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Lori R. Piowlski

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Culturally Proficient Teachers

by

Lori Piowski

A DISSERTATION

Presented to the Faculty of

The Graduate College at the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Philosophy

Major: Educational Studies

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Under the Supervision of Professor Marilyn Grady

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Culturally Proficient Teachers

Lori Piowski, Ph.D.

University of Nebraska, 2013

Advisor: Marilyn Grady

As teachers look upon the faces of the children sitting in their desks, they will see children that have different needs than the children ten years ago. Significant demographic changes within our schools has created an awareness that solicits teachers to reflect on who is sitting before them and how to instruct to meet all students educational needs. The children of the 21st century deserve to have teachers that are prepared to evaluate, instruct, access, and respond to their current strengths and weaknesses based on grade level standards. Teacher preparation programs have the responsibility to mold future educators that are culturally proficient to deliver instruction and create an environment that will promote student growth.

Understanding the demographic changes can be guided through the history of legislative educational and social influence, 2010 Census data, Adequate Yearly Progress (AYP) reports of state and district progress, and the changes that the California State University systems has made in their teacher education programs based on demographic change. This will provide a place to begin reflecting on how to provide a comprehensive teacher education program that instills cultural proficiency.

Dedication

I dedicate my dissertation to my family, my husband, John, and my children Nicole and Nick, as well as my mother and father and ultimately my Father in heaven. Without their continual love and constant encouragement this journey would not have been possible. They provided me strength when I was discouraged; hope when I was taking statistics, and determination to strive for my dreams. Love, support, patience, understanding, faith, and determination were the factors that enabled me to complete this amazing journey. I hope to be an example for my children to never give up, strive for the impossible, and reach for your dreams! Anything is possible!

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Chapter 1

Introduction

Research Issue

Rapid changes in the United States demographics are altering the student population within schools (Singleton & Linton, 2006). According to Crouch (2012), “Our youngest populations are the most diverse” with forty-seven percent of children younger than five belonging to a racial or ethnic minority group. “In 2010, 21.6 percent of children under the age of eighteen lived in poverty (US Department of Education, 2011, p.8). ” The number of children served under the Individuals with Disabilities Act has increased 2.9% between 2000 and 2009 (US Department of Education, 2011). The National Center for Educational Statistics (2011, p.1) reports that “The number of school-age children (children ages 5–17) who spoke a language other than English at home rose from 4.7 to 11.2 million between 1980 and 2009 (p.1)”.

These demographic shifts within school populations are being closely watched in alignment with their educational target performance expectations. All students are given standardized tests that measure their progress towards the states’ academic standards. The results are measured by reporting Annual Yearly Progress (AYP) where demographic student subgroups are compared, to determine the extent of the achievement gap. The demographic subgroups recognized by AYP are recognized as: race or ethnicity, socioeconomic status (students receiving free or reduced price lunch), students who are limited English proficient (LEP) and students with disabilities (FLDOE, 2012). The achievement gap is defined by the U.S. Department of Education (2011) as “ when one group of students outperforms another group and the difference in average scores for the two groups is statistically significant” (p.1).

The fact that demographics have and will continue to shift, directly impacts the needs of the students sitting in classrooms all across America. The demographics of teachers remain relatively consistent with the majority being white females (Feistritzer, 2011). Gomez , Strage, Knutson-Miller, Garcia-Nevarez and Garcia-Nevarez (2009) express that teachers have a responsibility to adjust instruction for the increasingly culturally diverse learners. Cultural responsive teaching has been identified as a bridge for teachers to educate students from diverse backgrounds and those with diverse needs in order to close the achievement gap that exists (Millner, 2006). Trumbull and Pacheco (2005) define culture as language, race, and ethnicity while recognizing the inclusion of gender, class, and religion as tenets of culture. According to Robins, Lindsey, Lindsey and Terrell (2012), “cultural proficiency is a way of being that allows individuals and organizations to interact effectively with people who differ from them”. It is a developmental approach for addressing the issues that emerge in diverse environments.

To address these concerns, educators need to recognize educational cultural/historical milestones, confront the fact that there is an academic disparity between subgroups identified on state testing measures (as reported in the 2010 US Census), acknowledge the minimal change in the demographics of teachers, address the diversity standards for teachers, and encourage future educators to embrace our students’ differences and teach with a culturally-proficient mindset. The educational future of our children hinges on teachers recognizing the necessary pedagogical shifts required in meeting the needs of all students. Dr. Martha J. Kanter, Under Secretary U.S. Department of Education (2011) acknowledges that California State University’s teacher education programs are in the forefront of tackling all aspects of this issue.

Effective educators in the 21st century must embrace the changing demographics in classrooms across the country and reinforce student achievement for every child (Barnes, 2006). The achievement gap between and among various demographic groups continues to be a hot topic of conversation among politicians and school district leaders as they scrutinize Adequate Yearly Progress (AYP) reports. This situation makes it vitally important for educators to become culturally proficient in order to successfully address the needs of all students through culturally relevant pedagogy (Karns, Lindsey & Myatt, 2011).

Barnes (2006, p.86) suggested:

This disconnect between theory and practice has caused many teacher education program faculty to reexamine their curriculum-content, materials, syllabi and methods-when it comes to preparing culturally responsive pedagogues. What can result is not a hierarchical order of the curriculum, but a cohesive and interrelated one.

Educating future teachers to be confident in threading cultural learning experiences through their instruction and teaching strategies, reflecting on how they define their personal and professional selves in terms of their beliefs and biases, and determining how to effectively engage learners from all cultural backgrounds and diverse needs, is a challenge university teacher education programs must address (King, Artiles, & Kozleski, 2009).

Ryan, Carrington, Selva, and Healy (2009) discussed the need to continue to examine teaching strategies and curriculum components in teacher education programs in order to support the growth of pre-service teachers and their abilities to develop and

implement sophisticated understandings of culturally-proficient teaching. This study examined: a) what cultural-proficient teaching pedagogy means and how it is interpreted by worldview educators who are known for their work with diversity' in education, b) professional development opportunities in which faculty can participate in order to further their development along the cultural proficiency continuum, c) what culturally responsive teaching strategies are currently being implemented and modeled in university teacher education courses, and d) what solutions may exist for training educators to instruct with culturally-responsive pedagogy. In order to remove educationally related disparities in our school systems, we must provide professional development and training for future teachers to be culturally proficient in order to guarantee equal access and high quality instruction for each and every student (Crouch, 2012).

Addressing these issues will promote teacher efficacy regarding work with diverse students and help prepare future educators to be confident and knowledgeable in creating learning environments that will meet the needs of all students (Tucker, Porter, Reinke, Herman, Ivery, Mack, & Jackson, 2005). Embracing diversity within classrooms by practicing culturally-responsive teaching strategies will result in increased academic achievement and ultimately help close the achievement gap. In her book, The Flat World in Education: How America's Commitment to Equity Will Determine Our Future, Darling-Hammond (2010) insists that for the achievement gap to close diverse students need equitable and high quality teachers and resources.

