacher, it involves a lot of it is social skills (Summary interview, April 22, 1994).

Attribute 2: Teachers should develop a warm and caring environment where the children develop a sense of success.

All of the preservice teachers were warm and encouraging to the children. When observing Evelyn it was especially obvious, typical comments were: "come on sweetie . . . you have some pretty interesting ideas . . . wonderful observations . . . Mark had a real good observation . . . I like the way Cindy is working" (Observations, March 30, 1994). This confirms her description of herself as "a very caring teacher. . . I hope I give my kids something they need . . . I know I can't meet their needs all the time, but I want to be there for them" (Summary interview, April 22, 1994).

When observing Edith in the classroom, the investigator heard similar encouraging comments. Her method of teaching emphasized that the social atmosphere was an important part to the development of the children's ability to learn. Many of her lessons were designed for the children to work together to accomplish the purpose of the lesson. To encourage the students, Edith made comments like: "excellent . . . wonderful . . . good for you". Each child was recognized when they did something that was part of the lesson

or participated in a positive manner. Most of her lessons involved the children working together in small or large groups (Observations, March 23, 1994). During the summary interview, Edith described her method of teaching.

When I was in school a lot of things that I have feelings about , I try not to promote out again with these kids. When I was going to school it was all lecture, individual work, sometimes I would get frustrated and watching someone else do it to understand what they are doing and then do it. You are behind at that point because you have watched someone else do it and then do it yourself and what is the whole purpose of doing it anyway. The way I approach teaching is still learning it is just easier and saves time. The noise doesn't bother me as much if I know we are talking about the lesson, a lot times I tell them to be quiet, but I think they need to be able to talk, and it cuts down on discipline problems, and gets them to listen when you want them to listen (Summary interview, April 26, 1994).

When observing Terry in her kindergarten student teaching classroom, one came away with a feeling that she deeply cared about the children. She was constantly touching the children in a respectful manner and continually praising them to make them feel positive about their own abilities. She allowed the children to work together, which she saw as a way to "help build their self-esteem" (Observations, March 30, 1994). During a lesson using whole group discussion, she centered on the children's experiences as it related to the content of the lesson. The underlying theme in her teaching

was that "they should always respect each other, that is one thing that should always be said on everything" (Observations, March 30, 1994).

Helen believed the most important thing in teaching was to create a "social atmosphere where kids feel comfortable expressing their ideas" (Summary interview, April 26, 1994). This was evident in her lessons, where the students were not afraid to express their own perspectives. During a science lesson she provided several opportunities to allow for this expression both in independent work and cooperative groups. For example, many of her lessons used materials or ideas that the children could relate to, which she believed encouraged their interest and participation in the lesson. The children were encouraged to help each other rather than compete to see who could get the correct answer. She also was positive in her approaches with the children. For example, she used phrases like; "A+ job" and "super" throughout the lesson. For one shy boy who said in a quiet voice the correct answer she ran up to him and said: "give that man a hand" and for another child she ran up to her and said: "give me five" after a correct answer (Observations, March 30, 1994).

One incident stands out as her ability to create a safe and caring environment for learning. After a difficult concept was introduced and discussed concerning a short story that the entire class read, she just stopped in the middle of the discussion and said: "you guys are doing a great job in your thinking". This comment

brought smiles to the children's faces and a few nodded in agreement. It was consistently observed during her lessons that the students were provided a safe environment to express their feelings without being criticized by Helen or the other students (Observations March 8 and April 10, 1994).

Another example of the development of a caring learning environment was Mary's first grade student teaching classroom. She thrived on creating an atmosphere where competition was almost nonexistent. Children were allowed to use trial and error without a sense that getting the incorrect answer meant they were failures. Observing Mary's teaching, the investigator developed a sense that Mary believed that all the children were wonderful people. She encouraged the children to help each other, with the goal being everyone will learn and understand the concept for the lesson. Mary described her major goal in teaching was "to help the students develop the ability to communicate with each other in a clear and respectful manner" (Observations, March 31, 1994). She believed the way to create a multicultural environment was to develop a sense of respect in the classroom.

Attribute 3: Teachers should present material that is relevant to the children by introducing different perspectives.

Evelyn believed her experiences in student teaching made her aware that she "can't ignore where my students come from, and studying about different groups, Women's History or Black History should not be one day occurrences but should be a natural part of the

curriculum" (Summary interview, April 22, 1994). This "natural" process was part of her definition of multicultural education.

It is wouldn't seem right to not look into other countries and study how other people think, I see it as learning about the world, locally about the people not only their own community, but other communities. Learning about what it is like inside an adobe, bringing in things that are authentic, not just bringing in a book, one book about China is not going to tell what China is like, you need to have things children can touch and feel and put in their hands on, have them have day where the school day is like a day in another country, find people in the area who are from the country or visited there, or a college professor who knows a lot about it, not being separate it from the curriculum, maybe a bonding factor (Summary interview, April 22, 1994).

During the interview, Terry was asked about a book she used in a student teaching lesson, No Good at Art. In her journal, she wrote that it was a multicultural book. The investigator asked her how she determined it to be a multicultural book.

That book was multicultural because it had different groups represented. It talked about males and females, had different races, girls talking about what they wanted to do when they grow up, and it had different occupations, no stereotypes of males and females, it also a kid in a wheelchair (Summary interview, March 22, 1994).

Terry believed materials must help the children understand that

people were not alike. She emphasized that even if you teach in environment where there was only one ethnic culture, it was the teacher's responsibility to discuss and expose the children to different perspectives in the classroom (Summary interview, March 22, 1994). During her lessons she encouraged students to bring their personal experiences in the discussion (Observations, March 2 and April 5, 1994).

Mary had a similar perspective, that teachers must expose children to all different cultures. Her experiences in the student teaching classroom made her aware that this exposure should not be done in a "blatant manner by saying these are our differences and similarities, but allow those differences and similarities to be exposed in a subtle manner" (Summary interview, March 22, 1994). She described a lesson she taught about Australia, where the children viewed a video. During the video, there was a scene that had a naked baby walking on the beach. The children in the class laughed and some of the children began to make negative comments. Mary described what she said next:

I let them know that just because it is not the American way, that doesn't mean it is wrong, exposing them to that and letting them know that things do happen in other cultures that don't happen in our culture. I think giving them that open-mindedness is so important, culturally and within your own classroom, like a child not being included things like that, multicultural education means to me not necessarily a blatant discussion, but something that evolves in your classroom (Summary interview, March 22, 1994).

During the classroom observations, Mary selected materials that allowed the children to express their personal feelings concerning the content of the lesson. For example, during a science lesson the students had a discussion about a book Mary read to the class. During the observation, it was noted that she encouraged the children to express their own ideas and beliefs about the story. She told the investigator following the lesson that she frequently has class discussions to let the other children learn about different perspectives and experiences of their peers (Observations, March 31, 1994).

Medium-High Level

The preservice teachers perspectives toward multicultural education as they complete their final year of professional coursework and internships.

These preservice teachers held the beliefs that teachers must become the leaders in the classroom when discussing diversity, need to become familiar with the ethnic and cultural experiences of the students, need to develop a community in the classroom, and need to establish positive relationships with the student's parents. The four preservice teachers Mary, Terry, Irma, and Linda demonstrated the following attributes:

1. Teachers should be a guide when exploring issues concerning diversity.

2. Teaching should teach according to the individual needs of the students in the classroom.
3. Teachers should discuss and interact with different cultures within the classroom and extend the discussion beyond the classroom.
4. When interacting with parents, the teacher should be respectful of their beliefs, be honest and listen carefully to their needs.

Attribute 1: Teacher should be a guide when exploring issues concerning diversity.

Mary, Terry, and Irma, all agreed that the teacher must demonstrate a leadership role, when discussing diversity, but differed on how they arrived at that perspective. Mary wrote in her journal that she believed that teachers should guide the type of discussion, while children demonstrate a leadership role. The goal for a discussion about diversity was to understand that all people were similar and different no matter what their ethnic and cultural group affiliation. The role for the teacher was to guide the students through this realization by demonstrating open-mindedness, because a teacher is such a example (Journal, September 2, 1993).

During the summary interview, Terry revealed that her perspective for the role teachers must demonstrate in a discussion on diversity was similar to Mary's. Terry said, "if you can promote that attitude (respect of other people by supporting their ethnic and cultural diversity) and that behavior, then expect that out of your

kids" (Summary interview, April 22, 1994). She continued, that if the teacher was listening to other people's beliefs, the children should listen because "what they say is important" (Summary interview, April 22, 1994).

During the summary interview Irma described the role teachers need to demonstrate in the classroom when discussing diversity.

Teachers should help students understand, help is the key word there, because help students understand don't make them understand. This type of understanding comes with time, with maturity, but put it out there don't say they will learn it, but put it out there for them to learn, but give them some assistance, I am not talking about brainwashing or just showing one type of group or one stereotype of that group, just help them understand and they will draw their own conclusions. I think their role is to show a lot of enthusiasm, and really not show any personal feelings about the lesson. It should be setting up a display, putting all needed pictures or needed information there for you (children) to look at and draw your own conclusions, not coming in with any preconceived judgments (Summary interview, April 25, 1994).

Irma did not assume that the children will become more respectful in a short period of time or even during the time she is their teacher. She understood this process will take an indefinite period of time and for some children it may never occur.

She maintained that her multicultural perspective began to develop when she started to understand her experiences as an

African American student. She provided an example of her experiences in a recollection of being taught social studies, "as I got older I realized that social studies never talked about anyone who looked like me or the place I originated from-Africa" (Journal, August 24, 1993). Because of this perspective Irma had adopted a belief that teachers need to attempt to provide a balanced perspective and not leave out certain groups when teaching a lesson (Summary interview, April 25, 1994).

Attribute 2: Teaching should teach according to the individual needs of the students in the classroom.

Mary and Terry presented similar views on the importance of different ethnic and cultural group experiences. Mary wrote, "When you look at the experiences of different groups where they come from, you can understand that culture better, I don't really think you can understand something unless you experience it yourself" (Journal, May 3, 1993). She understood that many of their students have had different experiences than her own. Therefore, it was up to the teacher to learn about these groups experiences in order to be able to better connect with their students.

During the summary interview, the investigator asked if Terry had experienced a conflict of beliefs, values or attitudes, she replied by describing an incident that occurred several times during her internships.

How to get through to some children? Kids that have a home environment that is a big challenge to get the parents involved, kids who are coming from environments where they are going to be distracted or not going to bed on time and coming in tired, had tremendous effect on the amount they learn and that just floored me (Summary interview, April 22, 1994).

She described her belief on the way to reach children, especially those who come from circumstances that were dissimilar from the teachers:

Find out what is important, what they (children) think, and that is a matter of respect. If I didn't care about what they thought I wouldn't be here any way, their personal knowledge to pull from that shows they have something important to contribute. They already know something about it, and you have confidence in their ability, they already know some stuff especially with informational things I usually always talk about what they already know about it, before I do anything else, make that important to them. To me if I do that then it makes what I am going to do more important and will listen more if they find out that they already know that I will want to find out more (Summary interview, April 22, 1994).

Mary discussed children-centered learning, where the child was the focus of the learning process, not the content.

Everything on the student, because that is what we are here for, not here get paid, get our name on teacher of the week board, it is for the kids and centering your instruction around the students and his or her individual needs and differences

and similarities, I think that is just as important, the success of all children (Summary interview, April 22, 1994).

Irma's perspective was similar to Mary and Terry, "there are different cultures that learn differently and learning styles is that open door for different ways of learning, they just run together, everything should reflect as much as possible of the different cultural groups in the classroom" (Summary interview, April 25, 1994).

The concept of merging learning and teaching styles was a common theme among the preservice teachers. During a formal observation, Linda demonstrated her use of varying teaching styles to target the many learning styles in the classroom (Observations, February, 3, 1994). Linda described in the summary interview how she connected learning and teaching styles. Her main concern was to vary her teaching styles to meet the diverse learning styles of the children. "I try to vary what I am doing, group work, also I want them to be responsible for things on their own, because someone will not always be there for them, they need to do things on their own" (Summary interview, April 27, 1994).

Terry was more explicit in her beliefs toward merging teaching and learning styles.

The use of teaching styles and learning styles and whether that may have bearing on their ethnic or cultural groups should

be recognized. How you approach it and your strategies and materials that you use should always reflect the groups in your class for whatever reason (Summary interview, April 22, 1994).

Attribute 3: Teachers should discuss and interact with different cultures within the classroom and extend the discussion beyond the classroom.

Again, Mary and Terry had similar perspectives when faced with the question of how would you develop an atmosphere where the children can interact with different cultures? Both said they wanted to create a community within the classroom.

I want my children to experience a feeling of family unity within the classroom, I want them to feel free to speak about anything they want, to accept others for their differences and similarities, to be individuals and respect each others individualities (Journal, March 16, 1993).

Terry wrote when a classroom was designed as a community, "the kids have to get along and respect each other and help each other and to teach each other, and respect between the kids and me and the kids in all aspects, the group" (Journal, January 26, 1993). These parallel perspectives expressed a need for children to learn to get along and learn from each other, while teachers must provide the environment for this to take place.

Where, Terry and Mary discussed setting up the classroom as community, Linda stated that students need to interact through group work: "when you do group work mix the class up let them work with different kinds of people, the more you expose them, they don't even think about it (differences), it is just natural" (Summary interview, April 27, 1994). Many of Linda's lessons were structured to create a community of learners, where students worked together in a large group or small groups. Rarely did a student work for an extended period of time alone (Observations, February 3, March 22, and April 8, 1994). This non-threatening method of teaching was similar to Terry's and Mary's perspectives and actions in the classroom.

Irma's perspective was different from Linda's, Terry's and Mary's. Their perspectives were centered on the belief that when children are learning daily as a group or a community they will to accept differences more readily than if the majority of learning took place individually. Irma maintained that a teacher must confront the issues that arise when discussing and interacting with different cultures. While she believed this was a correct method in dealing with differences, she was concerned that some teachers were not qualified to attempt this method.

If I was presenting to a group that I maybe felt was on TV, then when I present to this group I would show them in business, communities, politics. Teachers should promote values and attitudes and behaviors that support them, but what

if the teacher is not sure on the values that are supported then that is when I get a little shaky, make sure that you are sure on these values and attitudes and behaviors (Summary interview, April 25, 1994).

When these preservice teachers were asked how do teach about different cultures, Mary suggested that a teacher should "expose them to different cultures through literature" (Summary interview, April 22, 1994). She was asked: How does she select materials?

I am very aware of learning materials that reflect other cultures, when I look through a workbook and there are worksheets that have all White children in it, I won't use it. A friend and I talk about it a lot, I'm very affected by that, you should have a variety of learning materials from a variety of different cultures, about their (children's) cultures (Summary interview, April 22, 1994).

Terry answered the same question about how she teaches about different cultures, by describing a unit on folktales she did during one of her early internships, "If you are talking about folktales you can bring in a lot of multicultural things, folktales are from everywhere, so you can bring in stuff and talk about different people who wrote the folktales, that tells a lot about different cultures" (Summary interview, April 22, 1994). Her response to how she selects materials, she said; "I can spend hours in the library looking at books, I read everything before to make sure the information is

correct, and because a long time ago they may be stereotyping from where we are, I look at the dates" (Summary interview, April 22, 1994).

Irma believed students should be included in the teaching of different cultures. She stated, that she can "count" on students to bring in materials for the whole class to enjoy. Her rationale was that students want "to share with everyone else, instead of I have to buy or find something for this and that" (Summary interview, April 25, 1994).

The general feeling that came from the discussion about the inclusion of different cultures within the learning process was a belief that the outcome should be for the children to gain respect for people of different cultures. Terry remarked that children should gain a sense of "respect for people who are different than me (themselves), also finding out things we have in common, like environmental issues, now we have to all work together as whole population" (Summary interview, April 22, 1994).

Linda believed a discussion on diversity fosters a sense of equality.

I think it is important to learn that there are special things about each culture that need to be talked about, it is a mixture of all that still I believe the bottom line is just we are all equal, the bottom issue for me, kids start off that way and they will carry it with them (Summary interview, April 27, 1994).

Attribute 4: When interacting with parents, the teacher should be respectful of their beliefs, be honest and listen carefully to their needs.

During the interview, the investigator asked the preservice teachers how teachers should interact with parents especially those parents who were culturally different from the teacher? Mary believed teachers should treat and communicate with all parents in an equal manner.

The same as I would communicate with all parents, I don't look at it as being a difference, I don't think there is anything you should have to do differently, in treating someone different just because they are culturally different. I don't look at it as where I would handle a situation different if I were talking to a White person not at all (Summary interview, April 22, 1994).

Irma stated that teachers need to get background information on the parents in order to know how to approach them. Teachers should create a partnership with the parents, so both groups have the child's best interest in mind. She described a scenario that clarified her perspective.

I know by the work that the child has done that this parent's culture does not believe in doing an assignment on a calculator, but time and time again we are doing multiplication and their child is not getting it right they are having careless problems that could be fixed by doing it on a

calculator or some practice on a calculator. Then my approach to them would be, I understand that this is something that you believe in from your culture, but can it be a compromise and that is the first thing. I would not already come in with a solution, both of us have to come to an agreement, not something I have already have made up that they automatically have to agree to. I want partnership more so than anything else, if I do have a partnership then compromise should be first (Summary interview, April 25, 1994).

Linda's approach was provide an atmosphere where parents can express their concerns about their child in an open and honest manner. Not all parents were alike and sometimes teachers need to explain things differently depending on the parents. But the overriding goal was to make parents feel satisfied that you are providing their child with an excellent learning experience.

Just to listen, and let them say what they want to say, be honest with them about their children in a nice way of course, you have to do best for the child, and sometimes you have to explain things differently to different parents. You have to get a feel for them and you have to allow some things different sometimes, you can say things to one parent that might offend another one, treat them as individuals, basically listen, be honest (Summary interview, April 27, 1994).

The preservice elementary teachers description of the evolution of their multicultural education perspectives during the two years of professional studies

The preservice teachers maintained that teachers must understand how their own perspectives affect the learning of their students, understand how the students perspectives affect their academic lives, create a supportive environment, and expose student to many perspectives. The four preservice teachers Edith, Helen, Irma and Ursula demonstrated the following attributes:

1. Teachers should be aware of themselves, to understand how their behavior can affect the students' behavior.
2. Teachers should understand that the personal lives of children affect the way they learn and behave in school.
3. Teachers should create a supportive environment, which addresses different learning styles, abilities, and experiences.
4. Teachers should introduce and discuss different cultural perspectives.

Attribute 1: Teachers should be aware of themselves, to understand how their behavior can affect the students behavior.

During the interview, Edith described the development of her awareness toward a diverse student population. She had come to realize the complexities involved in teaching while working in the internships. Most of the classrooms during the internships and student teaching were culturally and ethnically diverse. She maintained much of what one believes in unconscious, but until someone points it out it will remain dormant in the subconscious.

The internships that we have had been in a lot of different places, the range of kids you have, and I never really thought about it until last semester and it is something that you really have to have someone bring it up to you before you think about it because so much of it is unconscious (Summary interview, April 26, 1994).

This awareness of other people's perspectives propelled Edith into becoming more aware of her own personal surroundings.

I found myself picking up on comments that are said when I am at home or out in a social area that made me think and to say let's really think about this. I have really seen a change in my attitude and I never intended to have any kind of different attitude, because I think it is subconscious and until it is brought out. I saw a difference in me than I would be if we never discussed any issues (Summary interview, April 26, 1994).

When the investigator asked her to explain how her perspectives toward education have changed, she replied, "I believe the school must educate children in justice and integrity. If we all were more caring, we would help those who are less fortunate (i.e.. homeless and disabled citizens)" (Summary interview, April 26, 1994). She provided an example of how her exposure to different ideas has changed her perspectives about the American society. She discussed a video about a group of children who were artificially exposed to discrimination seen during a seminar session. This

experience was an example of how her perspectives became heightened toward the understanding of how teachers' attitudes and behaviors toward their students can affect the students' behavior.

A video "A Class Divided" served its purpose by exposing the children to discrimination and they seemed to carry this knowledge with them throughout their lives. I think it's important to note that the exercise took place in an all White rural farming community. This exercise would have been more harsh if the class contained people of different races. I think the kids would have been more threatened because the seeds of discrimination have already been planted through their life experiences (Summary interview, April 26, 1994).

She believed that the teacher's role was to provide opportunities for the children to question and explore different perspectives. She believed that multicultural education will not occur in classrooms unless the teacher provides those opportunities.

During the summary interview, Ursula described from the book, The Education of Little Tree, strengthened her own perspectives toward a diverse student population. The book inspired her to recall the changes she had made as she progressed through the professional studies program. She realized that as a child she grew up in an atmosphere that "was not complicated by racism and a total lack of understanding by those around me" (Summary interview, April 25, 1994). This perspective and a clearer understanding about how a teacher's attitude toward children can affect their abilities

to learn enabled Ursula to adopt a perspective of caring for all children.

