

SCHOOLING MULTICULTURAL TEACHERS

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SCHOOLING MULTICULTURAL TEACHERS

A Guide for Program
Assessment and Professional
Development

BY

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LIST OF ACRONYMS

ANAR	A Nation At Risk
AYP	Adequate Yearly Progress
BJW	Beliefs in a Just World
BOCES	Board of Cooperative Educational Services
BRI	Blatant Racial Issues (subscale of the CoBRAS)
CAEP	Council for Accreditation of Educator Preparation
CAL	Center for Applied Linguistics
CCSS	Common Core State Standards
CERRA	Center for Educator Recruitment, Retention and Advancement
CFA	Confirmatory Factor Analysis
CLD	Culturally and Linguistically Diverse
CoBRAS	Colorblind Racial Attitudes Scale
CPE	Center for Public Education
CREDO	Center for Research on Education Outcomes
CRIOP	Culturally Responsive Instruction Observation Protocol
CRP	Culturally Responsive Pedagogy
CRT	Culturally Relevant Teaching
CRTSE	Culturally Responsive Teaching Self-Efficacy
DCRPS	Dispositions for Culturally Responsive Pedagogy Scale

EFA	Exploratory Factor Analysis
ELL(s)	English Language Learner(s)
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
FRL	Free and Reduced Lunch
GYO	Grow Your Own
ID	Institutional Discrimination (subscale of the CoBRAS)
InTASC	Interstate Teacher Assessment and Support Consortium
LGBTQIA	Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Asexual/Allied
MAT	Master of Arts in Teaching
MDI	Multicultural Dispositions Index
MTDS	Multicultural Teacher Dispositions Scale
NAACP	National Association for the Advancement of Colored People
NAEP	National Assessment of Educational Progress
NCATE	National Council for Accreditation of Teacher Education
NCES	National Center for Education Statistics
NCLB	No Child Left Behind
NUA	National Urban Alliance
PCLA	Person-Centered Learning Assessment
PD	Professional Development
PLC(s)	Professional Learning Community(ies)
POC	People of Color
RP	Racial Privilege (subscale of the CoBRAS)

RTTT	Race To The Top
SES	Socioeconomic Status
SIOP	Sheltered Instruction Observation Protocol
STEM	Science, Technology, Engineering & Mathematics
STEAM	Science, Technology, Engineering, Art & Mathematics
TATIS	Teacher Attitudes Toward Inclusion Scale
TC(s)	Teacher Candidate(s)
TMAS	Teacher Multicultural Attitudes Survey
TPP	Teacher Preparation Program
TSMES	Teachers' Sense of Multicultural Efficacy Scale
US	United States
WRID	White Racial Identity Development
WRIM	White Racial Identity Model

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ABOUT THE AUTHORS

Dr. Manya Whitaker is an Associate Professor of Education at Colorado College. She is a developmental educational psychologist with expertise in social and political issues in education. Her research examines the stability of teachers' diversity-related belief systems across time and settings, and how those beliefs can be intentionally disrupted and restructured through teacher training. In addition to founding Blueprint Educational Strategies, an educational consulting business, she is also the author of *Learning from the Inside-Out: Child Development and School Choice* and co-editor of *Counternarratives from Women of Color Academics: Bravery, Vulnerability, and Resistance*.

Dr. Kristina Valtierra is an Assistant Professor of Education at Colorado College. A scholar-practitioner, she spent over 15 years as a classroom teacher, instructional coach, and educational consultant. Her expertise is in literacy, curriculum and instruction with an emphasis on inclusive studies. Her research examines urban teacher preparation with focus on promoting teacher reflection, teacher identity, and teacher thrival. She is the author of *Teach and Thrive: Wisdom from an Urban Teachers Career Narrative* and two-time recipient of the American Association for Teaching and Curriculum (AATC) distinguished article award for her scholarship on teacher identity formation.

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ABOUT THE CONTRIBUTORS

María L. Gabriel, Ph.D., has worked as a PK-12 bilingual multicultural educator in public education since 1997 focused on increasing access and opportunity for diverse students through culturally sustaining practices with students, families, and educators. Her research interests include Latinx student achievement, culturally responsive pedagogy, and educational equity.

Acelynn Perkins is a home-grown early career teacher from Denver, Colorado. Her professional passions center around dismantling educational inequities through critical pedagogy for students and teachers of color. Acelynn earned a BA in Education from Colorado College and is currently pursuing her MA in Curriculum and Instruction at the University of Denver.