Action needs to be taken to prepare culturally proficient teachers who are able to deliver equitable instruction and inspire all students to strive for greatness if the

achievement gap is to be closed. The urgency for this action can be traced through a series of specific historical milestones.

Historical Background

Looking back can help with understanding a current situation. A number of milestones on the road toward cultural proficiency have occurred since 1970 (Karns, Lindsey, & Myatt, 2011; Smith, 2005). These events are noted in the following paragraphs.

The first cultural milestone on the road toward cultural proficiency occurred in the 1970s. In 1972, the American Association of Colleges and Teacher Education published *No One Model American* which stressed that teacher education could offer a bridge to connect diversity and instruction. The work was directed at future educators and emphasized the importance of using multicultural pedagogy in molding effective teachers (Smith, 2005).

The second milestone in cultural recognition emerged in 1976 when Gibson (1984) reviewed multicultural literature and identified five approaches to multicultural education in the United States. The literature review revealed the term multiculturalism which became a buzzword in conversations regarding cultural proficiency. The five approaches identified by Gibson were:

1. Education of the Culturally Different or Benevolent Multiculturalism. The purpose of multicultural education is to equalize educational opportunities for culturally different students.
2. Education about Cultural Differences or Cultural Understanding. The purpose of multicultural education is to teach students to value cultural differences, to

understand the meaning of the culture concept, and to accept others' right to be different.

3. Bicultural Education. The purpose of multicultural (or bicultural) education is to produce learners who have competencies in and can operate successfully in two different cultures.
4. Multicultural Education as the Normal Human Experience. The purpose of multicultural education is to lead multicultural education away from diverse dichotomies and toward a fuller appreciation of the range of cultural competencies available to all students. (Gibson, 1984, p. 95)

The third event on this road to cultural proficiency was The Bush Administration's *No Child Left Behind (NCLB)* legislation enacted in 2002 bringing about education reform. Smith (2005) explained:

In January 2002, President George W. Bush signed into law what is arguably the most important piece of US educational legislation for the past 35 years. For the first time, Public Law 107–110 links high stakes testing with strict accountability measures designed to ensure that, at least in schools that receive government funding, no child is left behind (p. 1).

The NCLB legislative framework specified that to be highly qualified, teachers need to develop cultural dispositions and competencies in order to best educate diverse learners (Siwatu, 2008). How to prepare future teachers to be culturally proficient became the challenge for teacher preparation programs.

Other pieces of legislation and litigation that have played a role in advancing the multicultural movement include (Khan, 2011, p.528):

- 1963 Equal Pay Act: Forbade paying women less than men for the same job.
- 1964 Civil Rights Act: Forbade discrimination on account of race, color, age, creed, or national origin in any federally funded activity.
- 1965 Voting Rights Act: Made it unconstitutional to require literacy tests in order to vote.
- 1965 Elementary and Secondary Education Act (ESEA): The ‘original’ NCLB. Signed by President Johnson to help low income and minority children.
- 1968 Title VII: Provided assistance for programs designed to meet the needs of limited English-proficient students.
- 1972 Title IX: Prohibited sex discrimination against students and employees.
- 1973 Rehabilitation Act (Section 504): Ensured that children had equal access to education.
- 1974 Lau v. Nichols: The Supreme Court ruled that when students could not access the curriculum because of language differences, school districts had to provide assistance.
- 1975 Equal Educational Opportunities Act (EEOA): Provided free and appropriate education for all children with disabilities.
- 1975 Education for All Handicapped Children Act (P.L. 94-142). Renamed in 1990: Individuals with Disabilities Education Act (IDEA): Ensured that children between the ages of birth and 21 with disabilities received special services.
- 1982 Doe vs. Plyer: Ensured free public school education regardless of immigrant status.
- 1990’s A decade of standards-based education (Tucker, 2005).
- 2001 NCLB: No Child Left Behind Act: Links government funding to improvement policies for public schools.

This historical background illustrates a timeline of change. Change in demographics, governmental policy, educational rights and instruction, testing and accountability, as well as, the challenge of restructuring teacher education programs to foster culturally proficient educators.

The purpose of this study was to discover how university teacher education programs prepare teachers to be culturally proficient. The central question for this study was: How are university teacher education programs preparing teachers to be culturally proficient?

The sub-questions of the study included:

1. How do educators define culturally proficient instruction?
2. What professional development opportunities should professors engage in to gain an understanding of culturally proficient instruction?
3. What culturally proficient teaching strategies/activities can professors model for students?

Chapter 2

Literature Review

The literature reviewed here provides a road map to help understand the urgency for embedding cultural proficiency in teacher preparation courses in order to quality to meet the needs of all students in the 21st Century. The chapter includes five areas of literature. The first area provides understanding of the existing demographic divide between teachers and students. The next section includes statistics about the achievement gap. This information highlights the urgency to promote teacher efficacy in working with diverse learners and preparing future educators to be confident and knowledgeable in creating learning environments to meet the needs of all students (Tucker, Porter, Reinke, Herman, Ivery, Mack, & Jackson, 2005). Responses to the demographic shifts and the achievement gap have included development of standards and evaluation frameworks to address the new expectations for teachers. The last areas addressed in this chapter define and connect the theory, research and practice of culturally proficient education as a means to bridge the demographic changes and ensure effective teaching in the 21st century.

Demographics of Teachers

According to the *Profile of Teachers in the U.S. 2011* (Feistritzer, 2011), teachers in the United States are predominately white females. The teaching profession is composed of 84% white and 84% female teachers. Between 1986 and 2011, there has been a 15% decrease in male teachers, from 31% to 16%, respectively. There has been a slight increase of people of color entering the occupation of teaching, from 8% in 1986 to

17% in 2011 (p.17). Teacher demographics have remained relatively the same while student demographics have changed significantly (Morrell, 2010).

Change in Student Demographics: The 2010 Census

The U.S. Census Bureau released a brief entitled *2010 Census Shows America's Diversity: Overview of Race and Hispanic Origin*. The brief was focused on “our nation’s changing racial and ethnic diversity” (Public Information Office, 2011, p. 1).

The brief includes the following statements:

The examination of racial and ethnic group distributions nationally shows that while the non-Hispanic white population alone is still numerically and proportionally the largest major race and ethnic group in the United States, it is also growing at the slowest rate. Conversely, the Hispanic and Asian populations have grown considerably, in part because of relatively higher levels of immigration (Public Information Office, 2011, p. 1).

The U.S. Census Brief also reported on the U.S. Hispanic population growth between 2000 and 2010; the Hispanic group growth was significant.