I see myself as very firm in a lot of aspects, there are certain things I will not stand for or tolerate, but I like to get to know them. I don't like it to be so rigid, that it creates a brick wall between the students and myself (Summary interview, April 25, 1994).

Irma believed when teachers label children at-risk they were labeling them because they "don't have the same qualities or values of the norm or majority" (Summary interview, April 25, 1994). These children were generally "minorities, people of low socioeconomic status and/or don't come from the traditional family" (Summary interview, April 25, 1994). She maintained that the at-risk label gave a "negative connotation" for children and believed the label has "nothing positive to give to that person or group of people who may receive that title" (Summary interview, April 25, 1994).
Attribute 2: Teachers should understand that the personal lives of children affect the way they learn and behave in school.

Edith wrote in her journal, that the seminar discussions had helped her understand the African American experience. She was grateful for the experiences of interacting with the preservice teachers who presented an African American perspective. From these experiences, Edith began to view and develop a different perspective toward society and specifically students. She related in

her journal an experience after a seminar discussion. One of the books the preservice teachers read for a seminar session was The Education of Little Tree. The book focused on Native Americans, but it caused her to rethink her own perspectives toward the treatment of African Americans and at the same time begin to understand the Native American experience: "I have never thought about Native Americans being treated badly, this book gives the reader an insight of the injustices in society toward many people" (Journal, April 27, 1993). Edith wrote, "it was interesting to see how Little Tree (main character) viewed people's actions towards him before he knew what discrimination was" (Journal, April 27, 1993). Edith began to realize that prejudice and discrimination were much larger problems than she initially realized.

During the interview, Ursula described her experiences in the internships and how they affected her perspectives toward a diverse student population.

Being here in Greensboro, being in all of my internships, I have gotten more of a diverse experience than if I would have if I had been elsewhere. I have found the children I am drawn to are the ones who are going to give me hell, maybe from a learning disability or learning difference, something at home, that is the kind of kid I gravitate towards. I feel for them, I have different expectation for each individual child, if a kid is having a bad day I can understand, I take it easy on them (Summary interview, April 25, 1994).

Attribute 3: Teachers should create a supportive environment, which addresses different learning styles, abilities, and experiences.

During the interview, Edith described how her experiences during the internships made her aware of how you must approach a discussion concerning diversity. She said, "I would say more subtle than directly at them, there are a lot of things that the kids really pick up on that is unfair treatment and they will let you know if it is unfair" (Summary interview, April 26, 1994). When the investigator asked her to give an example of how she discussed differences among people.

One way would be easy to talk about a little bit in a round about way of doing it, if you were studying Africa and how the population is Black, you can bring out something about their influences in America. Since Black people did come from Africa, not do it out of the blue and not preach, more subtle and more modeling than actually coming out and being blunt about it (Summary interview, April 26, 1994).

Edith was then asked to define multicultural education, she said "I see it as not only teaching other kids about the other ethnic people, teach about themselves and other people around them" (Summary interview, April 26, 1994). When the investigator asked her to give an example of how she approached multicultural education in the classroom, she described her definition as evolving since the beginning of the program.

I don't think it is as much when I first found out about it, I thought it was about learning about Black people, Hispanic things, something that is really out where you can see the differences, but now there is a lot more to it, I don't think you can separate it and education. I am thinking well it is so interwoven into people, I don't think you can separate it when you want to do the best you can for the kids and try to get them to be learners, productive citizens. It is not just whether they can do math, but if they are going to vote, what kind of educational background, what they would look at, if they are law abiders, education was so concrete when I was younger, math, English, but it is not so simple anymore (Summary interview, April 26, 1994).

Ursula said the development of her perspectives toward multicultural education began at the beginning of the program. She stated that "the University provides opportunities to find out what other people think, when you talk about racial problems and attitudes, you get different perspectives" (Summary interview, April 25, 1994). Ursula went on to describe the UNCG as providing opportunities to find out what other people think. She said, " when you talk about racial problems and attitudes, you get different perspectives, while the program itself helps you look at children as children" (Summary interview, April 25, 1994).

She realized that this attitude at the university can be translated to the public school setting: "I believe the classroom is a real good place to teach about it (diversity), you've got the children's attention already, the kids are in a situation that they used to and

that they are safe in" (Summary interview, April 25, 1994). She commented that teachers must be careful to not force the children to believe a certain way and make the children believe that their own perspectives were wrong because they conflicted with other perspectives. She saw the teacher's role was to " just explains things and help the children understand that there are all different people in the world, with differing beliefs, and there are no correct beliefs" (Summary interview, April 25, 1994).

During the summary interview, Irma discussed how the influences of the program prepared her to use multicultural materials in the classroom. She emphasized that the professor for her children's literature class made "sure that I know what books to choose for letting literature be my outlet for bringing in a multiculturalism" (Summary interview, April 25, 1994). Because of the course, she felt comfortable going to any children's library and picking out books that will show multiculturalism. She was less confident in "picking a science book that showed a lesson that can be done on African plants or the type of resources maybe in a social studies book that can be about South America, I am positive I can do that (multicultural education) in literature or reading" (Summary interview, April 25, 1994).

When the investigator asked how she selected the materials she used in her lessons, she began by saying "nothing really prepared me, I just go in to deal with every child or every situation as it comes" (Summary interview, April 25, 1994). She described how she

selected the books for a lesson that the investigator recently observed, "when I introduce cultures to the classroom or making them aware on a small scale about different cultures I would have to say literature, for example the lesson on Cinderella, I brought in the five different versions to Cinderella" (Summary interview, April 25, 1994).

Attribute 4: Teachers should introduce and discuss different cultural perspectives.

During the summary interview, Irma discussed the importance of presenting as many cultures as possible. She realized that it was impossible to present all cultures, but teachers must begin by "identifying all the cultures in the classroom" (Summary interview, April 25, 1994). The goal was to show how these cultures were unique while also showing the "strands that bind us together" (Summary interview, April 25, 1994). Irma believed that "what makes each culture different or makes them special, should be the thing stressed, while also realizing that there were some things we all share as human beings (Summary interview, April 25, 1994).

While Irma's interest was the ethnic diversity in the classroom, Helen maintained that diversity means more than ethnic differences. During the summary interview, she defined multicultural education as going beyond ethnic group identification. She believed the program centered on the ethnicity of people and she understood that multicultural education more than ethnic issues. She stated that her definition developed throughout the teacher

education program and felt her current definition was the product of the program.

A lot of cultures haven't even been addressed, the culture of the deaf, the culture of the abused children, the culture of the single parents, the culture of the children who are from alcoholic parents, the culture of children who live in projects. These aspects of culture dramatically affects how children come into the classroom. If I ignore that and don't take it into consideration then that child and I are not going to go very far, we are going to have huge barrier and do nothing but grow as the year goes on (Summary interview, April 26, 1994).

Helen wrote in her journal about a book that she read for a seminar session, Teacher. The book described a teacher's experiences teaching as of a non-Maori to the Maori people of New Zealand. Helen used the experiences of this teacher's to enhance her own perspectives about teaching to a group of diverse students. Helen understood that the primary lesson learned from this book was to recognize the diverse learning styles in the classroom.

The teacher must capitalize on that (learning styles), recognizing it, working with it, but very often there are some transitions that have to be made, the transitions will be a lot more productive if the child was not first thrown into a very uncomfortable, frustrating situation to begin with (Journal, January 26, 1993).

How the preservice elementary teachers connect multicultural education perspectives with classroom practices during their student teaching.

These preservice teachers believed that teachers need to understand their students' perspectives, present different perspectives, create a supportive and open environment, and teach to the various learning styles in the classroom. The five preservice teachers Hannah, Ida, Ursula, Linda, and Tammy demonstrated the following attributes:

1. Teachers should develop a multicultural learning environment by presenting different perspectives.
2. Teachers should create a supportive learning environment, where students can freely express their own perspectives.
3. Teachers should provide a variety of teaching methods to target the various learning styles.

Attribute 1: Teachers should develop a multicultural learning environment by presenting different perspectives.

During the interview the preservice teachers were asked to describe the students in their teaching classroom in demographic terms. While each preservice teacher presented the information with some understanding of their children, their descriptions revealed what was important to them about these children. Hannah described her class as "the eight Chapter-One children all are Black, that has to do with socioeconomic conditions, and all the White kids

come from the wealthy part of the city" (Summary interview, April 29, 1994). She said "one White boy who has some fine motor skill problems (hard time writing), but his mother doesn't want him in resource classes" (Summary interview, April 29, 1994). By this statement, Hannah alluded to a common perception that resource classes generally contained minority and lower socioeconomic children.

Ida described her children by their home lives. She said almost half the children came out of the same type of family: mother and siblings.

The other half live with grandparents and not mom and dad. I noticed a lot don't have the support, they don't have the time for things, I noticed a lot of the children that live with grandparents, aunts or uncles, or just live with mom, they are real shy or real quiet or want a lot of attention all the time and try to be the class clown. I have seventeen students, fourteen Black children and three White children (Summary interview, April 27, 1994).

Linda described the race of the children, "nineteen students, six are White and thirteen are Black" (Summary interview, April 27, 1994). Their economic status was "from the top to the bottom, a real wide range" (Summary interview, April 27, 1994). They came from different family situations with a majority coming from single parent homes. Some of the children lived with their grandparents or

aunts, and had no contact with their parents. She continued by describing their ability levels:

I have one child that reads probably fifth or sixth grade level who goes to AG, four who are probably behind him, ten Chapter One children. For many of the children their social skills are behind, most are immature for their age level (Summary interview, April 27, 1994).

While many preservice teachers did not have the opportunity to create their own learning environments, during the summary interview they proposed their ideas for when they will have their own classroom. Ida spoke about multicultural materials. She said her room will have "different things in the room, posters, pictures of people living in different parts of the world, having a variety of books, talking about different people, and their traditions" (Summary interview, April 27, 1994). She would bring in people who have lived in other societies to speak about their culture or their experiences living in another culture. Her experiences during student teaching made her realize that "children are fascinated by all the things from other places, things they can actually see and touch" (Summary interview, April 27, 1994).

During one of her observations Ursula was doing a unit on mythologies, where the students were introduced and discussed several mythological stories from different ethnic and cultural groups (Observations, April 14, 1994). She spoke of her attempts to

bring in different perspectives in the classroom when she described her desires for creating a multicultural learning environment as global education (she described multicultural education as global education which may have been influenced by her student teaching at the Wilson Global School).

I don't see global (education) as we are going to have Asian day and eat with chopsticks and so on, that's not global education. If you do that kind of stuff, maybe a role play, judge creativity and they enjoy it, but that's not all, you have to go further. For example, I talk about foreign countries a lot, when you tell them (students) there are arranged marriages in India they are just astounded, stuff that you would never think about discussing in fourth grade (Summary interview, April 25, 1994).

Tammy's student teaching experiences in kindergarten made her aware that the classroom environment should "be open to different kinds of people" (Summary interview, April 27, 1994). She displayed this in her lessons by having the children work in small groups and allowed the children to express their beliefs and ideas to the whole class (Observations, February 10, March 22, and April 12, 1994). She stressed that because someone was different it does not mean that they were less of a person, or less important, and it was not wrong to be different. She related an incident during student teaching about how this perspective can work in the class.

There was a little girl who was telling the other students about a friend from somewhere else. The girl told the class how she talks and I thought that was a good time to talk about how someone talks and point out that it is different, and we should just to be open to differences (Summary interview, April 27, 1994).

Attribute 2: Teachers should create a supportive learning environment, where students can freely express their own perspectives.

Most of the preservice teachers demonstrated a compassionate attitude toward their students. In Hannah's classroom, she consistently displayed physical and verbal expressions of approval and warmth. She touched many students in an affectionate, but respectful manner for third graders. She used terms like "you guys remembered a lot . . . that is real close . . . a real good job honey . . . way to make connections" (Observations, March 15, 1994). She believed to be a successful teacher one must "give an enormous amount of encouragement to the kids" (Summary interview, April 29, 1994). She emphasized that encouragement must be genuine or the children will see through a teacher's false pretensions. Following a formal observation, Hannah commented that this encouragement promotes a safe environment for children to express their opinions about the topics discussed in class (Observations, February 7, 1994).

During several student teaching observations, Ida expressed genuine respect for the children. During one observation, she forgot to recognize a child after all the other children were recognized, she

apologized to that child and to the entire class for her mistake (Observations, February 4, 1994). She allowed the children to freely express their feelings and opinions either to her personally, other children or to the whole class (Observations, March 25, 1994). During the summary interview, Ida was asked why she encouraged the children to express their own perspectives.

Students learn a lot from each other, they learn a lot from me, most importantly we all learn from watching other people whether teachers or other students. I have always liked discussions, I like having an open ended atmosphere, everyone can say what they want, they can express what they think or how they feel. I don't like getting up in front of the class and lecture, I like to ask questions to see what they (children) know and then I come up with what the concept means (Summary interview, April 27, 1994).

Similar to Ida, Ursula encouraged students to openly express their beliefs and opinions by providing a safe environment for expression of one's own perspectives in her classroom (Observations, April 14, 1994). During the summary interview, Ursula remarked that her rationale for encouraging the students to express their perspectives was an attempt to "make it meaningful to them" (Summary interview, April 25, 1994). Ursula realized through her experiences in student teaching that, "if those kids can think of something that has to do with them, like their family, if they can put that in their minds, they will remember things, they need to have

a deeper understanding" (Summary interview, April 25, 1994). She believed if you make the lesson important to the children they will be able connect classroom content to experiences outside of the classroom.

Attribute 3: Teachers should provide a variety of teaching methods to target the various learning styles.

During the summary interview, Ursula discussed how she came to realize that her "objectives were open so the children can go farther" (Summary interview, April 25, 1994). For example, Ursula related an incident that occurred during her student teaching, where the objective for the lesson was to study Indian mythology and "it turned out they wanted to go a lot farther" (Observations, April 14, 1994). She believed that instructional strategies should go farther, because many children will only understand the concepts if it was presented in a way that they can understand.

I try to do different things because a lot of the kids need it, and it makes it so much richer, you have to look at say African American children the rich oral traditions and oral environment they have. They need to hear it that way, if you are aware of things like that, then it is worth to try everything, to use all different ways of teaching in order that you reach them all (Summary interview, April 25, 1994).

During her student teaching, Linda had become aware that children need to be exposed to a variety of learning styles. Cooperative learning was one method that she felt allowed for the

different abilities of all children to be targeted. She said, "lower students and higher students get a lot out of it, lower students they like working with the other ones, and they learn because when you learn something and explain it you get more from it" (Summary interview, April 27, 1994). Cooperative learning can be done in a variety of ways, but Linda believed the benefits of different groups of children working for a common goal was the most important benefit. She described a common occurrence in her student teaching classroom.

A lot of times students who generally don't play or work together, put them together and they learn responsibility and respect for each other. For example, one of my lowest children asked if she could go and give some help to another kid, that builds their confidence and a real loving environment, when you are helping peers (Summary interview, April 27, 1994).

Medium Level

The preservice teachers perspectives toward multicultural education as they complete their final year of professional coursework and internships.

These preservice teachers discussed that teachers must understand the effects of teachers' cultural and ethnic backgrounds have on students, understand the effects of students' perspectives have on the learning process, develop a community of caring and openness in the classroom, plan according to the diversity in the

classroom, and communicate to parents a sense of commitment to their children. The five preservice teachers Anna, Edith, Harriet, Abby, and Ursula demonstrated the following attributes that put them in a medium level of multicultural awareness:

1. Teachers should be aware of one's own ethnicity and how that affects the interaction with students.
2. Teachers should be aware of children's perspectives and understand how they influence what they learn.
3. Teachers should create a caring community in the classroom, by presenting different perspectives, letting students contribute to the learning process, and students can freely express their own perspectives.
4. Teachers should recognize the diversity in the classroom in all aspects of the learning process.
5. When communicating with parents, teachers should be open, honest and respectful.

Attribute 1: Teachers should be aware of one's own ethnicity and how that affects the interaction with students.

For the multicultural education inventory, the preservice teachers were asked to describe their own ethnic or cultural group, Anna became frustrated and felt uneasy. She was afraid to describe herself as being White fearing it would offend her Black friend.

I thought I will write Caucasian, so then I thought I will write White, I hate that, you know Black and White, I have always felt uncomfortable doing that, because I really try hard to not

differentiate. I hate to put a label on people, my friend Donna, she is Black and I am White, when I wrote that down I felt like a member of the Ku Klux Klan (Summary interview, April 28, 1994).

During the summary interview, Anna was asked her perspectives about if and how a teacher's ethnicity affects the way they teach. She said, "the teacher should be open and accepting to other opinions and beliefs or customs that are different than her own" (Summary interview, April 28, 1994). When asked to elaborate, she stated, "you should take into consideration your beliefs and be respectful of those students who have different beliefs, by the way you prepared your lessons, your planning and the day to day lives with your children" (Summary interview, April 28, 1994).

Edith's experience in the internships made her wary of offending people. This fear created a heightened awareness of how one's own ethnicity affects the way they teach. Edith wrote in her journal about a cooperative teacher who was very aware of how a teacher's own perspectives can sometimes offend students. "There were some things that she (cooperative teacher) changed in my lessons, because that may offend some people, that helped me more, I think not all the classrooms are like that" (Summary interview, April 26, 1994).

During the summary interview, Abby explained her difficulty in revealing her own ethnicity and her views of the possible effects the ethnicity of the teacher has on the learning process. "If I were a

Hispanic what would it matter as long as I do good job, I have a good personality, why does it matter" (Summary interview, April 22, 1994)?

Attribute 2: Teachers should be aware of children's perspectives and understand how they influence what they learn.

During the summary interview, Edith was asked if she had any experiences that made her aware of how students who were ethnically and culturally different interacted with each other in the classroom. She described an incident during her third internship that made her aware of how like adults, children's perspectives influence the way they learn and interact with people. She said, "I heard a couple of girls, one little White girl made a very bad comment about Black people's hair, their smell, you could tell it was coming straight from home and she told some stories, it didn't surprise me" (Summary interview, April 26, 1994). When I asked why it did not surprise her, she stated that her experiences in the schools made her aware that "it starts in second grade, with the White-Black racial thing and by fifth grade you can see little sets inside the classroom" (Summary interview, April 26, 1994).

Harriet's described how she developed an understanding of the children's perspectives in simplistic terms. She said; "I try to be understanding, in that way, help the children try to meet them were they are and see their individual needs so I can help them" (Summary interview, April 28, 1994).

During the interview, Abby was also simplistic in her description how she gained an understanding of children's perspectives. She said; "I like for the kids to have a lot of input, it is important to get feedback on what the children say and how they learn" (Summary interview, April 22, 1994). When the investigator asked if she could elaborate on why she feels it was important to get the children's input, she stated, "just having them talk, for them to bring up issues and things that they have talked about, it is amazing the things they will talk to each other about, where they're from, things about themselves" (Summary interview, April 22, 1994). She could never give the investigator more than "it is amazing the things they will talk to each other about" (Summary interview, April 22, 1994).

Attribute 3: Teachers should create a caring community in the classroom by presenting different perspectives, letting students contribute to the learning process, and students can freely express their own perspectives.

Anna and Harriet brought up the issue of creating a caring community in the classroom. Both believed that a community feel in the classroom created a better understanding of the differences found in the classroom. During an observation, Harriet demonstrated community building by having the children in a large group setting learn the order of planets. In order for the lesson to meet the objectives, the students had to cooperate with each other (Observations, March 24, 1994).

Anna stated in the interview that the community approach will teach the children to work together, "If you have a community in your classroom that works together you need to understand the differences of themselves and other cultural groups or ethnic groups so that they communicate and work with them, in my classroom" (Summary interview, April 28, 1994).

Harriet wrote that using the community approach in the classroom will break down the barriers of prejudice set up by society. She said, "Bring everybody in to feel like a whole community in your classroom, and kids will understand and interact with each other who are different outside and not be so judgemental, to teach them the values of other cultures "(Journal, September 1, 1993).

During their summary interviews, Anna, Harriet, and Ursula described the importance of presenting different perspectives in the classroom. Anna related her beliefs in general terms, never revealing why it was important to present different perspectives to the children. She stated, "educating the children thoroughly in different areas about things that are different and it doesn't have to be about Japan, can be about just differences in Greensboro, differences in that classroom community" (Summary interview, April 28, 1994).

Harriet described her rationale for presenting different perspectives, but was never able to provide a detailed explanation of why it would help students. She said, "students need to understand

that America right now is a land of so many different people and they are going to have to deal with people from other cultures no matter what they do in life" (Summary interview, April 28, 1994).

During the summary interview, Ursula described her belief that incorporating diversity into the learning process is an asset for all children. She was able to be more explicit than the other preservice teachers.