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FOREWORD

I was born in South America and raised in Colorado in a conservative White community where I attended all White schools. By the time I reached junior high, I'd experienced racial micro-aggressions and outright bias, prejudice, and discrimination. These experiences continued throughout high school and into college where I was consistently asked to represent the "Latino perspective." I wish that my teachers and professors had held the dispositions for social justice that are described in this text, so they could have addressed racial incidents when they occurred. I wanted them to demonstrate a disposition for community through which they would leverage my differences as assets rather than making me feel alienated for my cultural norms. If my White teachers would have had a disposition for praxis, including a willingness to critically examine their own identities, they may have recognized how they were prioritizing their cultural perspectives over mine. Such multicultural teachers were few and far between in my education, yet I persevered in hopes of creating a more equitable and just education for future generations of diverse youth.

I started my educational career in 1997 as a bilingual support secretary in a bilingual elementary school. I quickly grew to realize that while I could sit at a front desk and support families in navigating White spaces, I wanted to learn how to change the education system to be more culturally inclusive; to create more access and opportunity; for each

child to experience culturally relevant curriculum and instructional practices that mirrored who they were and how they operated in the world.

I continued my career as a Hispanic Youth Advocate, an Equity and Diversity Coordinator, an Assistant Principal, and currently as a Director of Language, Culture, and Equity in Colorado school districts. Throughout my 22-year career as a public educator committed to educational equity, access, and opportunity, I've remained adamant that educators be prepared to address the unique and important aspects of students' diversity in their teaching. I have worked to develop culturally competent White teachers by creating opportunities for them to uncover their personal values, attitudes, and beliefs about their culturally and linguistically diverse students. Yet, despite my heartfelt and passionate efforts, I lacked strong resources to guide my work. That is what this important text offers: guidance.

Schooling Multicultural Teachers: A Guide for Program Assessment and Professional Development is based on the Dispositions for Culturally Responsive Pedagogy Scale (DCRPS) — a scale that measures educators' beliefs, values, and attitudes about multicultural teaching. First, Drs. Whitaker and Valtierra create a strong rationale for the use of the scale in program assessment and professional development by building explicit connections to the historical and contemporary multicultural education context within the United States. Second, they demonstrate how the DCRPS can be used as a tool for program evaluation. Third, and most relevant to my own professional work, this important book serves as a guide for preservice and in-service teacher development that builds on teachers' identified strengths.

My current position is in a rural Colorado district where 39% of our students are eligible to participate in the free and reduced lunch program, 27% are students of color — most of

whom are Latinx (21%), and 5% are English language learners. I see many commonalities between my school district and the rural schools featured in Chapter 10 wherein the authors detail a customized two-year professional development for teachers with a strong sense of community, but a weaker understanding of social justice. Like many districts in the United States, the academic achievement gaps between our White students and our students of color are persistent. As my current position is new, I plan to use the DCRPS to measure staff readiness to approach equity work based on their personal dispositions for multicultural teaching. Once our equity work is underway, taking cues from part 2, I will use the DCRPS for program evaluation and improvement. After our district has increased our capacity to engage with difference, I can envision adapting many of the exercises that Drs. Whitaker and Valtierra feature in part 3 to develop culturally conscious multicultural teachers. Finally, in my role as president of Colorado's state chapter of the National Association for Multicultural Education, I look forward to inviting other equity specialists around the state to utilize this text to facilitate professional development and future program evaluation in their own districts, be them urban, suburban, or rural.

I am happy to make such a recommendation because this book provides an opportunity for school leaders to enhance their educators' efficacy for equitable teaching. This is a resource many of us in the field of multicultural education have been anxiously awaiting so that we can support our teachers in educating some of our nation's most vulnerable students.

María L. Gabriel

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Dr. Manya C. Whitaker

This book is one of those projects that you stumble upon and can't quite believe happened. I have never been a classroom teacher so I never saw myself writing a book for education practitioners, but I did, largely because of others' belief in me.

First, I want to thank my research partner, Dr. Kristina Valtierra for her positive attitude, quick laughter, and deep knowledge of qualitative methods. I am not really a 'team-work' kind of person, but she makes it easy and fun. I couldn't ask for a better colleague, collaborator, or friend.

But when I leave work, it is my partner, Dr. Michael Sawyer who reminds me to take a breath, relax, and stand firmly in the fact that I have something to offer the world. He is my rock and my source of calm, and my biggest inspiration.