More than half of the growth in the total U.S. population between 2000 and 2010 was because of the increase in the Hispanic population. Between 2000 and 2010, the Hispanic population grew by 43 percent, rising from 35.3 million in 2000 to 50.5 million in 2010. The rise in the Hispanic population accounted for more than half of the 27.3 million increases in the total U.S. population. By 2010, Hispanics comprised 16 percent of the total U.S. population of 308.7 million. (Public Information Office, 2011, p. 2)

In that same document, the geographic distribution of race and ethnicity was analyzed and reported as follows (United States Census, 2012, p.3):

Between 2000 and 2010, Texas joined California, the District of Columbia,

Hawaii and New Mexico in having a ‘majority-minority’ population group

Among all states Nevada’s minority population increased at the highest rate, by 78 percent. California led the nation with the largest minority population at 22.3 million.

The U.S. Government’s Public Information Office (2011) also reported:

Students of color will comprise a larger share of high school graduates in the future. The number of nonwhite graduates is projected to grow by 4,713 students, from 16% of all graduates in 2010 to 23% of all graduates in 13 years. During the same period, the number of white graduates is projected to decline by 12%.

Another statistic reported by the Public Information Office (2011) states:

The U.S. poverty status data set from 2005 – 2009 indicate that 9.9% of all families with related children under 18 years old fall below the poverty level. Socio-economic status is an aspect of diversity that at times is overlooked but plays a tremendous role in educating all children.

The Annie E. Casey Foundation, Kids Count Data Center (Casey Foundation, 2012) has reported the following 2011 statistics in the areas of race, socioeconomic status and English language learners:

Race: Child population by race (Speer, 2012)

| | |
|--------------------------|-----|
| Non-Hispanic White alone | 53% |
| Non-Hispanic Black alone | 14% |

| | |
|---|------|
| Non-Hispanic American Indian and Alaskan Native alone | 1% |
| Non-Hispanic Asian alone | 4% |
| Non-Hispanic Native Hawaiian | <.5% |
| Non-Hispanic Two or More Race Groups | 4% |
| Hispanic or Latino | 24% |

Socioeconomic status

| | |
|---|-----|
| Total eligible for free/reduced school lunch (2009) | 72% |
| Children in Poverty | 23% |

English language learners (ELL)

Children who speak a language other than English at home: 22%

Barnes (2006) tackled the dilemma of the rise in school diversity among students and the fact that the majority of teachers are white, middle-class females. He claimed, “many teacher education programs are still struggling to adequately prepare teacher candidates to successfully deal with the challenge of teaching a diverse student population” (p. 85). Data from Saifer, Edwards, Ellis, Ko and Stuczynski (2011) reveals that teacher education programs need to find ways to prepare future educators to reach and teach all children in this new era of diversity. The demographic disparity should prompt a challenge to teachers and teacher education programs to approach instruction with self-efficacy as they work with more diverse student populations (Saifer, Edwards, Ellis, Ko, & Stuczynski, 2011).

Achievement Gap

Delving into the question, “why do students succeed or fail?” is a basic premise for understanding the existence of the achievement gap. According to Nieto and Bode

(2012) the achievement gap “describes the circumstances in which some students, primarily those from racially, culturally, and linguistically marginalized and low income families, achieve less than other students” (p. 13). The achievement gap is identified through state criterion-referenced test scores and nationally norm referenced testing data. In order to comply with No Child Left Behind (NCLB), subgroups must be identified and tracked based on race, socioeconomic status, special education and English language learners (ELL). Since 1992 there have been only small gains in closing the achievement gap between and among White students and African American, American Indian, Hispanic, and Asian students. The gap is comparable to two grade levels in achievement scores; this is a significant deficit (Nieto & Bode, 2012).

No one disputes that the achievement gap exists; however the origins of the gap have been disputed. The achievement gap can be divided into two categories of possible origins: sociocultural and school-related factors (Nieto & Bode, 2012). Educators must not dwell on what they do not have control over yet it is imperative that their instruction shifts to adjust to students’ prior knowledge. They must acknowledge the sociocultural elements (family configuration, socioeconomic, ethnicity, race, parental education) and, within these context factors, frame lesson plans and differentiate instruction to meet learners’ needs. School related factors are elements within a teacher’s control. Teachers can increase student learning by using what they know and understand about a student’s prior knowledge to guide instruction. Nieto (2010) subdivided the “achievement gap into a resource gap and an expectation gap” (p. 47). He admonished that with this mindset, teachers can begin to peel back the layers that both restrict and empower student learning and use student differences as assets rather than deficits.

When we think about why students with a wide range of diversities may succeed or fail, the focus needs to remain on school-related factors such as, instruction and teacher quality. To maintain a clear understanding of what elements create a quality teacher who is able to meet the students' diverse needs in the 21st century classroom, standards have been developed.

The Annie E. Casey Foundation, Kids Count Data Center (Casey Foundation, 2013) reported the following 2011 information by AYP subgroups regarding the educational testing of U.S. 4th graders who scored below proficient reading level:

By Race and Hispanic Origin:

| | |
|----------------------------|-----|
| White | 58% |
| Black or African American | 84% |
| Hispanic or Latino | 82% |
| Asian and Pacific Islander | 51% |
| American Indian | 81% |

By Disability Status:

| | |
|-------------------------------|-----|
| Students with disabilities | 89% |
| Students without disabilities | 65% |

By English Language Learner Status:

| | |
|-------------------------------|-----|
| English language learners | 93% |
| Not English language learners | 65% |

By Family Income:

| | |
|--|-----|
| Eligible for free/reduced school lunch | 82% |
| Not Eligible for free/reduced school lunch | 52% |

Development of Diversity Standards

The development of standards that include addressing diversity has helped create accountability within university teacher preparation programs. Embedding culturally responsive teaching strategies in the nation's classrooms provides teacher educators an opportunity to create educator awareness of the unique challenges of unraveling just "how" to integrate diversity into the curriculum. According to Wechsler & Shields (2008), research reinforces the fact that "the quality of a student's teacher is the most important determinant of learning after family background" (p. 1).

National teacher standards and policy that are indicators of a quality teacher are found in three prominent documents. The standards can be found in National Council for Accreditation of Teacher Education (NCATE) accreditation of teacher education programs; the Interstate Teacher Assessment and Support Consortium (InTASC Model Core Teaching Standards); and the Danielson Framework for Teaching.

The National Council for Accreditation of Teacher Education (NCATE) provides accreditation to post secondary institutions programs that prepare teachers for P-12 teaching. " NCATE's performance-based system of accreditation fosters competent classroom teachers and other educators who work to improve the education of all P-12 students. NCATE believes every student deserves a caring, competent, and highly qualified teacher" (NCATE, 2012).

The Interstate Teacher Assessment and Support Consortium (InTASC) consists of educational leaders from all states, who promise that, "Our nation's chief state school officers are committed to creating a public education system that prepares every child for lifelong learning, work, and citizenship. CCSSO's promise is to lead chiefs and their

organizations in this effort by focusing on those state-driven leverage points they are uniquely positioned to address-and increasing their capacity to produce students ready to succeed as productive members of society” (Council of Chief State School Officers, 2012, p. 1). The council in 2011 published the *Model Core Teaching Standards* providing a new vision for teacher preparation standards in the 21st century.