Helps a person get to know the world around them and their own personal history, I think students need to understand their own self and history before they can understand, value, and empathize with somebody else. These will be critical goals for me when I teach social studies, if these are achieved, then the goal of schools to make students into informed, globally aware citizens will also be reached (Summary interview, April 25, 1994).

During the summary interview, Edith, Harriet and Abby expressed their perspectives on how children must contribute to the learning process to be a successful student. Abby stated that "you need to have things done in the classroom by the students and learn from within and then gather from without and build on that" (Summary interview, April 22, 1994).

Edith provided a scenario to explain her perspectives on how students can take some control of their learning:

I was thinking about if you were studying China and you have a child in your room that was from Chinese background. Maybe they have something at home, that can show the culture, things that you can't put your hands on. You can't possibly buy authentic things. Even get the parents to come in, it is more interesting when learning about somebody's background, that you are sitting beside, they can be the personal source (Summary interview, April 26, 1994).

Edith elaborated on why she thought this response was true, she said; "if you feel included just because you have that background you got something to contribute, feel more part of what you are doing" (Summary interview, April 26, 1994). When the investigator asked her to explain on her perspectives on getting kids more involved in the learning process, she said; "I would really like to do where the kids set the rules and punishments, voting on different stuff, more democratic things" (Summary interview, April 26, 1994).

Harriet discussed a video she viewed in one of her classes that discussed discrimination. The video was about a group of children who were exposed to discrimination, through a role-playing exercise. Harriet believed this method was a powerful and safe way to expose children to discrimination.

Have the children to do a simulation where they really take the role of a person of another culture, we watched a video a few years ago about discrimination, you can do the same thing this kind of way and then discuss how different cultures are discriminated against and just make them really understand how it feels to be different on the other side, I think that help

them to think like that person and values and opinions (Summary interview, April 28, 1994).

During the summary interviews Edith and Harriet discussed how the success of all students was intertwined into the teacher's ability to provide an open and safe atmosphere where the children could express their feelings and opinions. Edith said; "I care about whether the kids think how they have been feeling at school, so I try to let them know that at least at school somebody in their classroom cares about them and wants them to be there" (Summary interview, April 26, 1994). Harriet had similar ideas about the children being given opportunities to express themselves, but could not elaborate on how teachers can achieve this. She said teachers need to be "making sure that everybody keeps an open mind on variety of things" (Summary interview, April 28, 1994).

Attribute 4: Teachers should recognize the diversity in the classroom in all aspects of the learning process.

Anna recognized that all classrooms contained students with different abilities and teachers should plan accordingly to these differences. When the investigator asked her to elaborate on how she will teach to these differences, she expressed her perspectives in generalities, rather than providing specific examples:

Just after a while you really know your students that you do that automatically, I think it should come second nature if you truly know your students, the first step is knowing your students well enough to be able to adjust whatever you have planned whether it would be field trips or outside resources or

whatever, you have to take into consideration their differences, in religion, academics, special needs such as reading ability, sight problem (Summary interview, April 28, 1994).

During the interview the investigator asked Harriet and Abby a similar question, how would they teach to diversity? Harriet replied, "I would use it in an integrated manner, I might try to do it and use a lot of literature and children's books about it, during reader's time, discuss it when it comes up, problems that come up" (Summary interview, April 28, 1994).

I think that the pictures and posters and books that children read must have the diversity with in them, I don't think you should see all one color or one race in a poster, the books I read, or magazines just the things that are hands on for the children, videotapes, anything that the children may come in contact with, needs to have some form of multicultural with in them all the time, you see it on TV why not see it in your classroom (Summary interview, April 22, 1994).

Harriet and Abby believed that teaching to and about diversity was important, but when asked to elaborate they could never get beyond providing a general description of multicultural education.

Another example of a general description was Abby's explanation why she believed teachers should be aware of differing learning styles. Abby revealed that she had a learning disability and

because of the disability she was very sensitive to different learning styles. She stated:

Learning styles, I think some kids have to have movement, some kids need to be by themselves, that to me is learning styles. I believe in the diversity of my children, every single child is a like, no child is alike, being aware of that in myself, always writing about it and talking about it makes me constantly aware, if I didn't I probably would not be as aware of it (Summary interview, April 22, 1994).

Attribute 5: When communicating with parents, teachers should be open, honest and respectful.

All four of the preservice teachers were clear in their perspectives on how to communicate with parents, especially those parents whose ethnicity or cultural identity was different from the teacher's. A general theme in all four statements was that the preservice teachers must have the child's best interest in mind when they communicate with parents. Anna and Abby believed that the teacher's opinion and views must be clearly stated. They maintained that teachers must be clear when presenting their beliefs, but also respect the beliefs of others. Anna stated:

I have my own sets of beliefs and opinions and feel very strongly about those. I have never been one to try inflict those on somebody else and in turn I have respect for other people's customs and beliefs. It doesn't mean I will accept them, I don't think I would make anyone feel uncomfortable in what

they believe, that is not my nature. The only time I would make one feel uncomfortable is if I felt something was damaging to the child (Summary interview, April 28, 1994).

Abby's statement revealed actions she had observed other teachers do in her internships, that she would not repeat as a teacher. Abby presented some ideas she hoped to implement when she began her professional career.

I would want them to know what I believe, and if they were so strongly about something, then give me suggestions for what you and I can do, I think letting the parents know that I am concerned and aware and I know that you have feelings. When teachers get real defensive and parents get real defensive, nothing gets established, things gets twisted. If I give that positive attitude at the beginning, some open house or whatever, that I am willing for any ideas, especially with multiculturalism, send out a newsletter every week so they know what is going on. Let them know they can call any time in the week, encourage them to come in. I think through these letters, parents will feel that I really care about them and not just their children and I think an open house, encourages them to come, encourages discussion, and a warm environment (Summary interview, April 22, 1994).

Harriet and Ursula took a less directive approach when explaining how they plan on communicating with parents. They were not worried about presenting their beliefs to the parents, and stressed that parents should feel welcomed and part of their child's education. Harriet stated:

Understand where they are coming from and try to not be judgemental. Try to be open to what their feelings are and present myself in way that they don't judge me or can understand. Try to understand, make sure I have the information to understand why they feel a certain way (Summary interview, April 28, 1994).

Similar to Harriet's perspective, Ursula presented an attitude that interacting with parents should not be a struggle between parents and teachers, but a partnership for the well being of the child. She believed that teachers must go into a parent meeting with a desire to discover how the parents might feel.

You have to let parents know that you are with them, let them know you will work with them. You have to keep that professional relationship, be very respectful of them and what they believe, and realize that it is their child and most cases the most important thing in their lives. The parents can be naturally defensive or concerned or upset, so you have to keep that in mind (Summary interview, April 25, 1994).

The preservice elementary teachers' description of the evolution of their multicultural education perspectives during the two years of professional studies.

These preservice teachers held the beliefs that the teacher needs to understand how their perspectives affect the learning

process in the classroom, recognize the diversity found in the classroom, classroom materials must reflect society, and learning must be relevant. The seven preservice teachers Anna, Eve, Terry, Ida, Abby, Harriet, and Linda demonstrated the following attributes:

1. Teachers should understand how their own perspectives can affect the learning processes of the children in the classroom.
2. Teachers should be aware of the ethnic and cultural backgrounds and experiences of the students in the classroom.
3. Teachers should select and utilize materials that reflect different cultural and ethnic groups inside and outside the classroom.
4. Teachers should make learning relevant to the lives of the children by presenting different perspectives.

Attribute 1: Teachers should understand how their own perspectives can effect the learning processes of the children in the classroom.

Ida wrote in her journal about how her perspectives began to evolve after a lecture by a local principal on learning styles. She said the lecture "made me aware that all children don't learn the same way" (Journal, October 14, 1994). When she returned to her internship following the lecture, she began to pay "particular attention to how the students learn best" (Journal, October 14, 1994). She began to examine her own learning styles and personal learning experiences to understand how she viewed teaching, she

said, "some of my own personal experiences and what things work best for me to learn, affect the way I teach" (Journal, October 14, 1994).

Ida went on to describe a book Teacher, that she read in the second semester, which made her "able to reflect on my own ideas and actions when it comes to classroom teaching" (Journal, February 16, 1993). She came to understand that a person "teaches according to his or her beliefs, and their beliefs and values construct everything else they do and say as an individual (Journal, February 16, 1993)." The investigator asked her to give an example of how this takes place in the classroom. She said; "teachers first use their beliefs and their professional knowledge to determine how they utilize class instruction and make important decisions" (Summary interview, April 27, 1994).

It was during the second semester, that she began to become aware of how teachers relate to diversity in the classroom. Ida paid attention to her cooperating teacher's interactions with students by observing if the teacher was demonstrating any signs of prejudices toward certain individual or groups of children. She concluded that "I have not seen any prejudices used by the teacher toward the students or by the students toward one another in relation to ethnic groups" (Journal, February 16, 1993).

During the summary interviews these preservice teachers discussed their perspectives on the role of the teacher. Ida commented that her experiences during the internships and seminars

had made her aware that prejudice was often introduced in the homes of the children.

Many students don't get the accurate information or compassion from family because there is a lot of prejudices, for me coming from small rural southern town, I grew up with a lot of prejudice and racial tension. Since I have been here listening to my teachers and professors and reading things, I really opened my mind to a lot of things, that it is my responsibility to help students at a younger age so they will not have some of these prejudices and feelings and misunderstandings that I had (Summary interview, April 27, 1994).

She realized that teachers and students spend so much time together, even more than with their parents, which provided an opportunity for the teacher "to mold the children to the way they think and feel about things" (Summary interview, April 27, 1994). Ida believed that it was the responsibility of the teacher to help the children understand the diverse nature of our society and "that it is not good or bad, but it is just different "(Summary interview, April 27, 1994).

During the summary interview, Abby discussed the time when she realized that a teacher's own perspectives can affect the students' actions in school. There was an incident where a child accused her of being prejudiced. She began to reassess her teaching to see if this child was correct. She said; "I sat back and thought do I pick on the Black children more than the White children" (Summary

interview, April 22, 1994). She concluded that her awareness of the diverse student population in the classroom had only heightened her sense of caring for all children and not made her prejudiced. Instead, the experiences in the classroom had made her able to view "each child as a child, I don't really think of them as Black and White" (Summary interview, April 22, 1994). This was a common perspective among several preservice teachers, denying the ethnicity of the child in hopes of seeing and treating all children as equal partners in the educational process.

Eve wrote in her journal about the effect of the book The Education of Little Tree on her own perspectives toward teaching to a diverse student population. She described the book as "one of many stories about one of our long lost cultures in the United States, which emphasizes that one type of education is not more valuable than another" (Journal, April 10, 1993). From this story, Eve described her own experiences in the educational system as being an outcast and made to feel inferior.

I have grown up in many different environments and I know how Little Tree felt to be taken out of his element. I often wonder if the tables were turned, how many of them would survive in Little Tree's world. He was taught to be proud, respectful, honest, and himself. He grew up with all of the wonderful qualities despite all that was pitted against him, soon they will wear him down, they will strip him of his pride and take away his opportunities to uplift himself, they will abuse him and he will retaliate, I know (Journal, April 10, 1993).

Throughout the professional studies program, Eve applied her childhood experiences in school to develop a perspective toward her own methods of teaching and interacting with children.

Attribute 2: Teachers should be aware of the ethnic and cultural backgrounds and experiences of the students in the classroom.

Harriet's experiences in the program heightened her understanding of how teachers must interact with a diverse student population. While she only presented general conceptions, she was able to understand the importance of learning about the students' personal experiences. She stated;

The teacher must find out what you need to know about your children where they are at, before you can go on from there, finding out about their past, just their whole attitude about learning, if you can help them relate what you are doing in the classroom, to something they have seen or experienced, I think they are more likely to remember (Journal, September 1, 1993).

Harriet believed that teachers must be creative in getting students involved in learning. It begins when teachers find out about the students' personal experiences as it relates to the content. She came to realize that "all of these parts are connected, because of what the students already know will shape their behaviors" (Journal, September 2, 1993). One method Harriet discussed was the use of

centers and equipment that related to every child's specific interests. The goal for this approach was for "the children to be exposed to a large amount of diverse learning styles while at the same time being challenged individually" (Journal, September 2, 1993).

During the summary interview, Eve discussed how teachers need to become realistic, while at the same time become aware of the students' personal experiences. She became aware of how the children's actions and language affected the way she taught. While she understood the importance of becoming aware of the students' personal experiences, she also believed teachers need to be realistic.

Teachers sometimes glorify something that is not there, I have seen some teachers make a big deal over a little deal, especially at the younger age level. For example, it depends on what the activity is, but often African Americans and Caucasians play together, I myself have heard teachers comment about how wonderful that all the children play together, and not really looking at what is going on (Summary interview, April 26, 1994).

She stated; "in my community we have certain games that we play or folktales as African Americans, that Caucasians don't really know anything about" (Summary interview, April 26, 1994). She said that was how "we segregate ourselves", and that teachers need to pay attention to prejudice and segregation and stop those when it was

appropriate, but "teachers need to look deeper, just because you see something that doesn't mean you really know what is going on" (Summary interview, April 26, 1994).

Anna, Terry, and Linda presented three examples of how their perspectives developed through their experiences in the internships. During Anna's second internship she had eleven students in the classroom who were close to the same academic level and not much diversity in that classroom, "except the religion I had Catholics, Jews and Protestants" (Summary interview, April 28, 1994). From this experience she was able to see how the teacher bridged the religious gaps, especially during holiday times. Anna gained the knowledge to go beyond religious differences and tackle ethnic and cultural differences with the same teaching style as this cooperating teacher.

Terry described her experiences in the second internship working with a particular student. She developed an understanding of the importance of learning about a child's experiences and how that impacts upon the teachers' approach to the individual child's learning style. This child who was living in a homeless shelter was labeled as at-risk. She was told by several people he had many behavior problems, especially talking out in class at inappropriate times. After spending several weeks working with this child, Terry decided that "biographies about African Americans would be a good choice to help him begin to like school" (Journal, May 3, 1993). When the investigator asked her why she believed that, she said; "this boy

had very little self-esteem and believed reading this type of material would make him realize that there are African Americans who have succeeded in this society" (Summary interview, April 22, 1994). She maintained that working with him had made her aware of the importance of learning about the total child, before attempting the process of teaching.

Linda had a similar experience as Terry, when she worked with a child who was labeled at-risk. Much like Terry, Linda made the connection that in order to teach effectively, teachers must learn about each child in the classroom. Her description of the child and her conclusions:

The case study boy's mother is a crack user, and they (social services) take him or her out of the home all the time, he comes to school many times in wet or dirty clothes, because he didn't have anywhere to sleep the night before. The school watches him very closely, he is very at-risk, and he has a learning disability. He is so sweet and tries so hard and participates in class, he has the intelligence if he can get guidance along the way (Journal, November 15, 1992).

Attribute 3: Teachers should select and utilize materials that reflect different cultural and ethnic groups inside and outside the classroom.

For the multicultural education inventory and during the interview, Ida was asked how and what materials she would use to promote a multicultural perspective. She stated,

I use books a lot in all the subjects, they can be a good way for the start of a unit or lesson, to read maybe about a child who was raised by their grandmother or a child whose life is different from here, the United States, compare and contrast the differences and make them understand the differences (Summary interview, April 27, 1994).

Ida believed that studying differences "does not mean what you do is right or wrong and what they do is right or wrong it is just different" (Summary interview, April 27, 1994). She also empathized that teachers should select materials that emphasized that while people may appear to be different, people were also similar in many ways (Summary interview, April 27, 1994).

During the summary interview, Terry stated that multicultural education materials must represent all groups, as possible. "There should be no sign of stereotypes in these materials, students should be exposed and taught to learn to appreciate other cultures that are different than their own" (Summary interview, April 22, 1994).

When the investigator asked if she could give an example of how she used multicultural materials, she discussed her use of the book, No Good in Art. She described the book as showing many different ethnic groups: African Americans, Hispanics, Mexicans, and Caucasians. The children in the story painted pictures of what they wanted to be when they grew up. She said; "I chose the book not only because it was multicultural, but because it also talked about how

everyone could do well in art or anything they choose to do, no matter what their ability" (Summary interview, April 22, 1994).

Attribute 4: Teachers should make learning relevant to the lives of the children by presenting different perspectives.

Terry wrote in her journal about her second semester cooperating teacher's use of relevant vocabulary. Terry said, "I love the way the teacher helps the children love to read by giving them vocabulary words they wanted to learn" (Journal, January 26, 1993). Terry stated how she hoped to use this idea during student teaching and when she gets her own classroom. Terry believed, "children will learn words that have importance in their lives and culture a lot easier" (Journal, January 26, 1993).

During the summary interview, Linda discussed how the program gave her a better understanding of the importance of exposing children to different cultures and how this was a necessary part of teaching. She believed that teachers need to discuss the similarities and differences among people, while the level of discussion "depends on what grade you are teaching, fifth graders sophistication is a lot different than first graders, you can get into more experiences and history then with first graders" (Summary interview, April 27, 1994).

Linda described how her own experiences as a student helped her understand the importance of bringing in different perspectives in the classroom.

I have just grown up with different cultures around me and so it doesn't stand out in my mind this kind of kid, Jackson (home town) is one third White, one third Black, one third Indian, all through school I have been in that, I think that helps to (Summary interview, April 27, 1994).

During her internships, she experienced a feeling of necessity to think about diversity issues. She felt the reason was "you don't think about it until teaching, because going to different schools we have been in, have a lot of different cultural things that they do, you have different races in your classes, just being exposed to that" (Summary interview, April 27, 1994).

How the preservice elementary teachers connect multicultural education perspectives with classroom practices during their student teaching.

These preservice teachers held the beliefs that teachers understand the diverse nature of the classroom, vary the teaching styles to accommodate diverse learning styles, provide a safe and caring environment for all children. The three preservice teachers Anna, Harriet, Eve, and Iris demonstrated the following attributes:

1. Teachers should be aware of the diversity among students in the classroom.
2. Teachers should present a variety of teaching styles to meet the needs of students with a variety of learning styles.

3. Teachers should create a safe and caring environment in the classroom.

Attribute 1: Teachers should be aware of the diversity among students in the classroom.

During the summary interview, Anna described her fourth grade student teaching classroom in various manners. She began by describing the socioeconomic and education levels as being diverse.

You have kids from families where both parents graduated from college, and even have their masters, and then you have parents who maybe did not graduate from high school, their family incomes definitely reflect that, and therefor you have a lot of different personalities because of that (Summary interview, April 28, 1994).

She described the ethnic groups in the classroom, "most of the children are African American, eleven or twelve are African American, one from Haiti" (Summary interview, April 28, 1994).

Later in the summary interview she described the differing perspectives among the students. She believed that the exposure to different socioeconomic levels and experiences by the children made some of the children "very independent and very self reliant, and the others, the only difference between them and a kindergartner is that you don't have to change their clothes because they don't wet their pants" (Summary interview, April 28, 1994). Her experiences during student teaching challenged her own perspectives, and realized that

teachers cannot judge students by their physical characteristics or their social status. Children bring into the classroom a variety of qualities that make up the whole child (Observations, March 2 and April 18, 1994).

Harriet described her second grade student teaching in gender and ethnic terms:

twenty children, nine boys and eleven girls, and two third are Black. The six children who go to Chapter One were Black, the two who were pulled out for AG were White, and the rest were in the middle of the academic ability range. Eight of the children were being recommended by the cooperating teacher to be retained in second grade (Summary interview, April 28, 1994).

She said these children were all Black,

They are not doing second grade work. Two thirds of the children are poor and one third is middle class, and most of the kids who are having home problems are coming from a lower economic status. Those kids who might be retained three of them are middle class background, there are some kids whose parents really work with them and try and it doesn't work (Summary interview, April 28, 1994).

Harriet believed that the children who were poor get less attention by the teacher, than those children who were from middle class backgrounds.

During Anna's student teaching classroom, she utilized cooperative groups (Observations, March 2 and April 18, 1994). In the summary interview, she was asked why she used cooperative groups.

Learning to work with someone else, being able to give and take and not just being the taker or giver all the time, also I want children to be comfortable in the classroom and not ever feel like they are put on the spot (Summary interview, April 28, 1994).

She went on to say that many times when diverse children work in groups or with a partner, "they are less likely to feel like a failure, plus there are some children that can't really do their own work and need to be with someone else to help" (Summary interview, April 28, 1994).

Iris' experiences during her kindergarten student teaching made her aware that teachers must use different approaches to the teaching of concepts. For example, during a lesson on maps she had the students sit and listen to her, work in small groups, work independently and finally shared with the whole group. While the majority of the lesson was teacher-centered, she did have them learn in several ways (Observation, March 29, 1994).

Must be aware that the children are not all alike in order for the classroom to be a successful place to learn. Somewhere in

your lesson, not saying everyday but you have to have something about another culture or a different people, because it is important because we have so many problems in our country. That is because we don't talk about things and when we need to discuss and learn and try to educate ourselves as much as possible because if we don't start here at school, then when children become adults we will still have the same problems, same misconceptions, same views, without being exposed to it at an early age (Summary interview, April 25, 1994).