To my grandmother and father – both teachers – you instilled in me a desire to effect and affect change in the most beautiful way possible. So here I am, a third-generation teacher, walking in the footsteps of giants.

I also have to recognize the dozens of students, past and present, who joyfully participate in our research, allowing us to dissect their papers, grill them with questions, and sit in the back of their classrooms while typing feverishly. Every time I send another data request I am reminded of your generous spirits that led you all into a selfless profession.

Finally, I must acknowledge my past research assistants for their integral work in helping develop the DCRPS. Samantha Ellner: thank you for the extensive research and review of other scales, for designing pilot measures, conducting focus groups, and for administering online surveys. I hope your work on this project helped you prepare for your own research career. To JJ Calhoun: we are forever in your debt for your deep thinking and willingness to push us outside of our ideological comfort zones.

And to all public school teachers: you are amazing. Thank you for taking care of *our* kids.

Dr. Kristina M. Valtierra

Early in my career as a frazzled elementary school teacher, there were some exceptional multicultural educators who sustained me. These courageous change-agents instilled hope that despite ideologies and policies that perpetuate educational inequities, teachers can – *and do* – transform lives. As such, my utmost gratitude goes to teachers. Thank you for your dedication, courage, resilience, and contributions to social justice.

I am indebted to my research partner Dr. Manya Whitaker who inspires me as a revered teacher, distinguished scholar, respected leader, and steadfast advocate for young people. Without her expertise in psychology and survey design (& editing!), this book would not exist. We complement each other in important ways. I am blessed to have you as a colleague and friend.

Thank you to our education students for being gracious research participants and open to vulnerability, interrogation, and renegotiation of their ideologies to enact educational equity. Your commitment, humility, passion, and love keep me going. I owe special gratitude to my research assistants:

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Thank you to Dr. María Gabriel for contributing the compelling foreword to this book and your unwavering commitment to multicultural education. And, Dr. Mike Taber, chair of our education program, I am appreciative for your generous spirit, mentorship and making our department a place of thrival.

Most importantly, this book would not exist without my loving spouse Micheal and our three boys Myles, Carter, and Marcus — the lights of my life. I am forever inspired by your encouragement, patience when I sneak out to write, and witty humor that brightens my days. Micheal, over the years you have made many sacrifices to support my vocation. My faithful life partner, this accomplishment is not mine alone — it's ours.

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INTRODUCTION

As teacher educators we spend a lot of time with preservice teachers, cooperating teachers, teacher supervisors, and administrators who used to be teachers. We ask them why they chose education as their profession, what motivates them to teach, and most of all, where they find hope in a system drowning in bureaucratic red tape and policies. The overwhelming answer is always “kids.”

Sure, some people are motivated by the extrinsic benefits like summers off and week-long holidays during the year. But most people who choose a low-paying, low prestige career like teaching do so because of the joy that comes from watching children grow and learn and discover their place in the world. There is also a social reward of bettering children’s life opportunities and consequently improving communities and society.

No teacher has ever told us that they chose teaching because they wanted to see children struggle or feel defeated. No teacher enters the profession anticipating their students won’t make adequate yearly progress and might be retained a grade. And no teacher works 55-hour weeks to go to work only to remove students from learning opportunities because school policies say they must. Yet that is the reality for many educators, particularly those working in under-resourced

communities where the schools are a reflection of the financial struggles of the local neighborhood. Sadly, these are most often the schools with large numbers of racial and ethnic minority students and students whose heritage language is not English.

Multicultural education research from the last three decades consistently demonstrates that students from disenfranchised social groups receive subpar education in US public schools when compared to their wealthier, White peers. National testing data makes it clear that racial minority students, students from low-income families, non-native English speakers (commonly called English Language Learners – ELLs), and students with disabilities are lagging behind their counterparts. For example, the 2017 National Assessment of Educational Progress (NAEP) test results identify substantial gaps in students' test scores between demographic groups in 4th and 8th grade math and reading (Tables 1, 2).

These data, in addition to reports from the Office of Civil Rights (2014) detailing the disproportionately high suspension and expulsion rates of Black, Hispanic, and disabled students (U.S. Department of Education, 2013) imply that

Table 1: 2017 NAEP 4th Grade Math and Reading Test Score Gaps in Points.