Danielson’s Framework of Teaching is another research-based tool to evaluate teacher candidates, student teachers, and all employed teachers. It provides a research-based structure of four domains with elements that have specific indicators of teacher responsibilities and dispositions (Danielson, 2013).

National Council for the Accreditation of Teacher Education (NCATE)

In 1977, the National Council for the Accreditation of Teacher Education (NCATE) adopted standards that required all NCATE institutions be held accountable for their teacher education programs. The inclusion of diversity standards that relate to teacher candidates’ dispositions are stated in NCATE standard number four. This standard specifically addresses diversity (NCATE, 2008):

NCATE Standard 4: Diversity

The unit designs, implements and evaluates curriculum and provides experiences for candidates to acquire and apply knowledge, skills and dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Teacher-education programs across the United States seek to comply with the National Council for Accreditation of Teacher Education (NCATE) standards to provide accountability and improve teacher preparation. In doing so, they are challenged by two NCATE standards in particular (NCATE, 2008) under the diversity standard #4. Those are 4c) experiences working with diverse candidates and 4b) experiences working with diverse faculty. Recruitment of those with diverse backgrounds must be a pivotal component in the selection processes of both students and faculty (Gallavan, Troutman, & Jones, 2001). Teacher education programs that are NCATE accredited must adhere to NCATE standards to ensure that teacher candidates meet specific competencies throughout their methods coursework.

InTASC Model Core Teaching Standards

The new 2011 InTASC Model Core Teaching Standards include teacher's responsibility to be cultural responsive to students needs. The following are the standards, performances, essential knowledge and critical dispositions that align with the Council of Chief State School Officers (2012). Karns, Lindsey, and Myatt (2011), in their book *Culturally Proficient Education*, identified the factors that impact the achievement gap among subgroups, but concentrate on the elements over which educators have influence. They emphasized the relationship of teaching to learning in which educators change their instructional practices and interactions to best meet the needs of students.

Standard #1: Learner Development (Council of Chief State School Officers, 2012, p. 1-3)

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Essential Knowledge:

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible.

Critical Dispositions:

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences (p. 3 - 4)

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performances:

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and

response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Essential Knowledge:

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group Interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Critical Dispositions:

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments (p. 5 - 7)

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Performances

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

Essential Knowledge (p. 6)

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

Standard #4: Content Knowledge (p. 7-9)

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Performances

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Essential Knowledge

4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

Critical dispositions

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

Standard #5: Application of Content (p. 9 – 11)

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performances

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

Essential Knowledge

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

Critical Dispositions

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

Standard #6: Assessment (p. 12 – 14)

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learner's decision-making.

Performances

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.

Essential Knowledge

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Critical Dispositions

6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.

Standard #7: Planning for Instruction (p. 14 - 16)

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performances

7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Essential Knowledge

7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Critical Dispositions

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

Standard #8: Instructional Strategies (p. 17- 19)

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performances

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

Essential Knowledge

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

Critical Dispositions

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

Standard #9: Professional Learning and Ethical Practice (p. 19 – 21)

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performances

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

Essential Knowledge

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

Critical Dispositions

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

Danielson's Framework for Teaching

Some university teacher preparation programs have adopted Danielson's (2007) Framework for Teaching as a research based coaching, professional development or evaluation tool, during students' field experiences and their student teaching. School districts across the country are also utilizing the Framework to evaluate their faculty. Danielson's Four Domains include culturally responsive teaching responsibilities within the following elements and indicators (Danielson, 2013). These are the domains, elements, and indicators that are reflective of cultural proficiency that supervisors can evaluate and mentor teacher candidates to develop:

Domain 1: Planning and Preparation**1b Demonstrating Knowledge of Students (p. 13)****Elements:**

Knowledge of the learning process

Knowledge of students' skills, knowledge, and language proficiency

Knowledge of students' interests and cultural heritage

Knowledge of students' special needs

Indicators:

Student interests and needs learned by the teacher for use in planning

Teacher participation in community cultural events

Teacher-designed opportunities for families to share their heritages

Database of students with special needs

1c Setting Instructional Outcomes (p. 17)**Elements:**

Suitability for diverse students

Indicators:

Outcomes differentiated for students of varied ability

1f Designing Student Assessments (p. 29)**Elements:**

Design of formative assessments

Indicators:

Variety of performance opportunities for students

Modified assessments available for individual students as needed

Domain 2: The Classroom Environment

2a Creating an environment of respect and rapport (p. 35)

Elements:

Teacher interactions with students, including both words and actions

Indicators:

Respectful talk, active listening, and turn taking

Acknowledgement of students' backgrounds and lives outside the classroom

Fairness

2b Establishing a Culture for Learning (p. 40-41)

Elements:

Expectations for learning and achievement

Student pride in work

Indicators:

High expectations of high quality work on the part of the students

Expectation and recognition of effort and persistence on the part of students

Domain 3: Instruction

3a Communicating with students (p. 59)

Elements:

Expectations for learning

Indicators:

Clear directions and procedures specific to the lesson activities

Correct and imaginative use of language

3b Using questioning and discussion techniques (p. 63-64)

Elements:

Quality of questions/prompts

Student participation

Indicators:

Questions with multiple correct answers or multiple approaches, even when there is a single correct response

Discussion, with the teacher stepping out of the central, mediating role

High levels of student participation in discussion

3c Engaging students in learning (p. 70-71)**Elements:**

Grouping of students

Instructional materials and resources

Structure and pacing

Indicators:

Students highly motivated to work on all tasks and persistent even when the tasks are challenging

3d Using assessment in instruction (p. 76-77)**Elements:**

Monitoring of student learning

Feedback to students

Student self-assessment and monitoring of progress

Indicators:

The teacher paying close attention to evidence of student understanding

The teacher posing specifically created questions to elicit evidence of student understanding

The teacher circulating to monitor student learning and to offer feedback

3e Demonstrating flexibility and responsiveness (p. 81)

Elements:

Lesson adjustment

Response to students

Persistence

Indicators:

Incorporation of students' interests and daily events into a lesson

The teacher adjusting instruction in response to evidence of student understanding (or lack of it)

The teacher seizing on a teachable moment

Domain 4 Professional Responsibilities

4c Communicating with families (p. 95)

Elements:

Information about individual students

Engagement of families in the instructional program

Indicators:

Frequent and culturally appropriate information sent home regarding the instructional program and student progress

Two-way communication between the teacher and families

Frequent opportunities for families to engage in the learning process

4d Participating in the professional community (p. 99)

Elements:

Involvement in a culture of professional inquiry

Service to the school

Indicators:

Regular teacher participation in school initiatives

Regular teacher participation in and support of community initiatives

Defining a Culturally Proficient Educator

Cultural proficiency requires thinking beyond race or ethnicity and self-reflecting on personal bias, stereotypes, beliefs, and norms. In other words, how do personal assumptions influence how you communicate with people perceived to be different (Nuri-Robins, Lindsey, Lindsey, & Terrell, 2012)?