Attribute 2: Teachers create a safe and caring environment in the classroom.

During the summary interview, Anna discussed the type of learning environment she tried to develop in the classroom. One of her primary goals was "to give everybody the same chance and never embarrass students if they don't know an answer" (Summary interview, April 28, 1994). After observing Anna during her student teaching, these goals were evident in her classroom practices. The children were given the encouragement and the opportunities to succeed and still be challenged. The children were given responsibilities to strengthen the relationship with each other and the teacher. This was done by having the children work in small groups where the children must cooperate with each other in order for the lesson to work. Comments heard during an observation were: "very good . . . excellent . . . you guys are working well together . . . I see some interesting things being written . . . I like how everyone is writing" (Observations, March 2, 1994).

During the interview, Iris discussed the goals a teacher must have in order to be a successful teacher. She believed teachers must create an environment where the children are given the freedom to express feelings and opinions. She maintained, that if this structure was not developed by the teacher then "it makes them (children) feel like they can't respond, than they do not feel included or be part of what is important of what is being taught" (Summary interview, April 25, 1994). She described how she tried in her student teaching classroom "to get the children all opportunities to make a link with their own personal lives and I never say that is not right" (Summary interview, April 25, 1994). Evidence of this were comments after the observations of her student teaching:

Show your pictures proud; I like the way Bobby is behaving; good job; Sue you are exactly right; I see some great pictures of yourselves; everyone should have an equal chance to answer; that is great Mark; thank you for telling me that; and that is a good observation Sam (Observations, March 29, 1994).

Through these observations there was a pervasive feeling that Iris wanted to link the understanding to the personal experiences of the children.

During the classroom observations, Eve encouraged the students to express their personal feelings. She never made any child feel like a failure when they got things wrong in class and her lessons were developmentally and accessible for all the children in

the classroom (Observations, March 17 and April 14, 1994). For example, the investigator observed a lesson on mobiles, where Eve displayed both physical and verbal expressions of warmth. It did not matter if a child was correct or not, she would still give hug. When she needed something from a child she would always start out by saying please and finishing the statement by saying thank-you, and usually adding a smile (Observations, April 17, 1994). She described these actions, because "all children need to be treated fairly and with respect . . . which increases their levels of self-esteem" (Summary interview, April 25, 1994). .

Another significant action observed in the mobile lesson was that students worked in small groups. Each child was encouraged to express their opinions and feelings to the other children and to Eve. This was accomplished by her questioning all the children, which stimulated discussion within the small cooperative groups (Observations, April 17, 1994). She was asked in the summary interview why she encouraged students to express their personal feelings. She said:

If it doesn't relate to them they are not going to be interested in it, by giving them time to talk about their ideas in class, then they take it with them for the rest of their lives, or even next week, got to do something that applies to them, otherwise teaching is a waste of time (Summary interview, April 25, 1994).

Medium-Low Level

The preservice teachers perspectives toward multicultural education as they complete their final year of professional coursework and internships.

These preservice teachers believed teachers must discuss and teach about issues related to diversity and awareness of diversity must be the overriding element in the teaching and learning process. The three preservice teachers Ida, Tammy, and Iris articulated the following attributes that put them in a medium-low level of multicultural awareness:

1. Teachers should be knowledgeable about their students and discuss diversity in a caring and respectful manner.
2. Teacher should promote equality and respecting differences when discussing and learning about diversity.

Attribute 1: Teachers should be knowledgeable about their students and discuss diversity in a caring and respectful manner.

Iris wrote in her journal that the role of the teacher was to bring diversity in the classroom, to let children be aware that there were other cultures in the world and every culture was important. A teacher "must give equal time of study to each one of the different cultures represented in my classroom" (Journal, September 1, 1993). During the summary interview, the investigator asked how she accomplishes this, she said; "Teaching different things about different people, just reading about different people, trying to learn about the foods they eat, why they behave the way they do, or what

makes them special what makes them so distinctive from other beliefs" (Summary interview, April 25, 1994).

Iris described her awareness for the need to teach diversity from "the day to day interactions with so many different children, a little bit from each different group has helped me a lot, experience with working with diverse people" (Summary interview, April 25, 1994). She believed that students need to "listen with open minds and be willing to learn all that you can learn about different things, because you will not be living with all the same people that are like you" (Summary interview, April 25, 1994).

During the summary interview, Tammy stated her beliefs about studying about diversity in the classroom, she said; "If a group of students is going to spend a lot of time together, I think they should have a feeling of respect in the classroom" (Summary interview, April 27, 1994). When asked to elaborate on how she would understand the differences in the classroom, she said; "I watch my kids and see what they need, and identify those things that I will be able to plan according to my classroom" (Summary interview, April 27, 1994). She gave an example of how she would use the information in her teaching;

If someone in the classroom is from South America it would be a good opportunity to do a study of South America. He or she could be a resource person and give some information and just help you learn about the people in your classroom and have more respect for that person because you know about him (Summary interview, April 27, 1994).

During the summary interview, Ida was asked to comment on the issue of diversity in the classroom, Ida stated that a teacher must "expose yourself to all different types of cultures, through books" (Summary interview, April 27, 1994). She believed that the education coursework "open your mind to different lifestyles, different traditions that other people have, learning about other people and about traditions, of all types" (Summary interview, April 27, 1994). When asked what the role a teacher should demonstrate in the classroom, Ida replied; "I feel caring and giving them time to share and showing that you really respect them, caring about them at school and home" (Summary interview, April 27, 1994).

Attribute 2: Teacher should promote equality and respecting differences when discussing and learning about diversity.

Iris and Tammy explained in the summary interviews how they would teach about diversity. Iris said having "materials be available different books, different things, different materials from other places, have different pictures of different places" (Summary interview, April 27, 1994). When the investigator asked her to elaborate on how she would actually teach about and to diversity, she replied:

If say for example, I am talking about a different culture, I was not sure I was believing in what I was saying, and I am teaching it and saying we should feel this way or we should

really support a lot of different people, I was giving out that view, children can see right through that. If they felt that I wasn't believing in what I was saying that you should promote values and attitudes of behaviors of ethnic and different cultures, then why should they give a hoot if I am not showing that I care about what I am teaching (Summary interview, April 27, 1994).

Tammy's reply focused on reading: "I know that reading is important and that through reading one can learn about places and people that they may not meet any other way, I want my students to have an appreciation for their culture, country, and for people in general" (Journal, September 1, 1993). When the investigator asked her to elaborate, she said; "making someone aware of people being different, the diversity of people, cultures, and trying to instill in them an appreciation of people" (Summary interview, April 27, 1994).

The preservice elementary teachers description of the evolution of their multicultural education perspectives during the two years of professional studies.

These preservice teachers held the beliefs that teachers' perspectives affect the learning process, teachers should be knowledgeable of the students' experiences, and be versatile in there teaching styles. The three preservice teachers Tammy and Iris demonstrated the following attributes:

1. Teachers should understand how the perspectives of the teacher can affect the students' ability in the classroom.

2. Teachers should develop an understanding of the experiences of the different ethnic and cultural groups in the classroom.
3. Teachers should create an environment that encourages children to experience different learning styles.

Attribute 1: Teachers should understand how the perspectives of the teacher can affect the students' ability in the classroom.

Allison wrote in her journal that she was impressed with the learning styles lecture. She came away with the feeling that "it was okay to let students stand to do work or move around, I really like this idea, anything that helps students do their best is a good idea to me" (Journal, September 22, 1992).

Tammy described an incident in her second internship, that made her see the influences a teacher's perspectives have upon the children's abilities in the classroom. She was teaching a cooperative group lesson to the whole class, which was rarely done in this particular classroom.

The teacher told me to go ahead with pairing the students, but not put three boys together (they are all Black boys) and to put them with a White girl. I did not like the sound of that when I heard it, but thinking she knew more about them than me, I tried to do that. Well it didn't work out, they did not like who they were paired with, they would not work together, and they were constantly trying to see what the other guy was doing. The next week I walked in the classroom and they are working in groups and I asked the teacher what they were doing, and she said they are making their own games and are really enjoying it. Furthermore, she said it was the strangest thing,

she allowed the kids to pick their own groups and they were working together beautifully, those three boys were working together (Summary interview, April 27, 1994).

During the summary interview, Iris discussed how she came to realize that there were no direct steps to follow when teaching. She stated that teaching was based upon "student cognitions, teacher knowledge, and teacher beliefs" (Journal, February 9, 1993). When the investigator asked her to clarify her statements, she stated:

The teacher is the foundation of a student's knowledge and learning experiences. The teacher is responsible for providing the knowledge for the students to learn. The teacher takes this knowledge and builds the information into the minds of children and is the constant support system for children (Summary interview, April 25, 1994).

Attribute 2: Teachers should develop an understanding of the experiences of the different ethnic and cultural groups in the classroom.

Tammy discussed her understanding of segregation, discrimination, and prejudice based upon her experiences in the internships. While her experiences were similar to the other students in the inquiry team, she did not express a thorough understanding of the complexities found in a classroom as many of the other preservice teachers.

A child growing up in an environment with segregation has a different opinion of people of color as children do today with no specific segregation. In the classrooms that I have been in, the kids seem to get along fine, no matter what their color. There is no name calling or shunning people of another color as far as I can see, these kids have grown up with children with different colors in their schools and neighborhoods (Journal, March 2, 1993).

Iris wrote in her journal about a the video, A Class Divided, which prompted her to describe her interpretation of many people's experiences with discrimination. She believed all students should experience the feelings of being discriminated. The classroom provides a safe environment to role-play experiences of discrimination, which is similar to the experiment in the video. As an African American, she realized:

There are some people that have never experienced any form of discrimination in their life. Yet, they may unknowingly discriminate against others who appear different from them, it is valuable for children to experience this situation together (Journal, March 2, 1993).

Attribute 3: Teachers should create an environment that encourages children to experience different learning styles.

During the summary interview, Tammy thought the professional studies program provided the preservice teachers with

the knowledge to help students experience different learning experiences. She said they were "taught to pick the literature and different activities and try to meet all the people who need the variety of learning styles" (Summary interview, April 27, 1994). She believed, when the preservice teachers were assigned the role of teacher in their internships and student teaching they "met a lot of the needs of the students and have learned the different methods to teach to a variety of children" (Summary interview, April 27, 1994).

Iris gave an example of how she provided a variety of learning experiences for the children:

I would ask my children what their interests are, how they learn best, and try to incorporate their learning styles and interests with the school's curriculum, hopefully I could devise a plan that would satisfy everyone (children, teachers, and administration). I do not want students to dread coming to school because they have to, I want students to question the information in their textbooks, I want students to know that school can be whatever they want it to be (Summary interview, April 25, 1994).

How the preservice elementary teachers connect multicultural education perspectives with classroom practices during their student teaching.

These preservice teachers held the beliefs that teachers must make learning relevant and safe for the children. Ivy, Allison, Irma and Abby demonstrated the following attributes:

1. Teachers should develop an understanding of how the diversity found in the classroom impacts upon the learning process.
2. Teachers should create a supportive environment where children can feel safe in expressing and developing their own perspectives.

Attribute 1: Teachers should develop an understanding of how the diversity found in the classroom impacts upon the learning process.

Irma believed a teacher must "want to know what the child thinks, what comes from them" (Journal, November 15, 1992), in order to create a learning environment suitable for the children in the classroom. She needed to know how the content in the lesson related to the child. A major part of her philosophy of education was:

To take everything that has to be learned and make it a part of you, what can I do as a teacher to show them that this has a part of their daily lives, I want them to think about how they would deal with situations (Journal, October 6, 1992).

During a formal observation, even while the lesson was not successful in meeting her objectives, Irma was still able to create a classroom where the students were allowed to share their beliefs

and ideas about the content of the lesson (Observations, February 28, 1994).

During the summary interview, Ivy discussed "one of the big things that I learned in student teaching was how much you really have to adjust the assignments and the lessons for each child" (Summary interview, April 28, 1994). She was surprised at the different academic and social levels within her classroom (Observations, February 23 and March 18, 1994). Some students exceeded the objectives in their assigned grade level, while other students could not do the those "very basic things" (Summary interview, April 28, 1994). She was amazed at how aware the children were of the inequities found in education. Quite often a child would come up to her and say "he got to do that, why can't I do that, that is not fair" (Summary interview, April 28, 1994).

Attribute 2: Teachers should create a supportive environment where children can feel safe in expressing and developing their own perspectives.

Irma described how she attempted to create a supportive environment in her fourth grade student teaching classroom (Observations, April 12, 1994), where students were given "opportunities for them to develop their own ways of how they think or how they feel about issues related to different groups" (Summary interview, April 25, 1994). She believed her success was tied to her ability to "put it out there, we don't have to come to a serious consensus here, but we should talk about it" (Summary interview,

April 25, 1994). In her student teaching observations, Irma allowed the children to express themselves freely about the issues related to the lesson (Observations, April 12, 1994).

During the observations of Abby's second grade student teaching classroom, she emphasized discussions which allowed the children to discuss their personal experiences as they related to the lesson. This environment of openness was developed through a positive approach to the children. She stated, "we in our society are so afraid to voice our opinion, and to express things we have done" (Observations, March 28, 1994). She believed the teacher was responsible for the development of the children's communication skills. Through communication she believed children will be able to relate the lesson to past experiences. For Abby this was vital for the development of the child's ability to learn. She wanted her children to learn things from each other, which she believed "builds a family community feel" (Observations, March 28, 1994). She hoped her children left her classroom with "the confidence to talk about their feeling and ideas in all ways." (Summary interview, April 22, 1994)

While most of the preservice teachers nurtured the students' self-esteem, Allison was more involved in presenting facts and principles to the children. When observing her in her third grade student teaching classroom, she was able to command the respect of the children, but did not very often nurture the children's own perspectives concerning issues as they related to their lives

(Observations, February 10 and March 15, 1994). She described an incident where she was successful in creating an environment where the children discussed their perspectives.

For women's history I gave the background information and I did it to get the kids involved to see what they thought, they were not happy because the girls could not vote back then. I try to give them something they are interested in, and start from there and then we started talking about getting women the right to vote. They wanted to know everything, even things that were not relevant (Summary interview, April 28, 1994).

Most of Allison's classroom observations revealed that she taught from a teacher-centered perspective. The students worked independently with very little interaction among the them, even when she had them learning in groups (Observations, February 10 and March 15, 1994).

Programmatic Influences on Evolutions of Orientations

Prior to student teaching, patterns developed for the evolution of the preservice teachers' orientations. These patterns emerged from the issues that guided the coursework and the internships for each semester. The preservice teachers' orientations were clustered around the four stages of development (Fuller, 1969, Fuller & Brown, 1975) for an analysis of programmatic influences on evolutions of orientations (see Table 8). The preservice teachers are clustered according to their developmental level in this area of

the study. Preservice teachers in the self stage realistically identify with students while only imagining a relationship with the cooperating teachers. In the task stage, the preservice teachers are interested in survival as teachers, classroom management, and mastery of the content. They believe they lack the freedom to initiate innovative instructional ideas; they are concerned about the nature and quality of instructional materials and if they are adequately presenting the material. Preservice teachers in the pre-impact stage are concerned with the limitations, demands, and frustrations of their teaching situation and the entire teaching profession. During the impact stage, the preservice teachers are interested in the learning, social and emotional needs of the students, and their ability to accept the students as individuals. The preservice teachers are interested in increasing the students' feelings of accomplishment, and challenging unmotivated students (Borich, 1992).

Self stage

The five preservice teachers Ida, Iris, Tammy, Allison and Abby demonstrated similar patterns found in the self stage of development. They were concerned about identifying with the students in their internships and had distant relationships with their cooperating teacher. Ida attempted to identify with her students by connecting her past experiences in her home town to her experiences with diverse students.

Table 8

Clusters of Preservice Teachers by Developmental Stages at the End of Coursework

Self Stage	Task Stage	Pre-Impact Stage	Impact Stage
Abby	Anna	Helen	Eve
Allison	Edith	Irma	Evelyn
Ida	Harriet	Linda	Hannah
Iris	Ursula	Mary	Helen
Tammy			Ivy

For me coming from small rural southern town, I grew up with a lot of prejudice and racial tension. Since I have been here listening to my teachers and professors and reading things, I really opened my mind to a lot of things, that it is my responsibility to help students at a younger age so they will not have some of these prejudices and feelings and misunderstandings that I had (Summary interview, April 27, 1994).

Iris was inclined to bring up issues in her university courses that related to her experiences as an African American woman, but during her second semester she wrote in her journal that all children should experience discrimination. She believed that teachers could provide a safe environment for those students that have never experienced discrimination. This belief was her method to form a connection between her students and herself, especially those students who are not African American.

There are some people that have never experienced any form of discrimination in their life. Yet, they may unknowingly discriminate against others who appear different from them, it is valuable for children to experience this situation together (Journal, March 2, 1993).

Iris consistently related her experiences as an African American woman to her professional studies, she believes that teachers could provide a safe environment for those students that have "never

experienced discrimination." This belief is her method to form a connection between her students and herself, especially those students who are not African American.

During Tammy's second internship, she was having difficulty linking her perspectives with her cooperating teacher's perspectives:

The teacher told me to go ahead with pairing the students, but not put three boys together (they are all Black boys) and to put them with a White girl. I did not like the sound of that when I heard it, but thinking she knew more about them than me, I tried to do that. Well it didn't work out, they did not like who they were paired with, they would not work together. The next week I walked in the classroom and they are working in groups and I asked the teacher what they were doing, and she said they are making their own games and are really enjoying it. Furthermore, she said it was the strangest thing, she allowed the kids to pick their own groups and they were working together beautifully, those three boys were working together (Summary interview, April 27, 1994).

Tammy was able to show her cooperating teacher that her method of selecting groups was better for these boys, but she never divulged to the investigator if this experience strengthened her relationship with teacher.

Throughout the three semesters of coursework and internships, Allison said very little about identifying with the students or developing a relationship with her cooperating teacher. When she described her internship experiences in her journal entries, she

focused on limitations as a teacher. Whenever she discussed the students it was impersonal and focused on their behavior. Descriptions of her cooperating teachers were almost nonexistent in her writings, except to describe the types of lessons they taught. In the few cases she described the teacher, it was usually in noncritical terminology. An example was her description of her second cooperating teacher: "The classroom atmosphere in Mrs. A is great. The students are encouraged to participate actively. When they give answers to problems whether wrong or right they are praised for at least trying" (Journal, March 3, 1993).

As Abby was completing her coursework and internships, her perspectives were showing signs of entering the next stage of development, task stage. In one of her last assignments for a course she wrote, "I think I care mostly about the feelings of my students and meeting their needs" (Journal, December, 1993). This statement at the end of the third semester demonstrated her need to realistically identify with the students, rather than the next stage which focuses on survival as a teacher, classroom management, and knowledge of the content.

Task stage

The four preservice teachers Edith, Ursula, Anna, and Harriet demonstrated similar patterns found in the self stage of development. These four preservice teachers focused on the descriptions in the task stage (Fuller, 1969), classroom management and knowledge of the content. Edith wrote in her journal about her

perspectives following the reading of The Education of Little Tree, a book for one of her university courses. "I have never thought about Native Americans being treated badly, this book gives the reader an insight of the injustices in society toward many people" (Journal, April 27, 1993). Following this experience with the book, she began to see how content can influence a child's social understanding. As Edith progressed in the program, her experiences in the internships solidified her belief that she needed a better grasp of content before she taught the information.

During Anna's second internship, she began to focus on exposing students to content that goes beyond their past experiences. She described this classroom as being not very diverse with the exception of religion "I had Catholics, Jews and Protestants" (Summary interview, April 28, 1994). From this experience she was able to see how the teacher bridged the religious gaps, especially during holiday times. Anna gained the knowledge to go beyond religious differences and tackle ethnic and cultural differences with the same teaching style as her cooperating teacher.

One of the themes Ursula discussed throughout the first three semesters of the the program was the ability to manage a classroom. She was not nervous about not being able to "discipline" students, her concern was to manage the students in order to maximize their learning and achievement. During her second internship she taught a lesson on fishing, a hobby that she enjoys. She described this experience as the first time she was able to

connect her knowledge of the content and her ability to control a class. "I felt when I had control of the class and the attention of the students, but never so much as that day, because I knew what I was doing and felt completely comfortable in my own skin" (Journal, April 3, 1993).

Harriet wrote that using the community approach in the classroom will break down the barriers of prejudice set up by society and elevate potential management problems. She said; "Bring everybody in to feel like a whole community in your classroom, and kids will understand and interact with each other who are different outside and not be so judgemental, to teach them the values of other cultures "(Journal, September 1, 1993). Harriet believed that teachers must be creative in getting students involved in learning. It begins when teachers find out about the students' personal experiences as it relates to the content. She came to realize that "all of these parts are connected, because of what the students already know will shape their behaviors" (Journal, September 2, 1993).