Demographics	4th Grade Math	4th Grade Reading
Black–White	25	26
Hispanic–White	19	23
FRL–Non-FRL	24	28
ELL–Non-ELL	26	37
Disabled–Non-disabled	29	40

**Table 2: 2017 NAEP 8th Grade Math and Reading Test
Score Gaps in Points.**

Demographics	8th Grade Math	8th Grade Reading
Black–White	32	25
Hispanic–White	24	19
FRL–Non-FRL	29	24
ELL–Non-ELL	40	43
Disabled–Non-disabled	41	39

something is going wrong during the teaching and learning processes for already marginalized students.

Education reformers have suggested a variety of strategies to close widening achievement gaps: threatening teachers with job loss, rewarding teachers with merit pay, creating competition through charter schools, providing vouchers for private school, hiring more teachers of color, and most recently, at the classroom level – employing culturally responsive and culturally sustaining teaching practices.

Evaluating the efficacy of reform agendas is beyond the scope of this book. We are instead, taking a step back to better understand why minority students continue to struggle in an education system purported to be the pathway to upward social mobility. Because we’ve dedicated our own careers to preparing high-quality teachers, it makes sense that our entry into school reform is through educators.

We are not saying that school and district leaders are the problem. Nor are we placing blame at the feet of teachers. On the contrary, we see these people – who’ve dedicated themselves to the betterment of young people – as agents of change. We recognize that many public and private school teachers have not had sufficient training to prepare

themselves to address the many challenges embedded in teaching and learning processes. What's more is that teachers are not given the agency to solve educational problems on their own. They are instead inundated with short-term fixes for issues it took centuries to create.

We are not naive or arrogant enough to think that we alone can mitigate structural inequities in our education system. But what we can do is ensure that we provide teacher candidates with the best preparation possible to work in a system in which difference – in ability, in interest, and in motivation – is the standard. And to do that, we need to focus not only on teachers' instructional practices, but also on the beliefs, values, and attitudes underlying educational decision-making.

Just as we ask teachers why they choose to teach, we must also ask them why they choose to teach *that* grade, in *that* school, in *that* manner. Because it is the thinking behind teaching that must change if all students, regardless of income, race, language, or ability level, are to experience educational success. Focusing on teaching methods may just be another band-aid; however, focusing on teaching dispositions may offer opportunities for lasting reform.

Toward that end, we developed a scale to assess educators' dispositions for multicultural teaching, the Dispositions for Culturally Responsive Pedagogy Scale (DCRPS). The purpose of *Schooling Multicultural Teachers* is to provide practical examples of how the DCRPS can support program evaluation, as well as guide preservice and in-service teacher development across diverse programs and demographic contexts.

ORGANIZATION

This book is organized into four parts. In Part I, we situate the DCRPS within historical and contemporary multicultural

education contexts. We then describe the six-step development and validation process we underwent to create the DCRPS. This is readers' first introduction to the three dispositional domains that guide the use of the DCRPS: a Disposition for Community, a Disposition for Social Justice and a Disposition for Praxis. Part I ends with a comparison of the DCRPS to other multicultural teaching scales.

Part II details how the DCRPS can inform education program evaluation. The first example is an urban Grow Your Own (GYO) program that recruits and trains high school and college-aged youth to teach in their local communities. The second example is from our small liberal arts college engaged in a multi-year evaluation of our Master of Arts in Teaching (MAT) program.

Part III offers teacher educators two practical examples of using the DCRPS as a tool to promote multicultural self-reflection, dispositional growth, and professional goal setting in teacher preparation coursework. The first example occurs early in a teacher preparation program and the second occurs at the end of the same program, demonstrating how the DCRPS can be used at various stages of teacher development.

Part IV is for district and school leaders who want to develop professional development around issues of multiculturalism. We share examples of how the DCRPS inspired educator workshops in an urban school district that serves over 70% students of color and 37% ELLs. We also provide an example of using the DCRPS in a rural cooperative (i.e., multi-district) program in which member districts serve a wide range of student demographics, including low-income and migrant families.

The conclusion reminds practitioners of the scale's possibilities as well as its limitations. We summarize the opportunities the scale provides to dig deeper into multiculturalism in educational settings, but we balance that conversation with

an explicit discussion of how *not* to use the scale despite temptations to find a “quick fix” to the “problem” of diversity. Our ultimate goal is to offer practitioners an additional tool to help fill the gaps between multicultural education theory and data-driven teaching.

PART I

UNPACKING MULTICULTURAL EDUCATION