Educators who become culturally proficient are able to be honest about their reactions and presumptions regarding students' cultural dimensions. Teachers can also strengthen students' self and social efficacy by creating learning opportunities that promote the existing diversity within the class (Karns, Lindsey, & Myatt, 2011). They can capitalize on the knowledge they have acquired about all students and build instruction around that knowledge to construct a meaningful and relevant connection between the student and the concept being taught.

Classroom instruction must shift as demographics in the classroom change. Consequently, educators must identify and develop cultural proficiency for themselves, personally and, in turn, infuse that knowledge of self and students into the development of the environment of their classroom and their instructional strategies. Nuri-Robins,

Lindsey, Lindsey, and Terrell (2012) identified specific traits of culturally proficient educators:

- A mind-set that guides instructors and builds confidence and competence.
- The use of specific tools for effectively describing, responding to, and planning for issues and opportunities that emerge in diverse environments.
- A way of becoming and growing as an educator.
- Valuing the learner as thinker and doer.
- Honoring and respecting the cultural identities of all learners.
- Designing experiences that build on prior knowledge and experiences of the learner.
- Understanding assessment bias.
- Holding high expectations for each learner.
- Presenting rigorous, standards-based content.
- Selecting materials and resources that reflect multicultural perspectives.
- Managing the dynamics of difference.
- Valuing diversity and inclusion. (p. 87)

As these traits develop, the individual moves along a continuum of cultural proficiency. The continuum can be used to identify how a teacher reacts to the differences of students. As movement occurs along the continuum, in an upward trajectory, a positive outlook on others' attributes emerges (Nuri-Robins, Lindsey, Lindsey, & Terrell, 2012). For example, instead of thinking about the high number of Somalian students enrolled in a school as negative, the situation can be reframed as an opportunity to engage and develop social justice within their school. Educators must be

able to self reflect on their behaviors and practices in the classroom if they are to provide equitable and culturally proficient instruction to all students. The points of the Cultural Proficiency Continuum are:

1. Cultural destructiveness –Seeking to eliminate the cultures of others in all aspects of the school and in relationship with their communities.
2. Cultural incapacity –Trivializing other cultures and seeking to make the culture of others appear to be wrong.
3. Cultural blindness –Pretending not to see or acknowledge the culture of others and choosing to ignore the experiences of cultural groups within the school and community.
4. Cultural pre-competence –Becoming increasingly aware of what you and the school don't know about working in diverse settings. (It is at this key level of development that you and the school can move in a positive, constructive direction or you can vacillate, stop, and possibly regress.)
5. Cultural competence –Manifesting your personal values and behaviors and the school's policies and practices in a manner that is inclusive with cultures that are new or different from yours and the school's.
6. Cultural proficiency –Advocating for lifelong learning for the purpose of being increasingly effective in serving the educational needs of cultural groups. Holding the vision that you and the school are instruments for creating a socially just democracy. (Lindsey, 2012, p. 17)

The Passage Towards Culturally Proficient Education through Theory, Research and Practice

Christine Bennett's (2011) vision of 21st century learners is one in which all teachers are culturally competent, qualified, caring, and promoters of equity for all students. Additionally, despite the increasing pressures teachers face, in regards to high stakes testing, standards based outcomes, curriculum alterations, and changing student demographics, education has moved past the status-quo of traditional teaching to a proactive multicultural lens that demands educators connect theory, research, and practice.

Bennett's vision has a framework of four guiding principles to describe cultural pluralism, i.e., the basis of multicultural education reform. She describes cultural pluralism as, "eradication of racism and other forms of oppression, the importance of culture in teaching and learning, and high equitable expectations for student learning" (2011, p. 5).

The four guiding principles are: equity pedagogy, curriculum reform, multicultural competence, and social justice (Bennett, 2011). These principles can be implemented in primary, secondary, and post secondary education. Incorporating them in the curriculum of teacher preparation programs could create a dimension of cultural competence for future educators. Using a multicultural framework could result in an increase of culturally proficient educators.

Chapter 3 Methods

Tradition of Inquiry

The purpose of this study was to discover how university teacher education programs prepare teachers to be culturally proficient. The central question for this study was: How are university teacher education programs preparing teachers to be culturally proficient?

The sub-questions of the study included:

1. How do educators define culturally proficient instruction?
2. What professional development opportunities should professors engage in to gain an understanding of culturally proficient instruction?
3. What culturally proficient teaching strategies/activities can professors model for students?

Qualitative Method

A qualitative method of inquiry was chosen for the study. Qualitative research is a form of interpretive inquiry that involves the process of striving to recognize and make sense of the world through the lens and experiences of those living in it (Merriam, 2009). This process was used in this study to obtain an understanding of this complex condition and to introduce examples of cultural proficiency in educators' experiences rather than expand generalizations (Stake, 2010). Hatch (2002) stated, "While traditional quantitative methods generate data through the use of instruments such as questionnaires, checklists, scales, tests, and other measuring devices, the principal data for qualitative researchers are gathered directly by the researchers themselves" (p. 7). Creswell and Clark (2007) emphasized that qualitative research is conducted when the researcher is

searching “to understand the contexts or settings in which participants in a study address a problem or issue”.

When choosing qualitative research for this study the paradigm of the constructivism worldview where the “goal of research, then is to rely as much as possible on the participants’ views of the situation” (Creswell, 2012, p. 20). The participants provided their views and experiences with cultural proficiency in teacher education programs.

Case Study

Stake (2010) emphasizes that despite the methods used, research seeks to create meaning by examination of the problem. The case study approach of qualitative research was appropriate for this study as it provides an in-depth understanding (Creswell, 2007). Creswell (2007) defines the unit of analysis concerning a case study as “studying an event, a program, an activity, involving more than one individual.” Case studies include thick, rich descriptions, which involve a problem that takes place in a natural setting and requires a holistic understanding.

This study focused on three main issues: 1) identifying what it means to be a culturally proficient educator, 2) gaining insight on how faculty can engage in professional development that will allow them to understand culturally proficient instruction, and 3) describing the research into practice that established educational professionals have encountered in effectively threading culturally proficient teaching strategies through their teacher education programs. In case study research, the researcher carries out the data collection and tends to be personally involved in the phenomenon

being studied. Creswell and Plano Clark (2007, p. 39) discussed that case studies provide a depth of understanding and an all-inclusive explanation:

Case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes.