Pre-impact stage

The four preservice teachers Mary, Irma, Linda, and Helen demonstrated similar patterns found in pre-impact stage (Fuller & Brown, 1975) of development. They were concerned about their own frustrations during their internships, because of their inability to teach in the manner that they believed benefitted the child. During Mary's second internship, the teacher presented her lessons in short

lectures explaining the work assignments, which involved going over a few examples. Mary wrote in her journal about the children's reactions to this type of teaching style, she said, "I look around and see extremely tired and discouraged looks from subject to subject" (Journal, February 16, 1993). Mary offered an alternative to this method of teaching for these third graders, "I was thinking about how I could execute centers in a third grade classroom" (Journal, March 16, 1993). When the investigator asked her why were centers a good method of learning, she said at least this method of teaching addresses different learning styles (Summary interview, April 22, 1994).

Irma's frustrations stemmed from her observing few teachers addressing issues that are important to the student. For example, during her third semester she had to discuss her social studies experiences as a child. As a child she was already developing a multicultural perspective when she started to understand her experiences as an African American student and how her heritage was generally ignored by most teachers. An example was when she, "got older I realized that social studies never talked about anyone who looked like me or the place I originated from-Africa" (Journal, August 24, 1993). Because of this perspective Irma adopted a belief that teachers need to attempt to provide a balanced perspective and not leave out certain groups when teaching a lesson (Summary interview, April 25, 1994). Irma maintained that a teacher must confront the issues that arise when discussing and interacting with

different cultures. While she believed this was a correct method in dealing with differences, she was concerned that some teachers were not qualified to attempt this method.

Linda rarely demonstrated frustration toward her teaching situation, but expressed her frustrations and concerns for the amount of responsibility placed on teachers. Her description of a child she encountered during the first semester internship illustrated an early awareness to the frustrations teachers face.

The case study boy's mother is a crack user, and they (social services) take him or her out of the home all the time, he comes to school many times in wet or dirty clothes, because he didn't have anywhere to sleep the night before. The school watches him very closely, he is very at-risk, and he has a learning disability. He is so sweet and tries so hard and participates in class, he has the intelligence if he can get guidance along the way (Journal, November 15, 1992).

During the summary interview the investigator asked Linda about this experience. She said this is an example of problem that frustrates her, especially when she gets her own classroom. She expressed nervousness handling children who require this much individual attention, when she has a classroom filled with children who require her attention.

Impact stage

The five preservice teachers Hannah, Eve, Ivy, Helen, and Evelyn demonstrated similar patterns found in the impact stage of

development. They were concerned about how the individual needs of the child are related to positive learning experiences. As early as the first semester in the program, Hannah began to see the relationship between the individual needs of the student and ability to be a successful learner. She stated that the role of the teacher was "to allow for and design activities for diversities in the classroom, diversities are among every school child because there is not one that learns in exactly the same way as another" (Journal, October 5, 1992).

Eve wrote in her journal about the effect of the book The Education of Little Tree had on her own perspectives and how the book brought her to an understanding of the negative implications for not recognizing the individuality of each student in the classroom. She said the book was "one of many stories about one of our long lost cultures in the United States, which emphasizes that one type of education is not more valuable than another" (Journal, April 10, 1993). From this book, Eve described her own experiences in the educational system as being an outcast and made to feel inferior.

I have grown up in many different environments and I know how Little Tree felt to be taken out of his element. I often wonder if the tables were turned, how many of them would survive in Little Tree's world. He was taught to be proud, respectful, honest, and himself. He grew up with all of the wonderful qualities despite all that was pitted against him, soon they will wear him down, they will strip him of his pride and take away his opportunities to uplift himself, they will

abuse him and he will retaliate, I know (Journal, April 10, 1993).

Throughout the professional studies program, Eve applied her childhood experiences in school to develop a perspective that emphasized the individuality in the child.

Ivy's perspective toward the individuality of the child was centered on a belief she developed from an encounter with a principal who gave a presentation to their group on learning styles. She described a lack of realization until this presentation that a diverse student population brings into the learning process a multitude of ways to learn.

I never dreamed that some people need to eat or drink as they learn, or that other people need to move around or stand up in order to concentrate. I didn't think that some people need to be alone without anyone around to learn or that some people need the immediate presence of the instructor to learn most effectively (Journal, September 10, 1992).

From this experience Ivy focused on the individual needs of all children. In her concluding journal entry during the third semester, she said, "teachers must become aware of the ways the children react or behave in class or interact with students or even with the teacher" (Journal, November 20, 1993). From this knowledge, Ivy believed that the content of the lessons "have to be

geared where they (children) come from, and what their experiences are at home and that could be ethnic, or can be economic, or the stability in the home" (Journal, November 20, 1993).

Helen expressed her concerns for the individuality of the student based on her perspectives toward the learning styles. During her second semester she read the book Teacher for a seminar session. The book described a teacher's experiences teaching as of a non-Maori to the Maori people of New Zealand. Helen used the experiences of this teacher's to enhance her own perspectives about teaching to a group of diverse students. Helen understood that the primary lesson learned from this book was to recognize the diverse learning styles in the classroom.

The teacher must capitalize on that (learning styles), recognizing it, working with it, but very often there are some transitions that have to be made, the transitions will be a lot more productive if the child was not first thrown into a very uncomfortable, frustrating situation to begin with (Journal, January 26, 1993).

Evelyn was cognizant of the immediacy of the children's needs, while displaying an awareness for creating an atmosphere that encourages children's feelings and desires. Later in the semester Evelyn discussed her internship experiences during the past three semesters.

You have to pull from your students in the classroom, that gives you a springboard and you can go anywhere from there, if I just bring things in that will have little meaning for them, and they are never going to see that again in their lives, they are not going to be interested, they couldn't care less. I hope I give my kids something they need. My children come first, if something is not working that I am doing it is not their fault I need to change what I am doing and to gear what I am doing for what they need. Many times if something isn't working and rather than pursue it and get them frustrated and I get frustrated, I will throw it out and try it another time in a different way. I've learned to be flexible, twenty-three individuals with personalities running around the room not including the teacher and me and the aid, you have to be very flexible. I try to listen and do what I can and I know can't meet the needs all the time, but I want to be there for them (Journal, November 10, 1993).

Evelyn's awareness of the learning and social implications when teachers acknowledge the children's needs was at level that many professional educators have not reached. Her abilities, intellect, and understanding of the learning processes exceeded her age and experience.

Student Teaching Contextual Influences on Evolutions of Orientations

During the student teaching semester patterns emerged for the evolution of the preservice teachers' orientations. These patterns emerged from the experiences of practicing theoretical propositions discussed in their coursework and experiences within their three prior internships. Initially, the preservice teachers were clustered

according to their awareness levels. Then the data was analyzed to see if the preservice teachers' orientations developed similarly. The investigator used the four stages of development (Fuller, 1969, Fuller & Brown, 1975) to describe their orientations. For an analysis of the developmental levels during student teaching see Table 9.

Self stage

The four preservice teachers Abby, Irma, Ivy, and Allison demonstrated similar patterns found in the self stage of development. They were concerned about developing an environment in which they would be able to identify with the students in their student teaching classrooms.

Abby's described how she emphasized discussions in her second grade student teaching classroom. She believed a focus on discussion creates an "open environment" where the teacher and the other students can learn their classmates' perspectives. She stated, "we in our society are so afraid to voice our opinion, and to express things we have done" (Observations, March 28, 1994). She wanted her children to learn things from each other, which she believed "builds a family community feel" (Observations, March 28, 1994). She hoped her children left her classroom with "the confidence to talk about their feeling and ideas in all ways" (Summary interview, April 22, 1994).

Irma's perspective toward her students was similar to Abby's. Irma described how she created a supportive environment in her

Table 9

Clusters by Developmental Stages During Student Teaching

Self Stage	Task Stage	Pre-Impact Stage	Impact Stage
Abby	Anna	Hannah	Edith
Allison	Eve	Ida	Evelyn
Ivy	Iris	Linda	Helen
Irma	Harriet	Tammy	Mary
		Ursula	Terry

fourth grade student teaching classroom (Observations, April 12, 1994). Her students were given "opportunities for them to develop their own ways of how they think or how they feel about issues related to different groups" (Summary interview, April 25, 1994). She believed her success was tied to her ability to "put it out there, we don't have to come to a serious consensus here, but we should talk about it" (Summary interview, April 25, 1994). During her student teaching observations, Irma allowed the children to express themselves freely about the issues related to the lesson (Observations, April 12, 1994).

During the summary interview, Ivy discussed "one of the big things that I learned in student teaching was how much you really have to adjust the assignments and the lessons for each child" (Summary interview, April 28, 1994). She was surprised at the different academic and social levels within her classroom (Observations, February 23 and March 18, 1994). Some students exceeded the objectives in their assigned grade level, while other students could not do the those "very basic things" (Summary interview, April 28, 1994).

Allison described a lesson in her student teaching classroom when she created an environment where the children discussed their perspectives.

For women's history I gave the background information and I did it to get the kids involved to see what they thought, they were not happy because the girls could not vote back then. I

try to give them something they are interested in, and start from there and then we started talking about getting women the right to vote. They wanted to know everything, even things that were not relevant (Summary interview, April 28, 1994).

Task stage

While Iris, Eve, Anna, and Harriet demonstrated similar perspectives which are attributed to the task stage of development, there were differences within their perspectives toward their student teaching experience. These four preservice teachers focused on what teachers need to do to become successful educators.

During the summary interview, the investigator asked Iris to comment on a statement she made in her second semester regarding the teaching process. She described teaching as encompassing "student cognitions, teacher knowledge, and teacher beliefs" (Journal, February 9, 1993). When the investigator asked Iris if she agreed with this statement upon completion of her student teaching, she stated:

The teacher is the foundation of a student's knowledge and learning experiences. The teacher is responsible for providing the knowledge for the students to learn. The teacher takes this knowledge and builds the information into the minds of children and is the constant support system for children (Summary interview, April 25, 1994).

Iris' perspective of teaching, that the teacher must master the

content in order to educate her students, contrasts to Eve's perspective about the teaching process.

Eve's emphasis in her student teaching classroom was to develop the students' confidence in expressing their perspectives. Eve believed when students develop the confidence to express their perspective they will be more inclined to become interested in learning the content. The investigator observed during several student teaching observations, that Eve was building an environment for success. She never made any child in the classroom feel like a failure when they got things wrong and her lessons were developmentally appropriate (Observations, March 17 and April 14, 1994). For example, the investigator observed a lesson on mobiles, where Eve displayed both physical and verbal expressions of warmth. It did not matter if a child was correct or not, she would still give a hug. When she needed something from a child she would always start out by saying please and finishing the statement by saying thank-you, and usually adding a smile (Observations, April 17, 1994). She described these actions, because "all children need to be treated fairly and with respect . . . which increases their levels of self-esteem" (Summary interview, April 25, 1994).

Anna's perspective toward the students was similar to Eve's, but her approach to building the students' confidence was different. Cooperative learning was constantly used in her student teaching classroom (Observations, March 2 and April 18, 1994). In the

summary interview, she was asked why she used cooperative groups. She said,

learning to work with someone else, being able to give and take and not just being the taker or giver all the time, also I want children to be comfortable in the classroom and not ever feel like they are put on the spot (Summary interview, April 28, 1994).

She went on to say that many times when diverse children work in groups or with a partner, "they are less likely to feel like a failure, plus there are some children that can't really do their own work and need to be with someone else to help" (Summary interview, April 28, 1994).

When the investigator asked Harriet to describe what she learned from her student teaching experience, her focus was on classroom management. She discussed how her student teaching experience taught her that the success of all students was intertwined with the teacher's ability to provide an open and safe atmosphere where the children could express their feelings and opinions. She believed children must be given opportunities to express themselves, but could not elaborate on how teachers can achieve this. She said teachers need to be "making sure that everybody keeps an open mind on variety of things" (Summary interview, April 28, 1994).

Pre-impact stage

The five preservice teachers Hannah, Ida, Tammy, Ursula, and Linda demonstrated similar patterns found in pre-impact stage (Fuller & Brown, 1975) of development. They were concerned about their own frustrations during their student teaching, because of their inability to teach in the manner that they believed benefitted the child.

When the investigator asked Hannah what she learned from her student teaching experience she described being frustrated by all expectations put on teachers and the educational system's perpetuation of inequality among the students. For example, she said in her classroom there were "eight Chapter-One children all are Black, that has to do with socioeconomic conditions, and all the White kids come from the wealthy part of the city" (Summary interview, April 29, 1994). She said "one White boy who has some fine motor skill problems (hard time writing), but his mother doesn't want him in resource classes" (Summary interview, April 29, 1994). By this statement, Hannah alluded to a common perception that resource classes generally contained minority and lower socioeconomic children.

Ida also described the diversity in her classroom and how at times the educational system does not help teachers deal with demands that stem from working with a diverse population. It became her perspective that it was the responsibility of the teacher to help the children understand the diverse nature of our society and "that it is not good or bad, but it is just different" (Summary

interview, April 27, 1994). She said almost half the children came out of the same type of family, mother and siblings.

The other half live with grandparents and not mom and dad. I noticed a lot don't have the support, they don't have the time for things, I noticed a lot of the children that live with grandparents, aunts or uncles, or just live with mom, they are real shy or real quiet or want a lot of attention all the time and try to be the class clown. I have seventeen students, fourteen Black children and three White children (Summary interview, April 27, 1994).

She learned that to deal with diverse nature of the classroom she encouraged the children to express their own perspectives.

Students learn a lot from each other, they learn a lot from me, most importantly we all learn from watching other people whether teachers or other students. I have always liked discussions, I like having an open ended atmosphere, everyone can say what they want, they can express what they think or how they feel. I don't like getting up in front of the class and lecture, I like to ask questions to see what they (children) know and then I come up with what the concept means (Summary interview, April 27, 1994).

Linda described her student teaching classroom by the race of the children, "nineteen students, six are White and thirteen are Black" (Summary interview, April 27, 1994). Their economic status was "from the top to the bottom, a real wide range" (Summary

interview, April 27, 1994). They came from different family situations with a majority coming from single parents homes. Some of the children lived with their grandparents or aunts, and had no contact with their parents. She continued by describing their ability levels:

I have one child that reads probably fifth or sixth grade level who goes to AG (Academically Gifted, four who are probably behind him, ten Chapter One children. For many of the children their social skills are behind, most are immature for their age level (Summary interview, April 27, 1994).

Impact stage

The five preservice teachers Edith, Mary, Helen, Terry, and Evelyn demonstrated similar patterns found in impact stage of development. They were concerned about how the individual needs of the child are related to positive learning experiences.

Following a formal observation, Edith described how the experiences during her student teaching had impacted upon her understanding of the complexities of a diverse classroom. The stories that many of the children would tell her about their lives outside of school would often shock and sadden her (Observations, March 23, 1994). During the summary interview she elaborated on her experiences, she believed that these stories helped her better understand why certain children would come to school not ready to learn.

Some of the stories they tell me, gosh, you saw that right in front of your house, I really felt sorry for the children. I would be horrified if my daughter had seen things like that. (How they tell it to you?) It is matter of factly, like no big thing it just happened. I want to hug them all, I think about it a lot at home, it nothing that you can get away from (Summary interview, April 26, 1994).

While observing Edith in the student teaching classroom, the investigator observed her emphasizing that the social atmosphere was an important part to the development of the children's ability to learn. Many of her lessons were designed for the children to work together to accomplish the purpose of the lesson. To encourage the students, Edith made comments like: "excellent . . . wonderful . . . good for you". Each child was recognized when they did something that was part of the lesson or participated in a positive manner. Most of her lessons involved the children working together in small or large groups (Observations, March 23, 1994). During the summary interview, Edith described her method of teaching.

When I was in school a lot of things that I have feelings about, I try not to promote out again with these kids. When I was going to school it was all lecture, individual work, sometimes I would get frustrated and watching someone else do it to understand what they are doing and then do it. You are behind at that point because you have watched someone else do it and then do it yourself and what is the whole purpose of doing it

anyway. The way I approach teaching is still learning it is just easier and saves time. The noise doesn't bother me as much if I know we are talking about the lesson, a lot times I tell them to be quiet, but I think they need to be able to talk, and it cuts down on discipline problems, and gets them to listen when you want them to listen (Summary interview, April 26, 1994).

Mary believed the way to create a multicultural environment was to develop a sense of respect in the classroom. Teachers must expose children to all different cultures. Her experiences in the student teaching classroom made her aware that this exposure should not be done in a "blatant manner by saying these are our differences and similarities, but allow those differences and similarities to be exposed in a subtle manner" (Summary interview, March 22, 1994). During the classroom observations, Mary selected materials that allowed the children to express their personal feelings concerning the content of the lesson. For example, during a science lesson the students had a discussion about a book Mary read to the class. During the observation, it was noted that she encouraged the children to express their own ideas and beliefs about the story. She told the investigator that she frequently has class discussions to let the other children learn about different perspectives and experiences of their peers (Observations, March 31, 1994).

Helen believed the most important thing in teaching was to create a "social atmosphere where kids feel comfortable expressing

their ideas" (Summary interview, April 26, 1994). This was evident in her lessons, where the students were not afraid to express their own perspectives. During a science lesson she provided several opportunities to allow for this expression both in independent work and cooperative groups. For example, many of her lessons used materials or ideas that the children could relate to, which she believed encouraged their interest and participation in the lesson. The children were encouraged to help each other rather than compete to see who could get the correct answer. She also was positive in her approaches with the children. For example, she used phrases like; "A+ job" and "super" throughout the lesson. For one shy boy who said in a quiet voice the correct answer she ran up to him and said: "give that man a hand" and for another child she ran up to her and said: "give me five" after a correct answer (Observations, March 30, 1994).

One incident stands out as her ability to create safe and caring environment for learning. After a difficult concept was introduced and discussed concerning a short story that the entire class read, she just stopped in the middle of the discussion and said: "you guys are doing a great job in your thinking". This comment brought smiles to the children's faces and a few nodded in agreement. It was consistently observed during her lessons that the students were provided a safe environment to express their feelings without being criticized by Helen or the other students (Observations March 8 and April 10, 1994).

Terry believed materials must help the children understand that people were not alike. She emphasized that even if you teach in environment where there was only one ethnic culture, it was the teacher's responsibility to discuss and expose the children to different perspectives in the classroom (Summary interview, March 22, 1994). During her lessons she encouraged students to bring their personal experiences in the discussion (Observations, March 2 and April 5, 1994).

During the summary interview, Evelyn described the children in her second grade student teaching classroom in a variety of terms. Her experiences had led her to the perspective that teachers must understand the complexities found in the classroom in order for the teacher to create an environment conducive to learning.

It's a blend of just about equal number of Black and White students, and then we have a lot of interracial or multiracial students, a lot of children who are doing what is expected of them and doing well and they are going to go to third grade and do fine. Then there are three or four, let them succeed. let something good happen to them today, let them go home and somebody hugs them and takes care of them. There are five or six who could be the next president of the United States, as long as they keep that enthusiasm up. My concern is at home. if some of my children had stable homes, any kind of home not necessarily mom, dad, brother and sister, a dog. a cat, and a house, but just stability. Somebody to help them with their homework at night, stay at the same place everyday. I think we would see less on the low end and more in the middle and high (Summary interview, April 22, 1994).

From this description she began to ask her self a series of questions regarding her student teaching classroom. She stated:

do I separate myself from other ethnic groups, do I purposely seek out people of my own background, do I call on all White children over Black children, do I call on boys more than girls, am I setting up an environment that segregate students from each other, do I have one group of children that I have different expectations from another group of children, simple because of their race or their sex or their background (Summary interview, April 22, 1994).

Evelyn believed her experiences in student teaching made her aware that she "can't ignore where my students come from, and studying about different groups, Women's History or Black History should not be one day occurrences but should be a natural part of the curriculum" (Summary interview, April 22, 1994).

Summary

The purpose of this study was to explore how elementary preservice teachers develop their multicultural education perspectives during their professional studies experience. This chapter profiled each preservice teacher on the team. The profiles consisted of background information, the levels of multicultural education awareness related to the study, stages of development for

each area of study, evolution of orientations by levels of awareness, and evolutions of orientations by stages of development.

An analysis across preservice teachers followed the profile section. The first part was an analysis by levels and research areas. This was accomplished by subdividing each awareness level into three areas of the study. Following each area were a list of the attributes which were analyzed based on the indicators that described the perspectives of the preservice teachers. Within the analysis are the perspectives generated from the multiple data sources. The second part was an analysis of the programmatic influences on evolutions of orientations. Prior to student teaching, patterns developed for the evolution of the preservice teachers' orientations. These patterns emerged from the issues that guided the coursework and the internships for each semester. The third part was an analysis of the student teaching contextual influences on evolutions of orientations. During the student teaching semester patterns emerged for the evolution of the preservice teachers' orientations. Initially, the preservice teachers were clustered according to their awareness levels. Then the data was analyzed to see if the preservice teachers' orientations similarly developed. The investigator used the four stages of development (Fuller, 1969, Fuller & Brown, 1975) to describe the preservice teachers' orientations.

The next chapter presents findings of this study, implications for teacher education, recommendations for further research, and concluding remarks.

CHAPTER V

CONCLUSIONS

The purpose of this study was to explore how elementary preservice teachers develop their multicultural education perspectives. This study examined (a) preservice elementary teachers' perspectives (beliefs, attitudes, and values) toward multicultural education as they completed their final year of professional coursework and internships; (b) how the preservice teachers characterized the evolution of their multicultural education perspectives during their professional studies program; and (c) how preservice elementary teachers connected multicultural education perspectives with classroom practices during their student teaching semester. The investigator explored the preservice elementary teachers' reflections on their perspectives through formal and informal interviews, analysis of archival data, multicultural education inventories, and participant/observer field notes.

The study was guided by the belief that multicultural education empowers all students through teaching and learning by validating their experiences and identities through the nurturing aspects of cultural pluralism. Cultural pluralism promotes equality

immerse themselves in interdisciplinary curricula whose aim is to change ethnic, racial, and social class attitudes to become sensitive to cultural differences (Cristol, Hoover & Oliver, 1994).

The predominant assumption of this study was that multicultural education offers teachers a philosophy to guide them in discovering the unique capabilities of each student in their classroom. This discovery process provides a means for teachers to develop an equitable education for all their students. This chapter presents findings from the investigation, implications for teacher education, and recommendations for further research.

Findings

Three major findings concerning preservice teachers development of multicultural education perspectives emerged from this study;

- (1) Preservice teachers demonstrated different levels of multicultural awareness.
- (2) Preservice teachers experienced different stages of development as their multicultural education perspectives evolve.
- (3) Preservice teachers' ethnic and cultural identities influenced the evolution of their multicultural education perspectives.

In the first finding, preservice teachers demonstrated different levels of multicultural awareness. the investigator

identified five of the preservice teachers as having both a high and medium-high ability to articulate and demonstrate their multicultural education perspectives proximate to Gay's set of competencies. Their perspectives toward multicultural education were evident in both theory and practice. The preservice teachers displayed their theoretical perspectives in their journal entries, and the formal and informal interviews. It was during their classroom observations that the preservice teachers displayed their abilities to connect their perspectives to their teaching practices and interactions with students in a school setting.

Early in the professional studies program this group of preservice teachers recognized that the students in their internship classrooms were not a homogeneous group of people, but a group of individuals with unique abilities and backgrounds. These preservice teachers recognized that individuality affected each child's level of achievement in the educational setting.

The high and medium-high level ability preservice teachers came to realize, at the end of the professional studies program, that multicultural education was not a single occurrence developed in a unit or lesson, but an integrated philosophy of the classroom and school's curriculum. To insure an integrated philosophy these preservice teachers understood that a successful multicultural educator must understand every student's learning, social, and emotional needs (Borich, 1992). They demonstrated ways that multicultural educator's must understand multicultural practices

and information to function successfully in a multicultural society (Bullivant, 1993). For example, these preservice teachers believed that teachers must maintain a sense of respect for all children regardless of their ethnic identity and cognizant toward the differences found in classroom at all times, especially during the planning stages of a lesson or unit. To know the complex nature of the individual child the preservice teachers had to focus on the behavioral and non-behavioral phenomena within the classroom (Goodenough, 1981).

These high and medium-high level preservice teachers' believed a teacher's perspective must continually evolve to keep pace with the constant changes in society or face the possibility of stagnancy. They observed, discussed, and incorporated the ethnic and cultural differences in the classroom to the learning processes. These applications suggest they will demonstrate the kinds of evolving proporspects that Goodenough (1981) has advocated. As he suggested, a static proporspect runs counter to the primary goal of multicultural education, which is for teachers to be aware of the continually changing ethnic and cultural differences of all children to insure their achievement and success in the educational setting.

The investigator identified another group of preservice teachers whose perspectives represented a medium or medium-low awareness level as they completed their final semester of coursework and internships. When this group of preservice teachers completed their student teaching semester, the investigator

identified their abilities to connect their perspectives with classroom practices as high or medium-high level. This group of preservice teachers connected their multicultural education perspectives with their teaching practices during their student teaching semester. They developed a multicultural learning environment by presenting different perspectives, created a supportive learning environment, where students were able to freely express their own perspectives, and provided a variety of teaching methods to target the various learning styles.

These preservice teachers had more difficulty articulating their multicultural education perspectives than the previous group. This was evident in their journal entries and interviews. Their journal entries were written in broad terms and they never expounded on their specific beliefs, attitudes and values. During the interviews, the preservice teachers presented their multicultural education perspectives in generalities. When this group of preservice teachers interacted with students in actual teaching situations however, they demonstrated the ability to connect their multicultural perspectives with teaching practices.

During the student teaching semester, these preservice teachers began to reconstruct their own ideas and teaching practices on how to teach to this diverse group of children. They saw the connection between the educational success of children and teacher recognition of the ethnic and cultural identity of children.

These preservice teachers articulated the importance of developing a strong multicultural education perspective.

A third group of preservice teachers fluctuated in their levels of awareness depending upon how and when they presented their perspectives in the study. This group was subdivided into two subgroups of preservice teachers whose levels were different for each area of the study. One subgroup seemed to have a high level of awareness, based on their journal writings. When the investigator asked these preservice teachers to describe the evolution of their perspectives, however, they had a difficult time. Their inability to present meaningful descriptions of the evolution of their perspectives shifted the three preservice teachers to lower level groups. When they could practice their perspectives during the student semester, they shifted to a higher level.

Another subgroup showed a high awareness level when writing or verbally articulating their multicultural education perspectives. Their concepts of the culture of the classroom were based on university classroom experiences rather than their teaching experiences. They understood the classroom culture as "consisting of standards for deciding what is, standards for deciding what can be, standards for deciding how one feels about it, standards for deciding what to do about it" (Goodenough, 1963, pp. 258-259), but had difficulties developing the "standards for deciding how to go about it" (pp. 258-259). When they attempted to connect their perspectives with classroom practices during their student teaching

semester they exhibited a lower awareness level. While these preservice teachers presented articulate responses in their journals and interviews, their teaching abilities lagged behind many of their peers. During the several classroom observations throughout their professional studies, this group of preservice teachers required more individual assistance and support for their teaching abilities when compared to the other preservice teachers in the study.

The preservice teachers in this group believed their difficulties in practicing their multicultural perspectives, especially during their student teaching semester, stemmed from the reluctance of the cooperating teacher to use a multicultural perspective in the classroom. Throughout the data collection portion of the study, these preservice teachers complained about the difficulty developing a professional relationship with their cooperating teacher. They believed their cooperating teacher never accepted them as an equal partner in the classroom and viewed them as inexperienced novice teachers.

The difference in awareness levels supports Moore and Reeves-Kazelskis (1992) belief that teacher educators must become aware of the preservice teachers' cognitive and ethical developmental levels to achieve change in the preservice teachers' perspectives. This leads to the second major finding, preservice teachers will experience different stages of development as their multicultural education perspectives evolve. According to Moore and Reeves-Kazelskis (1992), instruction must be carefully planned and

implemented according to the developmental levels of the preservice teachers. Moore and Reeves-Kazelskis' findings indicate that the cognitive and developmental levels are significant factors in detecting change in one's multicultural perspective. Teacher educators who are cognizant of the developmental levels of the preservice teachers in their professional studies program will produce preservice teachers with a variety of multicultural education perspectives.

In this study, the preservice teachers were categorized by Fuller's (1969) four stages of development. According to Fuller the transformation from students to professional educators involves a series of stages. The preservice teachers in the self stage identified with students, while only imagining a relationship with the cooperating teachers. Those preservice teachers in the task stage understood student teaching to be an experience of survival as teachers, developing classroom management skills, and mastering the content. The preservice teachers identified in the pre-impact stage were concerned about the limitations, demands, and frustrations of their teaching situation and the entire teaching profession. In the final impact stage, the preservice teachers were interested in the learning, social and emotional needs of the students, and their ability to accept the students as individuals.

While Fuller's model provides thorough descriptions when analyzing the development of preservice teachers' practical applications in classroom settings, it ignores the theoretical

development of preservice teachers. For example, several preservice teachers developed a sophisticated understanding of what is needed to become a successful multicultural educator, but were unable to successfully apply their beliefs during student teaching. This developmental regression from the university classroom to the elementary classroom is absent from Fuller's model. Therefore, the investigator was limited when describing the preservice teachers development.

The differences in awareness and developmental levels among the preservice teacher leads to the third finding of the study, preservice teachers' ethnic and cultural identities will influence the levels of their multicultural education perspectives.

Goodenough's (1981) contention that to understand the concept of culture one must go beyond the content of language and "take account of the entire range of phenomena-behavioral and non-behavioral alike-that enter into human experience and that are the subject matter of learning" (1981, p. 61). This study utilized Goodenough's concept of culture as the means to understand the program's influences upon the preservice teachers' multicultural perspectives. The investigator focused on the language and behaviors of the preservice teachers during the program, and how the preservice teachers understood the impact their own cultural and ethnic identities had on their level of multicultural awareness. While each preservice teacher did experience a variety of multicultural phenomena during the program, their propriospects did not

necessarily change from the time of their entrance into the program. Several preservice teachers did not demonstrate a higher degree of multicultural awareness after they completed the program.

Reiff and Cannella (1992) suggested that preservice teachers need a broad view of society and curriculum to increase their multicultural awareness levels through the exposure to students from other cultures and structured supervision. While the findings from this study concurred with Reiff and Cannella's belief, this study also indicates the belief that being exposed to cultural differences and having structured supervision does not necessarily mean all preservice teachers' awareness levels will increase.

Implications for Teacher Education

This study revealed that early, consistent, and prolonged exposure to multicultural education issues will effect the multicultural awareness levels of most preservice teachers as they develop their multicultural perspectives. This study partially supports Grottkau and Mays'(1989), and Grant's (1981) beliefs that prolonged and consistent exposure to multicultural education is a necessity in order for change in awareness levels to occur. While each preservice teacher experienced prolonged and consistent exposure to multicultural education over the two years in this study, the effects of this exposure varied. Some of the preservice teachers' awareness levels increased as they progressed through the professional studies program, while others increased only

marginally. Therefore, one cannot say exposure to multicultural education throughout a professional studies program will cause every preservice teacher to become highly competent multicultural educators

Previous studies (Campbell & Farrell, 1985; Garcia & Pugh 1992; Justiz & Darling, 1980; Tiedt & Tiedt, 1986) suggested that exposing preservice teachers early and consistently to multicultural issues in a professional studies program will positively affect preservice teachers in their interactions with students in the classroom. Examples of interactions are classroom materials, topics for classroom discussions, and parents or guardians. The findings from this study reinforce this belief.

This study also illustrated how the preservice teachers' culture and ethnic identities influenced their decisions throughout their professional studies. The investigator offers two suggestions for strengthening multicultural teacher education programs. The first, design courses to address the importance of ethnic and cultural identity in the educational setting using a set of standards preservice teachers' need to attain to become competent multicultural educators. These courses must focus on helping preservice recognize their own ethnic and cultural identities and how their identities influence their interactions with students. Also, these courses should focus on the development of multicultural methodologies used in an educational setting. A second suggestion is for teacher education programs to incorporate

a multicultural philosophy within established education courses. All faculty members must make a sincere commitment to the incorporation of these multicultural competencies within their courses. If the incorporation is not sincere the preservice teachers will perceive multicultural education as another theory espoused, but not practiced in the classroom.

Another implication for teacher education from this study is the availability of authentic examples. As other preservice teachers and equity, and incorporates a process for social justice. Multicultural educators must undergo preparation for the teaching profession they will have access to the findings from this study to compare to their own developing multicultural perspectives. Also, cooperating teachers who are beginning the process of incorporating a multicultural perspective into their own educational philosophy would benefit from the examples described in this study. This ability to compare with other teachers will facilitate in making informed decisions regarding their own multicultural perspectives.

Recommendations for Further Research

Four recommendations concerning further research are offered from this study;

- (1) A follow-up study with these same preservice teachers as they enter the profession;
- (2) the incorporation of the cooperating teachers into further studies;

- (3) involving the elementary students in the study of classroom dynamics; and
- (4) a comparative study with other professional studies programs which emphasizes multicultural education in their programs

A follow-up study with these same preservice teachers as they enter the profession as teachers would yield information for the long-term effects of the program upon their multicultural education perspectives. Such a study would investigate if multicultural education has remained an important part in their teaching practices and perspectives. As full-time professional teachers, they are under new restrictions dictated by a different set of leaders who may or may not have the same multicultural interests as the teacher educators at the university. Teacher educators need to understand the impact of a professional studies program has upon a teacher's educational perspectives once the preservice teachers leave the controlled environment of a professional studies program. The findings from a follow-up study provides information for teacher educators to refine their professional studies program to meet the needs of future educators and educational systems.

Future studies should include the perspectives of the cooperating teachers. The incorporation of the cooperating teachers into a study would provide several unexplored factors of multicultural teacher education. The first factor is to understand

the impact of the cooperating teachers' multicultural education perspectives on the preservice teachers' multicultural perspectives. A second factor is the cooperating teachers' perspectives toward the preservice teachers' abilities in the classroom. A third factor is the cooperating teachers' perspective toward the professional studies program. The findings from this kind of study would help teacher educators refine the role of the cooperating teacher in a professional studies program.

A third recommendation is to study the impact of the elementary students in the internship and student teaching classrooms. By incorporating the voices and actions of the children in the internship and student teaching classrooms, the investigator would be able to see the effects of the preservice perspectives on the learning process. Incorporating the voices of the children provides a "thicker description" of the connection of perspectives to classroom practices.

A fourth recommendation is a comparative study with another university which emphasizes multicultural education in their teacher education program. By comparing similar programs the investigator would discover the unique qualities found in multicultural teacher education programs. Also, the findings from the study would provide information for teacher education programs who are restructuring their programs to become multicultural. The study would benefit the teacher education community by providing insights into successful multicultural teacher education programs.

Closing Remarks

The investigator believes this study served two purposes. One purpose was to confirm the belief that multicultural education is a necessary direction all education systems must embrace.

Multicultural education is a complex philosophy that must be first understood before integrating it into an educational system. Second, the investigator believes that the findings have broader implications than the specific development of multicultural education perspectives. The findings suggest that developing preservice teachers' perspectives are an intricate undertaking, which involves more than coursework and internships. Perspective development is an evolutionary process that involves the developmental, ethnic, and cultural identities of the person. Therefore, the investigator believes it is the moral obligation of teacher educators to understand the developmental and multicultural characteristics of the preservice teachers they are educating, because of the impact that these future teachers will have on today's and tomorrow's children.

BIBLIOGRAPHY

- Aboud, F. (1988). Children and prejudice. New York: Basil Blackwell, Inc.
- Adler, S. (1991). Forming a critical pedagogy in the social studies methods class: The use of imaginative literature. In B.R. Tabachnick & K. M. Zeichner (Eds.) Issues and practices in inquiry -oriented teacher education. (pp. 77-90). London: The Falmer Press.
- Baber, C. R. (1993). An inclusionary pedagogy for ethnic minority adolescents. Transescence, 21, 5-14.
- Banks, J. A. (1983). Multiethnic education at the crossroads. Phi Delta Kappan, 64, 559.
- Banks, J. A. (1991). Multicultural literacy and curriculum reform. Educational Horizons, 69 (3), 135-140.
- Banks, J. A. & Banks, C. A. (Eds.). (1993). Multicultural education: Issues and perspectives. Boston: Allyn Bacon.
- Banks, J. A., Cortes, C. E., Gay, G., Garcia, R. L. & Ochoa, A. S. (1992). Curriculum guidelines for multicultural education. Social Education, 56, 274-294.
- Banks, J. & Gay, G. (1978). Ethnicity in contemporary American society: Toward the development of a typology. Ethnicity, 5, 244.
- Bennett, C. I. (1990). Comprehensive multicultural education: Theory

- and practice. Boston: Allyn Bacon.
- Bogdan, R. C. & Biklen, S. K. (1992). Qualitative research: An introduction to theory and methods. Boston: Allyn and Bacon.
- Borich, G. D. (1992). Effective teaching methods. New York: Merrill.
- Brown, S. (1993). The Guilford County Magnet School Program. Greensboro, North Carolina: Guilford County Schools.
- Bullivant, B. M. (1993). Culture: Its nature and meaning for educators. In J. A. Banks & C.A.M. Banks (Eds.), Multicultural education: Issues and perspectives (pp. 29-47). Boston: Allyn and Bacon.
- Burcalow, J. (1984). Teaches educators perception and practices pertaining to multicultural teacher education. (ERIC).
- Burden, P. R. (1990). Teacher development. In W. R. Houston, Handbook of research on teacher education (pp. 311-328). New York: Macmillan.
- Campbell D. T. (1975). Degrees of freedom and the case study. Comparative Political Studies, 8.
- Campbell, R. & Farrell, R. (1985). The identification of competencies for multicultural teacher education. The Negro Educational Review, 35, 137-144.
- Comer, J. (1988). Educating poor minority children. Scientific American, 259 (5), 42-48.
- Committee for Economic Development-CED (1987). Children in need: Investment strategies for the educationally disadvantaged. New York: CED.
- Cristol, D., Hoover, K. & Oliver, D. (1994). Constructing multicultural

middle school classrooms through teacher education programs.

Transescence, 21, 7-15.

- Dana, N. F. (February, 1992). Towards preparing the monocultural teacher for the multicultural classroom. Paper presented at the annual meeting of the Association of Teacher Educators, Orlando, FL.
- D'Andrade, R.G. (1984). Cultural meanings systems. In R. A. Shewder & R. A. Levine (Eds.) Culture theory. (pp. 88-119. Cambridge, England: Cambridge University Press.
- Eisenhart, M. A. & Howe, K. RE. (1992). Validity in educational research. In M. A. LeCompte, W. L. Millroy & J. Preissle (Eds.) The handbook of qualitative research in education. (pp. 643-680). San Diego: Academic Press, Inc.
- Emihovich, C. (1988). Toward cultural pluralism: Redefining integration in American society. The Urban Review, 20, 3-7.
- Feiman, S. & Floden, R. E. (1981). A consumer's guide to teacher development (Research Series No. 94). East Lansing, MI: Michigan State University, Institute for Research on Teaching.
- Feiman-Nemser, S. (1990). Teacher preparation: Structural and conceptual alternatives. In W. R. Houston (ed.) Handbook of research on teacher education. (pp. 212-233). New York: Macmillan.
- Fetterman, D. M. (1989). Ethnography: Step by step. Newbury Park, CA: Sage Publications.
- Fuller, F. F. (1969). Concerns of teachers: A developmental conceptualization. American Educational Research Journal, 6,

207-226.

Fuller, F. F. & Brown, O. H. (1975). Becoming a teacher. In K. Ryan (Ed.) Teacher Education. (74th. yearbook of the National Society for the Study of Education, Part II, pp. 25-52). Chicago: University of Chicago Press.

Gans, H. J. (1982). The participant observer as a human being: Observations on the personal aspect of fieldwork. In R. G. Burgess (Ed.), Field research A sourcebook and field manual. (p. 54). London: Allen and Unwin.

Garcia, R. L. (1991). Teaching in a pluralistic society: Concepts, models, strategies. New York: Harper Collins.

Garcia, J. & Pugh, S. L. (1992) Multicultural Education in teacher preparation programs: a political or an educational concept? Phi Delta Kappan, 101, 214-219.

Gay, G. (1983). Why multicultural education in teacher preparation programs. Contemporary Education, 54, 79-85.

Gay, G. (1986). Multicultural teacher education. In J. A. Banks & J. Lynch (Eds.), Multicultural education in western societies. (pp. 154-177). New York: Praeger.

Gay, G. (1989). Ethnic minorities and educational equality. In J. A. Banks & C.A. Banks (Eds), Multicultural education: Issues and Perspectives. (pp. 167-188). Boston: Allyn and Bacon.

Geertz, C. (1973). The interpretation of cultures. New York: Basic Books.