Considerations: Determining the Location and Participants

Location of the participants was an integral component of this study. Research was conducted on two criteria before selecting the state and the participants. The two criteria included: Adequate Yearly Progress (AYP) reports for all 50 states and 2010 Census Data for all 50 states. The intended outcome was to cross reference the data to determine a state where student achievement is highly impacted by changing demographics. To be able to answer the central research question: “How are university teacher education programs preparing teachers to be culturally proficient?” the selected state needed to provide the greatest insight into progressive action within teacher preparation programs to meet changing demographic challenges impacting student achievement. After cross-referencing data using the stated criteria, the location of California was selected. The following is the data collected from the AYP Reports and 2010 Census:

Adequate Yearly Progress (AYP). First, a report, *AYP Results for 2010-2011*, issued by the Center on Education Policy (Usher, 2011), regarding adequate yearly progress reports (AYP) mandated under NCLB to monitor student achievement growth

was examined. The following information is based on their findings among all 50 states: AYP gives each state an overall percentage of how many schools in the state met their AYP targets of students/schools based on a proficiency standard. The overall percentage is disaggregated into subgroup achievement. The subgroups include: Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, native Hawaiian or Pacific Islander, White, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and English Language Learners (ELL). The number of schools in the U. S. that did not reach AYP during the 2010-2011 school year was reported to be 90, 695 or 48%. These figures reflect a dramatic increase of 9%, since 2010. The state of California ranked number one, with the highest number of schools not meeting AYP, i.e., 6,526 out of 9,875 schools. California schools not meeting AYP target goals had increased 4% since 2010. When looking at California's subgroups scores, 4 out of the 12 sub-groups met the AYP target percentages for English-Language Arts and Mathematics; consequently, 8 of the 12 sub-groups (66.7%) did not meet proficient rate criteria.

2010 Census Data. The second component researched in the location selection of the state was the 2010 Census Data. The Census Data of 2010 as reported in the *Kids Count Census Data Online* (Casey Foundation, 2012), the American Human Development Project (*Measure of America, 2011*) and *Census SAIPE-in the United States: 2010* (U.S. Census, 2010) provide a breakdown of indicators for each state. The indicators chosen for review were based upon the subgroup areas of AYP. California was selected because it has the largest state population (37,253,956) and the following AYP indicators for 2010 based on 2010 Census reports previously mentioned:

- Highest number of children under age of 5 in poverty (588,090).
- Highest percentage of children that speak a language other than English at home (46%).
- Highest number of children in foster care; 57,708 compared to the total in the United States 408,425.
- 3rd in the nation for lowest percentage of Non-Hispanic White alone at 27%.
- In 2009, 73% of students were eligible for Free and Reduced Lunch.
- 10.7% of students qualify for special education services.
- Highest population percentage of homelessness; 1.00 % of population compared to the nation's 0.30 %.

The AYP data across subgroups compared with the 2010 Census Data indicated that California is the state most challenged to address the changing demographics within schools and the academic crisis in student achievement as indicated in the AYP data.

The selection of California as the location, then led to research on the teacher preparation programs within that state. The choice to focus on the California State University System was based on two factors. First, it is the largest university system in the California; and second, it has been recognized as a leader in culturally-relevant teacher preparations programs.

Location Focus

California State University (CSU) Teacher Education Programs:

The *January 2012 Executive Summary of The California State University* (CSU) provided current data about the system. The CSU system is the largest and most diverse university system in the United States. CSU is comprised of 23 campuses and 427,000

students with over 54% of the students being minorities. What makes the CSU system unique is that the CSU student enrollment reflects the rapidly changing United States demographics. The CSU system has more than twice the average minority enrollment compared to university systems nationwide. Sixty per cent of graduated California teachers came through CSU teacher education programs (Reed, 2012).

Fifty-four percent of the students attending CSU are minorities and forty percent were raised in families where English was the second language (Reed, 2012). Three experts in the field of teacher preparation spoke at the California State University Summit, 2011 and expressed their perceptions of what elements are essential in creating qualified teachers for the 21st century.

Dr. Martha J. Kanter

The California State University System is considered to be in the forefront of restructuring and refining teacher education programs (Kanter, 2011). Dr. Martha J. Kanter (2011), Under Secretary, U.S. Department of Education, spoke at the California State University Summit and clarified that the Obama administration is dedicated to supporting teacher preparation programs through investing substantial funds to regulate teacher preparation programs with a strategy intended to “reward the good, improve the mediocre, and turn-around or shut down the poor performers”. She noted that these actions would be based on specific results. Additionally, she emphasized that to close the achievement gap we need to prepare future teachers to teach all students; this realization comes from the president and trickles down to all stakeholders in our nation’s educational systems.

Dr. Kanter (2011) explained what a quality teacher preparation program must include:

- Field experiences that prepare candidates to teach diverse students in high-need settings.
- The incorporation of extensive field experiences.
- Programs that are research based and in which candidates can apply research and data to drive instruction and student learning.
- Evidence-based methods of instruction for diverse learners.
- Performance-based assessments of teacher candidates.
- The effort to transform teacher preparation by focusing on clinical practices (as described by NCATE).
- Close partnerships with school districts.

In the coming years, a million teachers will be retiring, creating an urgency to effectively prepare teacher candidates for the demographic changes in the 21st century (Kanter, 2011). Dr. Kanter (2011) commended leaders in the California State University System in their diligence to transform teacher education and emphasized that, “Tomorrow’s teachers must be prepared to take on the responsibility of tomorrow’s students—students from increasingly diverse economic, racial, linguistic and academic backgrounds”.

Dr. Michael Spangna

Another speaker at the CSU Summit, Dr. Michael Spangna, Dean of the Michael D. Elsner College of Education, CSU – Northridge, reinforced Dr. Kanter’s concern about the million teachers retiring and added that there is a significant decline in the number of

students choosing to go into teaching while the number of students in PK-12 schools is increasing. These projections create a definite discomfort within teacher preparation programs; and yet, this challenge could also be a moment to embrace the opportunity for immanent large-scale change.

Dr. Michael Spagna (2011) proposed six critical elements that need to be embedded in teacher preparation programs:

- Strong partnerships among colleges of education, school districts and communities.
- Progression through the program as part of a cohort.
- Apprenticeship alongside experienced and trained mentors.
- High quality professional development with emphasis on tightly aligning educational theory and clinical practice.
- Collection and monitoring of student achievement data for continuous program improvement.
- Effective, supported induction.
- Core courses that focus on foundational knowledge and skills for teachers serving diverse urban learners.

Dr. Linda Darling-Hammond

Linda Darling-Hammond (2011) is a professor at Stanford University. She has been recognized as one of the most influential individuals affecting teaching and teacher education. She served as both a moderator and speaker at the California State University Summit. She concurred with Dr. Kanter and Dr. Spagna that teacher education programs

must focus on educating future teachers to use research-based practices to reach a wide range of learners. She highlighted features of exemplary teacher education programs as:

- Having a tightly knit set of experiences based on a common, clear vision of good teaching.
- Having well-defined standards of practice and performance.
- Teaching a rigorous core curriculum, with emphasis on student learning, assessment, and content pedagogy.
- Using problem-based teaching methods, including cases, action research, portfolios, and capstone projects.
- Extending clinical experiences (30+weeks) with expert veterans, linked to coursework, in partnership schools.