Gibson, M. A. (1984). Approaches to multicultural education in the

- United States: Some concepts and assumptions. Anthropology and Education Quarterly, 15, 94-119.
- Gillette, M. D. & Grant, C. A. (1991). Discontent, multicultural education and some implications for the education of students. Teaching Education, 4 (1), 79-89.
- Glaser, B. G. & Strauss, A. L. (1967). The discovery of grounded theory. Chicago: Aldine.
- Gollnick, D. (1992). Multicultural education: Policies and practices in teacher education. In C.A. Grant (Eds.) Research and multicultural education: From the margins to the mainstream. (pp. 218-239). London: The Falmer Press.
- Goodenough, W. H. (1963). Cooperation in change. New York: Russell Sage Foundation.
- Goodenough, W. H. (1981). Culture, language, and society. Menlo Park, California: The Benjamin/Cummings Publishing.
- Goodenough, W. H. (1987). Multiculturalism as the normal human experience. In E. M. Eddy & W. L. Partridge (Eds.) Applied anthropology in America. (pp. 89-96). New York: Columbia University Press.
- Grant, C. A. (1981). Education that is multicultural and teacher preparation: An examination from the perspectives of preservice students. Journal of Educational Research, 75, 95-101.
- Grant, C. A. & Koskela, R. A. (1986). Education that is multicultural and the relationship between preservice campus learning and

- field experiences. Journal of Educational Research, 79, 197-204.
- Grant, C. & Secada, W. G. (1990). Preparing teachers for diversity. In W. R. Houston. Handbook of research on teacher education. (pp. 403-422). New York: Macmillan.
- Grant, C. A. & Sleeter, C. E. (1993). Race, class, gender, and disability in the classroom. In J. A. Banks & C.A.M. Banks (Eds.), Multicultural education: Issues and perspectives (pp. 48-67). Boston: Allyn and Bacon.
- Grant, C. A. & Sleeter, C. E. (1986). Race, class, and gender in education research: An argument for integrative analysis. Review of Educational Research, 56, 195-211.
- Grottkau, B. J. & Nickolai-Mays, S. (1989). An empirical analysis of multicultural education paradigm for preservice teachers. Education Research Quarterly, 13, 27-33.
- Haberman, M. (1988) . The nature of multicultural teaching and learning in American society. Peabody Journal of Education, 65 (3), 101-113.
- Harvey, O. J., Hunt, D. E. & Schroeder H. (1961). Conceptual systems and personality organization. New York: John Wiley.
- Hernandez, H. (1989). Multicultural education: A teacher's guide to content and process. Columbus, OH: Merrill Publishing Company.
- Holmes Group (1986). Tomorrow's teachers: A report of the Holmes Group. East Lansing, MI: Holmes Group.
- Justiz, M. J. & Darling, D. W. (1980). A multicultural perspective in

- teacher education, Educational Horizons, 24, 203-205.
- LeCompte, M. D. & Priessle, J. (1993). Ethnography and qualitative design in educational research. San Diego: Academic Press.
- Longstreet, W. S. (1978). Aspects of ethnicity: Understanding differences in pluralistic classrooms. New York: Teachers College Press.
- Lincoln, Y. S. & Guba, E. G. (1985). Naturalistic inquiry. Newbury Park, CA: Sage.
- Lynch, J. (1987). Race, class, gender and the teacher education curriculum. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Marshall, P. L. (November, 1992). Toward a theoretical framework for the design of multicultural education in teacher education programs. Paper presented at the College and University Faculty Assembly of the National Council for the Social Studies at the 72nd annual meeting, Detroit, MI.
- Merriam, S. B. (1988). Case study research in education. San Francisco: Jossey-Bass Publishers.
- Mitchell, B. M. (1987). Developing multiculturally-sensitive teachers. Equity and Excellence, 23, 129-130.
- Moore, T. & Reeves-Kazelskis, C. (November, 1992). Effects of formal instruction on preservice teachers' beliefs about multicultural education. Paper presented at the 21st annual meeting of the Mid-South Educational Research Association, Knoxville, TN.

- National Council for Accreditation of Teacher Education. (1990). Standards, procedures, and policies for the accreditation of professional education units. Washington, DC: Author.
- Newman, K. K., Burden, P. R. & Applegate, J. H. (1980). helping teacher examine their long-range development, Teacher Educator, 15, 7-14.
- Nieto, S. (1992). Affirming diversity: The sociopolitical context of multicultural education. New York: Longman.
- Paley, V. G. (1979). White teacher. Cambridge: Harvard University Press.
- Piaget, J. (1963). Psychology of intelligence. Totowa, New Jersey: Littlefield, Adams.
- Ramirez, M. & Castaneda, A. (1974). Cultural democracy, bicognitive development and education. New York: Academic Press.
- Rashid, H. (1990). Teacher perceptions of the multicultural orientation of their preservice education and current occupational settings. Educational Research Quarterly, 14, 2-5.
- Reiff, J. & Cannella, G. S. (1992). Multicultural beliefs and conceptual level of early childhood preservice teachers. Paper presented at the annual meeting of the Association of Teacher Educators, Orlando, FL.
- Sapon-Shevin, M. & Schneidewind, N. (1991). Cooperative learning as empowering pedagogy. In C. Sleeter (Ed.), Empowerment through multicultural education. (pp. 159-177). Albany, New York: State University of New York.

- Schon, D. (1987). Educating the reflective practioner. San Fransico: Jossey-Bass.
- Sleeter, C. E. (1991). Empowerment theory: Multicultural Education. New York: State University of New York Press.
- Sleeter, C. E. and Grant, C. A. (1987). An analysis of multicultural education in the United States. Harvard Educational Review, 57, 421-444.
- Sleeter, C. E. and Grant, C. A. (1988). Making choices for multicultural education. Columbus, Ohio: Charles E. Merrill.
- Sprinthall N. A. & Thies-Sprinthall L. (1983). The need for theoretical frameworks in educating teachers: A cognitive-developmental perspective. In K.R. Howey & W.E. Gardner (Eds.) The education of teachers: A look ahead. (pp. 74-97). New York: Longman.
- Suzuki, B. H. (1984). Curriculum transformation for multicultural education. Education and Urban Society, 16, 294-322.
- Taylor, M. D. (1976). Roll of thunder, hear my cry. New York: Dial Press.
- Tabachnick B. R. & Zeichner K., (1984). The impact of the student teaching experience on the development of teacher perspective. Journal of Teacher Education, 35, 28-36.
- Tanner, D. & Tanner, L. N. (1980). Curriculum development: Theory into practice. New York: Macmillan.
- Tiedt, P. L. & Tiedt, I. M. (1990). Multicultural teaching: A handbook of activities, information, and resources. Boston: Allyn Bacon.

Zangwill, I. (1917). The melting-pot: Drama in four acts. New York: Macmillan.

Zeichner, K. M. & Liston, D. P. (1987). Teaching student teachers to reflect. Harvard Educational Review, 57, 23-48.

**APPENDIX A
(PDS GUIDELINES)**

Fall 1993
UNCG Professional Development Schools
INTERNSHIP GUIDELINES

The Professional Development Schools program provides a series of systematic field experiences over a two-year (4 semester) period.

- PSS 350 FIRST SEMESTER JUNIORS**
- Work with individual students and small groups.
 - Get acquainted with the instructional program and activities in an elementary or middle grade classroom.
 - Become familiar with classroom management techniques and strategies.
 - Direct or teach a whole class activity or lesson.
 - Complete methods course and seminar and requirements.

- PSS 375 SECOND SEMESTER JUNIORS**
- Work with individual students or small groups including planning activities for both.
 - Become more familiar with and actively participate in daily routines of the class.
 - Become aware of different teaching styles and classroom management techniques and strategies.
 - Recognize various activities assumed by teacher in addition to classroom instruction.
 - Increase experience in working with the whole group.
 - Complete methods course requirements.

- | | |
|----------------|--|
| PSS 400 | FIRST SEMESTER SENIORS <ul style="list-style-type: none"> - Continue individual and small group instruction including planning, implementing and evaluating remedial and enrichment activities. - Increase experience in planning, implementing and evaluating instructional activities for the whole class. - Participate when possible in non-instructional activities such as school-based assessment committee or staff development activities. - Complete methods course and seminar requirements. |
|----------------|--|

- PSS 461 SECOND SEMESTER SENIORS**
& 465 - Full time student teaching for 15 week semester.

INTERNSHIP SCHEDULE

The internships include 10 hours per week, across the semester in a Professional Development School. Significant dates during the internships are:

August 23	PSS 350 students begin class on campus.
August 30	Global Studies Interns start in their classroom
October 9	UNCG Children's Festival (10:00 a.m.-3:00 p.m.) or (Rain date Sunday 1:00 p.m.-5:00 p.m.)
October 18,19	UNCG Fall Break. Interns do not report to PDS sites.
December 3	Last day at PDS site.
December 6	Student Teaching Workshop, 8:00-3:00
December 8	Career Planning and Placement Workshop, Seminar wrap-up, 8:00-11:30

TIME LOG

A Time log (attached) is to be maintained by each intern and kept in a folder by the PDS Faculty member. The intern will record his/her arrival and departure time, and the PDS Faculty member will initial each entry.

INTERN'S RESPONSIBILITIES

1. Maintain the Time Log - all internship hours will be completed. Absences will not be permitted except for illness (to be documented) or an emergency. In either situation, the intern must notify the PDS Faculty member prior to the hour when the intern is to report to the classroom. All absences must be "made up" at another time as determined in collaboration with the PDS Faculty member. If an internship is not completed by the end of the semester, an "I" will be given in PSS 375/450, and the University policy for incomplete grades will be implemented.
2. Be an "active" participant in the internship experience. This will involve active observation (e.g. answering students' questions and assisting the teacher) at the beginning of the experience, progressing to assisting with more of the instructional activities early in the semester.
3. Dress appropriately for the internship setting. Interns are assuming a professional role.
4. Be respectfully assertive and show initiative.
5. Ask for help when needed, but plan ahead so requests are not invasive to class and teacher time.

PDS FACULTY MEMBERS' RESPONSIBILITIES

1. Provide the intern with an opportunity to complete internship and methods course requirements.
2. Consult with the University Supervisor concerning the intern's progress.
3. Provide informal evaluative information to the intern concerning his/her progress.
4. Assist with monitoring the intern's attendance by initialing the Time Log.
5. Complete a written confidential evaluation of the intern. (Turned in at the end of semester in a sealed envelope along with time log).

UNIVERSITY SUPERVISORS' RESPONSIBILITIES

1. Meet with the Principal and the PDS Faculty members in the school prior to the start of the internship experience to discuss requirements and answer questions concerning the experience.
2. Supervisor/graduate assistant will consult weekly with the PDS Faculty member.
3. Act as liaison for the interns and PDS Faculty members throughout the internship experience.
4. Complete informal observations of each intern during the internship and provide ongoing evaluative feedback and assistance related to the activities observed.
5. Complete one written observation of each intern and evaluate his/her progress.

APPENDIX B
(TEACHER RATING FORM)

TEACHER RATING FORM: FIELD-SENSITIVE AND FIELD INDEPENDENT OBSERVABLE BEHAVIORS(Ramirez & Castaneda, 1974)

Teacher: _____ Grade: ____ School: _____

Date: _____

Observer: _____

Rating Scale: 1= Not True 2= Seldom True 3= Sometimes True

4= Often True 5= Almost Always True

FIELD-INDEPENDENT

OBSERVABLE BEHAVIORS

FREQUENCY

PERSONAL BEHAVIORS

1. Maintains formal relationships with students.

1 2 3 4 5

2. Centers attentions on instructional objectives: gives social atmosphere secondary importance.

1 2 3 4 5

Comments: _____

INSTRUCTIONAL BEHAVIORS

3. Encourages independent student achievement.

1 2 3 4 5

4. Encourages competition between students.

1 2 3 4 5

5. Adopts a consultant role.

1 2 3 4 5

6. Encourages trial and error learning.

1 2 3 4 5

7. Encourages task orientation.

1 2 3 4 5

Comments: _____

CURRICULUM RELATED BEHAVIORS

8. Focuses on details of curriculum

materials.

1 2 3 4 5

9. Focuses on facts and principles;

encourages using novel approaches to

problem solving.

1 2 3 4 5

10. Relies on graphs, charts and formulas

1 2 3 4 5

11. Emphasizes inductive learning and

discovery approach.

1 2 3 4 5

Comments: _____

FIELD-SENSITIVE**OBSERVABLE BEHAVIORS****FREQUENCY****PERSONAL BEHAVIORS**

12. Displays physical and verbal expressions

of approval and warmth.

1 2 3 4 5

13. Uses personalized rewards which

strengthen the relationship with students.

1 2 3 4 5

Comments: _____

INSTRUCTIONAL BEHAVIORS

- | | | | | | |
|--|---|---|---|---|---|
| 14. Expresses confidence in child's ability to succeed. | 1 | 2 | 3 | 4 | 5 |
| 15. Gives guidance to students: makes purpose and main principles of lesson obvious to students. | 1 | 2 | 3 | 4 | 5 |
| 16. Encourages learning through modeling: asks children to imitate. | 1 | 2 | 3 | 4 | 5 |
| 17. Encourages cooperation and development of group feeling. | 1 | 2 | 3 | 4 | 5 |
| 18. Holds internal class discussions relating concepts to students' experience | 1 | 2 | 3 | 4 | 5 |

Comments: _____

CURRICULUM RELATED BEHAVIORS

19. Emphasizes global aspects of concepts;

clearly explains performance objective.

1 2 3 4 5

20. Personalizes curriculum.

1 2 3 4 5

21. Humanizes curriculum.

1 2 3 4 5

22. Uses teaching material to elicit

expression of feelings from students.

1 2 3 4 5

Comments: _____

APPENDIX C
(MULTICULTURAL EDUCATION INVENTORY)

Multicultural Education Inventory

Name: _____

Ethnic and/or cultural group: _____

Please read each statement carefully and place the answer on the line next to the number using the scale below that best reflects your opinion.

SA=STRONGLY AGREE**A=AGREE****N=NO OPINION****D=DISAGREE****SD=STRONGLY DISAGREE**

- ____ 1. Teachers should use objectives, instructional strategies, and learning materials that reflect the cultures and cognitive styles of the various ethnic and cultural groups found in the classroom.
- ____ 2. Teachers should help students understand the experiences of various ethnic and cultural groups.
- ____ 3. Teachers should help students identify and understand the ever-present conflict between ideals and realities of human societies.
- ____ 4. Teachers should promote values, attitudes, and behaviors that support ethnic and cultural diversity.
- ____ 5. Teachers should provide opportunities for students to develop sound methods of thinking, valuing, and using knowledge about issues related to ethnic and cultural groups.
- ____ 6. Teachers should provide opportunities for students to develop skills necessary for effective interpersonal and intercultural group interactions.

- _____ 7. Teachers should introduce students to the experiences of persons of widely varying backgrounds in the study of ethnic and cultural groups.
- _____ 8. When comparing differing perspectives teachers should be fair to all racial, ethnic, and cultural groups.
- _____ 9. In the classroom, teachers should provide content related to ethnic and cultural groups that extends beyond special units, occasions, and holidays.
- _____ 10. Teachers should use materials written by and about ethnic and cultural groups.
- _____ 11. The perspectives of various ethnic and cultural groups should be represented in lessons and instructional materials.
- _____ 12. Students should read and hear poetry, short stories, novels, folklore, plays, essays, and autobiographies of a variety of ethnic and cultural groups.
- _____ 13. Students should examine the music, art, architecture, and dance of a variety of ethnic and cultural groups.
- _____ 14. Members and resources of the local ethnic and cultural communities should be continually used as classroom resources.
- _____ 15. Teachers should help students better understand themselves in light of their ethnic and cultural heritages.
- _____ 16. The atmosphere in a classroom should reflect an acceptance of and respect for ethnic and cultural differences.

- ____ 17. Teachers should use a variety of assessment procedures that reflect the ethnic and cultural diversity of students.
- ____ 18. The elementary teacher education program provides opportunities to gain knowledge and understanding about various racial, ethnic, and cultural groups.
- ____ 19. The elementary teacher education program provides opportunities for preservice teachers to explore their attitudes and feelings about their own ethnicity and others.
- ____ 20. The elementary teacher education program provides opportunities for learning how to create and select multicultural instruction materials and how to incorporate multicultural content into curriculum materials.

Adapted from: Banks, J. A., Cortes, C. E., Gay, G., Garcia, R. L. & Ochoa, A. S. (1992). Curriculum guidelines for multicultural education. Social Education, 56, 274-294.

APPENDIX D
(SUMMARY INTERVIEW PROTOCOL)

Summary Interview Protocol

Telephone Number for the Summer: _____

1. Tell me the most meaningful things that has happened to you as a classroom teacher?
2. Describe yourself as a teacher.
3. In working in the classroom next year (or in the next year or two), what are the things you think about most?
4. What were the biggest challenges you faced as a teacher?
5. How would you describe the demographics or profile of the students in your classroom?
6. What do you think the teacher's role should be when discussing diversity?
7. What experiences during these last two year have prepared you for teaching to a diverse student population?
8. How do you teach to diversity?
9. How do you teach about diversity?
10. How do you define multicultural education?
11. How do you create a multicultural environment in your classroom?
12. How do you communicate with parents who are culturally or ethnically different from you?
13. I am going to show you again the multicultural education inventory that you did last week. Could you explain why you defined or did not define your ethnic or cultural group as " "?

Could you elaborate on some of the statements in the multicultural education inventory?

1. Teachers should use objectives, instructional strategies, and learning materials that reflect the cultures and cognitive styles of the various ethnic and cultural groups found in the classroom.
2. Teachers should help students understand the experiences of various ethnic and cultural groups.
4. Teachers should promote values, attitudes, and behaviors that support ethnic and cultural diversity.
5. Teachers should provide opportunities for students to develop sound methods of thinking, valuing, and using knowledge about issues related to ethnic and cultural groups.
8. When comparing differing perspectives teachers should be fair to all racial, ethnic, and cultural groups.
19. The elementary teacher education program provides opportunities for preservice teachers to explore their attitudes and feelings about their own ethnicity and others.
20. The elementary teacher education program provides opportunities for learning how to create and select multicultural instruction materials and how to incorporate multicultural content into curriculum materials.

The next set of questions deals with what you specifically wrote in your journals during your professional studies.

Thank you.

APPENDIX E
(PRESERVICE TEACHERS' MEANS FOR GROUP IDENTIFICATION)

Preservice Teachers' Means for Group Identification			
Students	Question One	Question Two	Question Three
Evelyn	4.7 (H)	4.0 (H)	4.4 (H)
Hannah	4.6 (H)	4.3 (H)	3.3 (MH)
Helen	4.1 (H)	4.0 (MH)	4.7 (H)
Mary	3.9 (MH)	4.1 (H)	4.6 (H)
Terry	3.6 (MH)	3.6 (MH)	4.3 (H)
Ivy	4.4 (H)	4.4 (H)	1.7 (ML)
Edith	2.9 (M)	3.8 (MH)	4.3 (H)
Eve	4.3 (H)	2.4 (M)	3.0 (M)
Linda	3.4 (MH)	2.3 (M)	3.3 (MH)
Ursula	2.5 (M)	3.6 (MH)	3.3 (MH)
Irma	3.4 (MH)	3.7 (MH)	1.5 (ML)
Anna	3.0 (M)	2.0 (ML)	2.2 (M)
Harriet	2.9 (M)	2.0 (ML)	3.0 (M)
Ida	1.7 (ML)	2.4 (M)	3.3 (MH)
Tammy	1.8 (ML)	2.4 (M)	3.3 (MH)
Abby	2.8 (M)	2.3 (M)	1.8 (ML)
Iris	2.0 (ML)	1.6 (ML)	3.0 (M)
Allison	0.7 (L)	1.0 (L)	1.3 (ML)

H: High

MH: Medium-High

M: Medium

ML: Medium-Low

L: Low

APPENDIX F
(ATTRIBUTES FOR PRESERVICE TEACHERS)

Attributes for Preservice Teachers with Perspectives at High Levels

The preservice teachers perspectives toward multicultural education as they complete their final year of professional coursework and internships.

One: Teachers should be respectful of students' ethnic and cultural differences in the classroom.

- Maintain a sense of respect for all children regardless of their ethnic identity.
- What each person does is important, what other people do is important, everything has value, an atmosphere of respect for everyone and themselves.
- Provide examples for students on how to interact with all people, especially people who are ethnically or culturally different.
- Remain cognizant of the differences found in classroom, especially during the planning stages of a lesson or unit.

Two: Teachers should be familiar with their own perspectives and understand how they can effect students self-concepts, academic abilities, and educational opportunities.

- A heightened awareness of the impact teachers have on their students.
- Interaction between teacher and students must be carefully thought out by teachers in order to not cause any psychological damage to the children.
- Understand how everyone's group affiliation including teachers affects how they will interact with people, especially their students which can affect student behavior.
- A teachers personal experiences in school as a student will affect their perspectives as a teacher.

Three: Teachers should be caring and supporting students' individuality by creating an atmosphere where they are allowed to freely express themselves in a respectful manner.

- Learn about their students, by encouraging the students to express their feelings and opinions.
- Key into the immediacy of the children's needs, which helps to create an atmosphere for encouraging the feelings and desires of the children.
- Learning comes from the student and their experiences, rather than from the teacher's experiences.
- A caring relationship must develop between students and teachers.
- Create a classroom atmosphere of respect to encourage and enhance self-esteem.
- Reinforce the reality that people are different and we as a society must respect those differences.

Four: Teachers should understand how each child's ethnic background affect the way they learn in school and help students understand the experiences of various ethnic and cultural groups by bringing into the classroom different perspectives.

- A child's ethnicity is sometimes reflected in their behavior.
- Teacher must go beyond their own experiences and bring in other perspectives that may be more beneficial and enhance the students understanding of the lesson.
- Explore global and historical issues that go beyond the confines of the students' community.
- Present different perspectives in the classroom materials and multiculturalism will mean a lot more to people.

- Provide relevant learning experiences for all students.

Five: Teachers should respect and communicate with parents in a manner that parents able to feel comfortable expressing their needs for their children.

- If parents are culturally different from the teacher, the teacher will have to be respectful of the parents, by listening to what they are saying and knowing that they are not just saying things to be difficult, most parents have genuine concerns about the education of their child.
- Not all parents are the same and teachers must respect and communicate in a manner that the parents can understand.
- Do not to impose personal beliefs any more than the parents should impose theirs on the teacher.

The preservice elementary teachers description the evolution of their multicultural perspectives during the two years of professional studies.

One: Teachers should develop a knowledge base for the diversity found in the classroom.

- Many teachers present the material well, but rarely deal with the issues the students were the most concerned about.
- A diverse student population brings into the learning process a multitude of ways to learn.
- Help students understand and appreciate different cultures and people who are different for themselves.
- Every student in the classroom must have their needs addressed in the manner best suited to their learning style.
- The role of the teacher is to allow for and design activities for the diversities found in the classroom.
- Many children grow up in environments that were ignorant of the diversities of others. It is from being ignorant that most of prejudices are formed and the role of the teacher is to teach children about diversity and differences in the world which will dispose of these prejudices.

Two: Teachers should learn to understand how the children's personal lives affect their behavior in school.

- The lessons have to be geared where children come from, and what their experiences are at home and that could be ethnic, or can be economic, or the stability in the home.
- The reasons for learning about the children lives beyond the classroom will enhance the classroom environment.
- Be able to recognize at least some of the students' needs and meet them to the best of a teacher's ability.
- Be able to ask people questions about their ethnicity and feel comfortable about answering those types of questions.

Three: Teachers should be aware of different perspectives when selecting and utilizing multicultural materials in the classroom.

- Multicultural education must be internalized into the educational philosophy.
- Students must learn by experiencing the material, rather than being told about the material.
- Hands-on learning, makes it a more personal and important experience for children, if it is important to the children and personal to them, then they are going to want to continue with it.

Four: Teachers must develop the skills to create a supportive and open learning environment.

- Provide a learning environment where each child is welcomed.
- Attempt to reach each student on some level.
- Do not see a child as a bad kid, but see a child who needs a lot of care.
- Create a classroom where children have a say in what they do.
- Need some balance when discussing social or political problems in the classroom, so children will not feel so insecure and upset.

How the preservice teachers connect multicultural education perspectives with classroom practices during their student teaching.

One: Teachers should develop an awareness of the ethnic and cultural differences found in the student teaching classroom.

- Teachers past experiences help understanding the complexities found in the classroom and provides a base for creating an environment conducive to learning.
- Listen to the childrens' stories about their lives outside of school, this helps teachers better understand why certain children would come to school not ready to learn.
- Family situations do not depend on socioeconomic status, ethnicity, or the child's cultural group, many children come from homes with a lot of family problems, while many children have supportive parents and their home lives was relatively stable.

Two: Teachers should develop a warm and caring environment where the children develop a sense of success.

- Social atmosphere is an important part to the development of the children's ability to learn, children need to work together to accomplish the purpose of most lessons.
- Children should be touched if they want to in a caring and respectful manner.
- Verbal praising makes children feel good about their abilities.
- Children should always respect each other.
- Provide avenues in each lesson which allow for personal expression.
- Lessons should be designed so children are allowed to use trial and error without a sense that getting the incorrect answer meant they are failures.

Three: Teachers should present material that is relevant to the children and different perspectives.

- Do not ignore where students come from.
- Studying about different groups, for example Women's History or Black History should not be one day occurrences, but should be a natural part of the curriculum.
- Materials must introduce to the children that people are not alike, even in environments where the classroom environment is homogenous, it is the teacher's responsibility to discuss and expose the children to different perspectives.
- Exposure to different cultures should not be discussed in a blatant manner, but allow those differences and similarities to be exposed in a subtle manner.
- Help the children understand that because a perspective is not the American way, that does not mean it is wrong.

Attributes for Preservice Teachers with Perspectives at Medium-High Levels

The preservice teachers perspectives toward multicultural education as they complete their final year of professional coursework and internships.

One: Teacher should be a guide when exploring issues concerning diversity.

- Demonstrate a leadership role, when discussing diversity.
- Be a guide in discussions about diversity, while children demonstrate a leadership role.
- The goal for a discussion about diversity is to understand that all people are similar and different no matter what their ethnic and cultural group affiliation. The role of the teacher is to guide the students through this realization, by demonstrating open-mindedness.

Two: Teachers should teach according to the individual needs of the students in the classroom.

- Learn about the experiences of the children in order to be able to better connect with their students in a positive and beneficial manner for the teacher and students.
- Recognize the importance of the cultural backgrounds of the children to the learning process.
- Vary teaching styles to meet the diverse learning styles of the children.

Three: Teacher should discuss and interact with different cultures within the classroom and extend the discussion beyond the classroom.

- Children need to learn to get along and learn from each other, while teachers must provide the environment for this to take place.
- Cooperative learning provides a way for students to interact with children with varying backgrounds.
- When children are working as a group or a community, they will learn to accept differences by this daily interaction.
- An important outcome for lessons is that children should gain respect for people of different cultures.
- A discussion on diversity fosters a sense of equality.

Four: When interacting with parents, teachers should be respectful of their beliefs, be honest and listen carefully to their needs.

- Need to treat all parents equally.
 - Need to get background information on the parents in order to know how to approach them.
 - Realize that parents are not all alike and sometimes you need to explain things differently.
- But the overriding goal was to make parents feel satisfied that the teacher are providing their child with excellent learning experiences.

The preservice elementary teachers description the evolution of their multicultural perspectives during the two years of professional studies

One: Teacher should become aware of themselves, to understand how their behavior can effect the students behavior.

- Much of what one believes in unconscious, until someone points it out it will remain dormant in the subconscious.

- Awareness of other people's perspectives makes the teacher more aware of their own personal surroundings.
- Multicultural education will not occur in classrooms unless teachers provides multicultural education opportunities.
- Teachers attitudes toward children can affect the children's abilities to learn.
- Caring for all children no matter what was their ethnic and cultural group identification.
- Labeling children at-risk because the children do not have the same qualities or values of the norm or majority and gives a negative connotation for children.

Two: Teacher should understand that the personal lives of children affect the way they learn and behave in school.

- Children's behavior, which may be linked to their ethnic or cultural group identity, can be utilized to maximize their learning.
- Have different expectations for each individual child.

Three: Teachers should create a supportive environment, which addresses different learning styles, abilities, and experiences.

- Being more subtle than directive toward children, there are a lot of things that the children pick up on especially unfair treatment and they will let you know if it is unfair.
- Multicultural education is not only teaching other kids about other ethnic people, but to teach about themselves and other people around them.
- Not force the children to believe a certain way and have the children believe that their perspectives were not wrong.
- A teacher's role is to explain things and help the children understand that there are all different people in the world, with differing beliefs, and there are no correct beliefs.

Four: Teachers should introduce and discuss different cultural perspectives in the classroom.

- Impossible to present all cultures, teachers must begin by identifying all the cultures in the classroom.
- Show how cultures are unique, while also showing the strands that bind us together.
- The many cultures of each child dramatically affect how children come into the classroom.
- Education would be more productive if children were not first thrown into very uncomfortable and frustrating situations.

How the preservice teachers connect multicultural education perspectives with classroom practices during their student teaching.

One: Teachers should create a multicultural learning environment by presenting different perspectives.

- Have different things in the room, posters, pictures of people living in different parts of the world, having a variety of books, talking about different people, and their traditions.
- Bring in people who lived in other cultures to speak about their culture or their experiences living in another culture.
- Multicultural education is not having Asian day and eat with chop-sticks.
- Create an atmosphere were the classroom environment is open to different kinds of people.

Two: Teachers should create a supportive learning environment, where students can freely express their own perspectives.

- Successful teaching means one must give an enormous amount of genuine encouragement to the kids, encouragement promotes a safe environment for children to express their opinions about the topics discussed in class.
- A safe environment allows the children to freely express their feelings and opinions either to the teacher or to the whole class.
- Make learning meaningful to the children, they will be able make connections to real life.

Three: Teachers should provide a variety of teaching methods to target the various learning styles.

- Many children will only understand the concepts if it is presented in a way that they can relate to.
- Do different things because a lot of the children need it, and it makes learning richer, use all different ways of teaching in order that you reach all children.
- Put students who generally do not play or work together, so they learn responsibility and respect for each other, that builds their confidence and a real loving environment, when you are helping peers.

Attributes for Preservice Teachers with Perspectives at Medium Levels

The preservice teachers perspectives toward multicultural education as they complete their final year of professional coursework and internships.

One: Teachers should be aware of one's own ethnicity and how that effects the interaction with students.

- The teacher's perspectives should be considered and be respectful of those students who have different beliefs, when preparing lessons and the daily interaction with the students.
- A teacher should have a good personality in their interactions with their students.

Two: Teachers should be aware of the children's perspectives and understand how they influence what they learn.

- Understand the children's needs and help the children try to meet them.
- Learn about the issues that are important to the students
- Discuss issues that are important to the students.

Three: Teachers should create a caring community in the classroom, by presenting different perspectives, students contribute to the learning process, and students can freely express their perspectives.

- Creating a community in the classroom will help the students better understand the differences found in the classroom and will breakdown the barriers of prejudice set up by society
- Teach the children to work together.
- Students need to understand that America right now is a land of so many different people and they are going to have to deal with people from other cultures no matter what they do in life.
- Children must contribute to the learning process to be a successful student.
- The success of students is dependent upon the ability of the teacher to provide an atmosphere where the children were allowed to express their feelings and opinions.

Four: Teachers should recognize the diversity in the classroom in all aspects of the learning process.

- Classrooms that contain students with different abilities, the teachers should plan accordingly to these differences.
- Know your students well enough to be able to adjust whatever you have planned whether it would be field trips or outside resources or whatever, you have to take into consideration their differences.
- Every single child is alike, no child is alike.

Five: When communicating with parents, teachers should be open, honest and respectful.

- Teachers must have the child's best interest in mind when communicating with parents, while remaining firm and true to their perspectives, but also respect the beliefs of the parents.
- Parents should feel welcomed and part of their child's education.
- Interaction among parents and teachers should not be a struggle, but a partnership.
- Go into a discussion with parents with an understanding of how the parents might feel.

The preservice elementary teachers description the evolution of their multicultural perspectives during the two years of professional studies.

One: Teachers should understand how their own perspectives can effect the learning processes of the children in the classroom.

- A teacher's own personal experiences and what work best for me in the learn process affect the way they teach.
- A teacher's own perspectives guide the way each teaches and construct everything else they do and say as an individual.
- Responsible to help students at a young age to not internalize prejudices.
- Responsibility of the teacher to help the children understand the diverse nature of our society.
- View each child as an individual.

Two: Teachers should be aware of the ethnic and cultural backgrounds and experiences of the students in the classroom.

- Learn about the current status of the children, by finding out about their past, and their whole attitude about learning, which can help teachers relate the lessons to the children's experiences, the children will more likely remember by this method of teaching.
- Understand what the students already know will shape their behaviors.
- Must be realistic in what is going between students.

Three: Teachers should select and utilize materials that reflect different cultural and ethnic groups inside and outside the classroom.

- Select materials and emphasize that people may appear to be different, people are also similar.
- There should be no sign of stereotypes in materials.
- Materials should expose students to appreciate other cultures that are different from their own.

Four: Teacher should make learning relevant to the lives of the children by presenting different perspectives.

- Children will learn material that has importance in their lives.
- Discuss the similarities and differences among people.
- Expose children to different perspectives in the classroom.

How the preservice teachers connect multicultural education perspectives with classroom practices during their student teaching.

One: Teachers should be aware of the diversity among students in the classroom.

- Cannot judge students by their physical characteristics or their social status, children bring into the classroom a variety of qualities that make up the whole child.
- Children have many academic abilities which are not related to their ethnic or group identification.

Two: Teachers should create a safe and caring environment in the classroom.

- Provide every child the same chance and never embarrass students if they do not know an answer.
- Provide the encouragement and the opportunities to succeed and still be challenged.
- Create an environment where the children were given the freedom to express feelings and opinions.

Attributes for Preservice Teachers with Perspectives at Medium-Low Levels

The preservice teachers perspectives toward multicultural education as they complete their final year of professional coursework and internships.

One: Teachers should be knowledgeable about their students and discuss diversity in a caring and respectful manner.

- Give equal time of study to each one of the different cultures represented in my classroom.
- Listen with open minds and be willing to learn all that you can learn about the children.
- If a group of students is going to spend a lot of time together, there should have a feeling of respect in the classroom.
- Expose yourself to all different types of cultures, through books.
- Discuss and learn about diversity.

Two: Teachers should promote equality and respecting differences when discussing and learning about diversity.

- Diversity is learned through different books, different things, different materials from other places, have different pictures of different places.
- Through reading one can learn about places and people that they may not meet any other way.
- Show interest in what the children are saying and promote values and attitudes of different ethnic and cultural groups.
- Make the children aware that people being different.

The preservice elementary teachers description the evolution of their multicultural perspectives during the two years of professional studies.

One: Teachers should understand how the perspectives of the teacher can effect the students ability in the classroom.

- Anything that helps students do their best is a good idea..
- The teacher is the foundation of a student's knowledge and learning experiences.
- The teacher is responsible for providing the knowledge for the students to learn. and takes this knowledge and builds the information into the minds of children and is the constant support system for children.

Two: Teachers should develop an understanding of the experiences of the different ethnic and cultural groups in the classroom.

- A child growing up in an environment with segregation has a different opinion of people of color as children do today with no specific segregation, these kids have grown up with children with different colors in their schools and neighborhoods.
- Children should experience the feeling of being discriminated against, the classroom provides a safe environment to experience discrimination, similar to the experiment in the video.

Three: Teachers should create an environment that encourages children to experience different learning styles.

- Pick the literature and different activities and try to meet all the people who need the variety of learning styles.

- Ask children what their interests are, how they learn best, and try to incorporate their learning styles and interests with the school's curriculum.

How the preservice teachers connect multicultural education perspectives with classroom practices during their student teaching.

One: Teachers should develop an understanding of how the diversity found in the classroom impacts upon the learning process.

- Learn what children think about, in order to create a learning environment suitable for the children in the classroom.
- Adjust the assignments and the lessons for each child.
- Learn and understand the different academic and social levels within the classroom.

Two: Teachers should create a supportive environment where children feel safe in expressing and develop their own perspectives.

- Give the students the opportunities to develop their own ways of how they think or how they feel about issues.
- Children need to discuss their personal experiences as they relate to a lesson.
- Teachers are responsible to develop the children's communication skills, communication allows children to relate the lesson to something they have experienced.
- Children need to learn things from each other, which builds a family feel.

APPENDIX G
(APPLICATION AND APPROVAL FORMS)

934112

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Institutional Review Board
Notification FormDATE: February 4, 1994PROJECT TITLE: Development of Preservice Elementary
Teachers' Multicultural Education PerspectivesPRINCIPAL INVESTIGATOR: Dean Cristol / Ceola Ross BakerSCHOOL/COLLEGE: ED DEPARTMENT: C&I

ACTION TAKEN:

☐ Exempt☒ Expedited Review☐ Full IRB Review

DISPOSITION OF APPLICATION:

☒ Approved☐ Disapproved

MODIFICATIONS AND COMMENTS:

James D. Whitely - 2/22/94
IRB Chair Designee

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Instructions for Completing the
Application for the Use of Human Subjects in Research

All research with human subjects conducted by students, faculty, or staff at UNCG, whether or not requests for outside funding are involved, must be reviewed initially by a member of the University's Institutional Review Board. To initiate this review, the investigator/project director must complete and submit the attached application and forward it to the IRB member in his/her college/school/department. If the research does not qualify for exempt status, the IRB member will determine if an expedited or full committee review is appropriate. The application is then forwarded to the Office of Research Services with the IRB Member's recommendation. The University IRB meets if a full review is necessary. You will be informed by the IRB regarding the disposition of your application.

Please submit your human subjects application as early as possible. Data cannot be collected prior to receiving an approval form from the IRB.

Any changes in research protocol that affect human subjects must be approved by the IRB prior to their implementation unless these changes are necessary to eliminate apparent immediate hazards to the subject. Any unanticipated problems involving risks to subjects or others must be promptly reported to the IRB.

COMPLETE PART A ONLY; PAGES 3, 4 AND 5; AND THE APPROPRIATE CONSENT FORM INFORMATION

Part A

Date: 1 / 21 / 94

Project Title: Development of preservice elementary teachers'
multicultural education perspectives

Principal Investigator: Dean Cristol

Phone No. 334-5100

Relationship to the University: Faculty ☐ Student ☒ Other ☐

College: College of Education Deola Ross Baber

Department: Education Curriculum and Instruction

Funding Agency: None

Project Dates: From 2 / 1 / 94 To 4 / 30 / 94

☒ New Application ☐ Renewal of Previously Approved Application

1. BRIEF STATEMENT OF PROJECT GOALS:

A case study will be using University of North Carolina at Greensboro students who are completing their professional studies in teacher education. The purpose of this study is to investigate how elementary preservice teachers develop a multicultural education perspective and how these perspectives are practiced during their student teaching.

2. PROTOCOL:

This researcher will be employing ethnographic techniques that provide the means to develop a story of how six preservice elementary teachers come to a multicultural perspective and how they practice multicultural education in the classroom. The study will begin February 1, 1994 and end on April 30, 1994. The study will analyze the preservice elementary teachers from several sources: (1) archival data, (2) concept-mapping, (3) simulated recall, (4) structured interviews of the participants, and (5) structured interviews of the university professor.

The archival data consists of student portfolios the professor in charge of the inquiry team has maintained for each member of the team. The portfolio contains: journal entries and replies by the professor, student self-evaluations, cooperating teacher evaluations, case studies on students in their internship classrooms, learning styles inventory, academic transcripts, and personal information. The portfolios provide information regarding the evolution of the student from the point of entry into the program to their present status.

Concept-mapping is a method to understand the key concepts and procedures the preservice teachers employ when they develop lessons from a multicultural perspectives. The researcher will ask each preservice teacher to map out a lesson observed.

Simulated recall is a way for the researcher to understand the preservice teachers' thoughts and perceptions of their teaching. A lesson will be videotaped and later played back in the presence of the researcher and the preservice teacher. The goal is to have the preservice teacher recall and interpret specific behaviors.

Structured and unstructured interview data will be collected throughout the semester. The six participants will be formally interviewed during their student teaching semester. The first structured interviews will take place early into the student

teaching semester and the second structured interviews will take place while the preservice teachers have taken complete control of the classroom. The professor who directs the participants' inquiry team will provide input through structured and unstructured interviews. All the structured interviews will take place individually and will be audiotapped.

3. BENEFITS:

The benefits are to further the base of knowledge on how preservice elementary teachers develop a multicultural perspective. The findings contribute to the knowledge base of teacher preparation with useful information that will facilitate in the design of multicultural teacher preparation programs.

4. RISKS:

All information obtained will be kept confidential between the participants, Dean Cristol (principal investigator) and dissertation committee members (Dr. Ceola Baber, Dr. David Strahan, Dr. D. Michelle Irwin, and Dr. Willie Baber). All data will be under the control of Dean Cristol and kept in safe keeping. All data received will be destroyed by Dean Cristol when the research has concluded. The identity of the participants will be kept strictly confidential.

The short form will be signed by the participant at the time of the oral presentation.


ORAL PRESENTATION

The case study is entitled; "Development of preservice teachers' multicultural philosophy of education." The study will be concerned with how you have developed a multicultural education philosophy during your professional studies. The case study will include archival data, concept-mapping, simulated recall, structured interviews of the participants, and structured interviews of the university professor.

The benefits for the study are to further the base of knowledge on how preservice elementary teachers develop a multicultural perspective. The findings contribute to the knowledge base of teacher preparation with useful information that will facilitate in the design of multicultural teacher preparation programs. There will be no risks for you since all data obtained will be kept confidential between you, my committee members (Dr. Ceola Baber, Dr. David Strahan, Dr. D. Michelle Irwin, and Dr. Willie Baber), and myself, Dean Cristol.

You may withdraw from the study any time. I would like to tape record our interviews and videotape some of your lessons, you may stop the recorder any time that you feel uncomfortable.

Do you have any questions or comments?



Signature of Person Obtaining Consent
on Behalf of UNCC



Date

NOTE: Complete instrument to which it is said to pertain is attached