In the *Executive Summary*, Chancellor Charles B. Reed (2012) highlighted, “Given its massive size and sweeping mission, the CSU is one of the most ambitious and complex public enterprises in the world”. He emphasized CSU’s partnerships with K-12 schools by stating that CSU, “has earned a national reputation for its comprehensive K-12 academic outreach programs. The CSU works closely with K-12 schools by offering faculty to faculty partnerships, trained CSU student tutors, academic skills enrichment, and college preparation and application support”. CSU universities are impacting student achievement in K-12 with the opportunities that university-district partnerships are engaging in.

Data Collection on Existing Programs

The next step in the study was to determine if the current CSU teacher preparation programs were addressing cultural proficiency within their coursework and other

requirements. To discover the transparent elements of cultural components that the CSU teacher preparation programs were embedding, an examination of the 23 CSU preparation programs was conducted. Research was conducted through online searches for the following sources:

- University course catalogs
- College of Education mission statements
- College of Education links to further information (FAQ's, field placement, student teaching, pre-requisites, admission criteria, application, course requirements, options, performance assessments)
- Course descriptions
- Faculty handbooks
- Student handbooks
- Credentialing documents

From these documents the following information was collected on each CSU teacher preparation program (further explanation on each category is given in chapter four):

- Hours of pre-field experience (before admission to the credential program)
- The number of courses with a diversity component that were required prior to **the** Credential Program; Prerequisite Courses. Understanding given that different pathways may or may not require prerequisites
- Evaluation of the support provided for the evaluation tools:
TPA/PACT/FAST
- Total Number of hours or units required during field experience and student teaching during credential program

- Seminar requirements
- Terms used to describe the cultural component
- Number of courses with a diversity/cultural focus in the course descriptions during the credential program
- Required examinations
- Program options
- Additional information

From this general overview of the twenty-three CSU teacher preparation programs, a matrix was developed to provide a format for comparing and contrasting programs. The goal of the matrix (Appendix I) was to discover how the CSU teacher education programs were explicitly embedding culture into their programs.

Identifying World View Experts

The final stage in the research was to identify and interview four participants who could provide insight into how teacher educators can weave cultural proficiency throughout teacher preparation programs. This is described in the sampling method.

Sampling Method

A total of four public figures, in higher education, were chosen to participate in this study based on the criteria: a) they are nationally known for their research in cultural proficiency, b) writing of articles and books on educational cultural proficiency, and c) experience with preparing teachers to be culturally proficient in the state of California. Creswell (2009) recommends selecting participants that will best help the researcher understand the questions associated with the research study. In this study, each participant was selected because of his/her role as a culturally proficient educational

leader. Two women and two men, with a range of affiliations in education, were selected for the study. Their levels of education range from Ed.D. to Ph.D.

Each participant was selected through a purposeful sampling technique, which allowed for the specific selections that would best address the purpose of the study and would provide rich descriptions for deeper understanding. Purposeful sampling is based on the assumption that the investigator would like to discover, understand, and gain insight; therefore, the investigator must select a sample from which the most can be learned (Merriam, 2009, p. 77). Hatch (2002, p. 98) states that, “critical case samples include individuals who represent critical importance to the phenomenon of interest This sample is considered a “critical case” that “permitting logical generalizations and maximum application to other cases” (Creswell, 2007, p. 127)..

Hatch (2002) agrees with Merriam and Seidman that there are no magic formula used to determine a sample size in a qualitative study and stated (p. 49) it “depends” on the type, purpose, and ultimately what the study is attempting to expose. The purposeful sampling strategy used in this study correlated with a homogeneous sample as described by Hatch (2002, p.50), “Homogenous samples are made up of participants who share common characteristics, and these selection strategies are useful for studying small subgroups in depth”. Participants for this study were identified by four criteria: (1) affiliation with higher education in California, (2) publication of books and articles on cultural proficiency in education, (3) recognition as educational leaders in cultural proficiency, (4) demonstrated agenda of research on cultural proficiency in education. An email recruitment letter was sent to each identified participant and followed up with a recruitment phone call. Each participant received an email research letter of invitation.

Participants indicated their willingness to participate and a convenient time and place for a face-to-face interview was agreed upon.

Confidentiality of the participants was maintained. Prior to being interviewed, the participants were asked to sign an informed consent letter. The participants' identity is confidential.

Transcriptions of the taped interviews were required for analysis. The tapes were transcribed by a professional transcriptionist and sent to the interviewee for review. To create trustworthiness, the interviewee was able to clarify their responses or give the researcher other information in keeping with the procedure of member checking.

Each participant presented a worldview of knowledge in preparing culturally proficient educators during a time of demographic change; thus the participant becomes a "case." Each participant told their story of what culturally proficient means and how to prepare and become a culturally proficient educator who is able to meet the needs of all students'. They also described how faculty could engage in professional development that will aid in embedding cultural proficiency in teacher education programs to create highly qualified teachers to meet AYP. This case study involved interviews with four case participants who shared their expertise and personal journeys toward cultural proficiency in education.

Participant Descriptions

Participant 1 *"to really internalize that it's about me and how I relate to other people becomes the important part"*

Participant 1 has an impressive resume that revolves around work with diverse populations. He was specifically approached to be a participant of this study because of

his extensive work with school districts across the country that are experiencing drastic population changes. His life journey is essential in providing a lens into his passion and desire to be an agent of change in schools, law enforcement and community organizations. He is a much sought after facilitator with subjects linked to equity, diversity, cultural proficiency, conflict resolution, problem solving, leadership, and long range planning of staff development. Learning about the road he traveled allows for greater appreciation of his accomplishments and expertise.

This participant grew up in the North during the 1930's, in a family who is deeply rooted in Appalachia. His father instilled the values of equity, social class, and took a strong stance on the black-white divide. To this day, he is able to recognize the bias that was present during his growing up years due to his family origins and being in the first generation of his family to be born and raised in the North. He grew up in Illinois and became the first in his family to graduate high school and then college.

His undergraduate education began at Western Illinois University, which led him to a teaching position as a teacher of ancient Greek history for advanced students and social studies to the remaining students. This was in the 1960's. The student injustices within schools began to be apparent and that is when he furthered his education in a Masters of Arts in Teaching Program at the University of Illinois with an interest in gaining more knowledge in history, education, and adolescent psychology.

This was during the civil rights movement. He enrolled in a course called Negro American History that was being taught by a white professor in a class with both undergraduate and graduate students. Being a graduate student, the opportunity arose for him to engage in research; this opportunity became a moment of impact as he engaged in

intensive research on James Baldwin and the slave trade in Barbados. The findings appalled him and he began to reflect on his own classroom where the advanced class did not have any poor and black students enrolled.

A move to California, to teach history in a small agricultural community, furthered his cultural experiences, now engaging with Mexican American children. A few years later, during the first year of desegregation in the North, a position was offered to him in a small Illinois district that needed assistance in initiating desegregation. Another moment of impact occurred as he viewed the situation from a viewpoint other than as a teacher. He began to define racism differently and his lens widened to see the bias, prejudice and discrimination against students. He looked at racism from the perspective of how people benefit from it not how racism penalized people.

The direction of his experiences once again shifted and took him to Cincinnati where he continued his work with desegregation in a school district that not only included race but white socioeconomic disparities. After just a few years, Georgia State University offered him a Ph.D. fellowship with a concentration on social justice and change. During those two years he was able to work with the first African American superintendent and five regional administrators, giving him yet another lens on the cultural pulse.

After accomplishing his Ph.D in Educational Leadership, his direction shifted to a more permanent location and place of work. He began by setting up a non-profit agency with a colleague and taught as adjunct at California State University, Los Angeles. His one-year position transitioned into seventeen years. It was a time when he moved from faculty to the chair of the Division of Administration, Counseling, and Foundations. He

was able to successfully bring equity and social justice to the table and develop his work on cultural proficiency.

His journey for 20 years was in environments that were not predominantly white, so to mix things up he took a position for three years at University of Redlands, as the chair of education, a predominately white campus. He continued his journey to Pepperdine University and then onto California Lutheran as an interim dean in the School of Education. He is now an emeritus professor at California State University, Los Angeles.

His seventeen books and numerous articles, as author and co-author, are focused around cultural proficiency. He continues to consult across the country on issues of equity, conflict resolution and cultural proficiency. He is an agent of change!

Participant 2 *“Are we who we say we are?”*

The second participant, famous for her favorite saying, “Are we who we say we are?”, has extensive roots in the educational community; she strives to help leaders develop culturally proficient practices. Her underlying motive in helping educational leaders is to impact the achievement of ALL students.

Her path to becoming an expert in cultural proficient education began in her own elementary classrooms all of which were 100% white, both students and teachers and consequently, limited her exposure to diversity. She graduated from a liberal art college in Mississippi and began teaching in Louisiana during the time of court ordered desegregation. She was teaching black students and working with black teachers, for

which her teacher preparation did not prepare her. During later teaching positions, she had opportunities to teach in many different school districts and usually ended up with the classes of students nobody else wanted to teach. She credits these as significant opportunities to learn how to be an effective teacher with disadvantaged students. Through these experiences, she came to the realization that teachers were not being prepared to provide instruction to students who were considered disadvantaged. As she came to understand that schools were not servicing disadvantaged students successfully, she recognized it was in leadership that she could make an impact. She attended Southern University in Baton Rouge, a black university, where she was the only white student in the program. It was a moment of impact in her life both professionally and personally.

Upon graduating with her master's degree in Educational Leadership, she was selected as one of two for a desegregation taskforce; she served on the taskforce for three years, widening her cultural lens. She moved to Los Angeles, a recognized area with a desegregation plan. She secured a teaching job and even though she had an administrative credential from Louisiana, she needed one in California and began the program at Cal State Los Angeles. She quickly found her work coming together to impact student achievement as a leader. Her employment as an assistant principal and then principal within two school districts enabled her to put equity at the center of her work. When hiring, she looked for teachers who exhibited an understanding of both the concept and operationalization of equitable. She held teachers accountable and challenged policies and procedures to better serve students.

Her ambitions took her to a leadership program in the county Office of Education within the State Department of Education as an Executive Director and on to the California School Leadership Academy (CSLA). The work consisted of preparing administrators with a strong emphasis on the foundation of cultural proficiency and diversity. She earned her Ph.D. in Education from Claremont Graduate University.

Equity, social justice and diversity guided this participant's path personally and professionally. Recently she was honored as a ACSA Region Education Professor of the Year, 2013. She continues her educational culturally proficient influence as an Associate Professor in Educational Leadership at California State University, San Marcos, as a Training Associate for Cognitive Coaching and Adaptive Schools, as a co-author of many books and articles, and as an educational consultant for Culturally Proficient Educational Practices. Her life's endeavor has been to nurture educators and leaders in culturally proficient practices to impact student achievement.

Participant 3 *“our job as educators is to find the jewel and let it shine”*

Participant three wanted to be a pediatrician. While she had a 4.0 GPA, high entrance exam scores and nailed the interview into medical school she was denied entrance into the program because she was a married female. She grew up during the civil rights era, but lived in a homogenous town in Ohio and never experienced prejudice, only a life of privilege. This moment in which she was denied admission to medical school changed the course of her life; it was a moment of impact. This single moment had a very strong influence on her identity and self-efficacy. It was following this

incident that she began to realize that if that one event could turn her world around imagine those who face it everyday must endure.

She obtained a position at a university Institute for Research in Cancer and loved her work there. The research allowed her to publish and present to scientists from all over the world. Another life-changing moment came where she had to work in a lab with rats on Christmas Eve. At that moment she was reminded that what she really wanted was to work with kids! She quit the high paying job and decided it was time to begin a family and make a career change. Her journey took yet another direction as she accepted a teaching job in a GED program, teaching math, physics, chemistry and biology to adults who had dropped out of high school. Many of the adults in the program were English Language Learners and wives of men in the military. A large number of students in her classes were from different Southeast Asian countries. She became a passionate advocate for these marginalized people.

While raising her children in Massachusetts, she was very active in the Officers' Wives Club, volunteering and fundraising for those who were homeless or abused women. She purposefully encouraged others to get involved in helping those who had been marginalized. She was especially encouraging of those volunteers living life with privilege in order to help them see life through a different lens. Her intention was to directly impact people who have been or were currently being marginalized and, to simultaneously guide the more privileged to interact with marginalized individuals in order to broaden their social learning.

Her personal educational journey began at Wright State University in Ohio with a Bachelor's Degree in Psychology. She then pursued a Master's in Curriculum and

Instruction at Chapman University in California. She was determined to make a difference and influence from a higher level of leadership. This determination led her to the University of Redlands in California to earn her California Administrative Credential in Education. She did not stop there, but rather, pursued her doctorate in Educational Leadership, Administration, and Policy from Pepperdine University.

As she furthered her education, her sphere of knowledge and influence was widened through positions as the Coordinator of Professional Development and Curriculum Design to sixty-six school districts in Southern California; the Coordinator of the Center for the Advancement of Small Learning Environments for San Bernardino County Superintendent of Schools; a Linked Learning Pathways Coach for ConnectEd: The California Center for College and Career. Every position allowed her opportunities to impact leaders and educators with a cultural proficient lens.

Currently, she works in three leadership influencing positions. First, she is an Adjunct Faculty member at Pepperdine University in both the Educational Administration and Leadership Master's program and the Educational Leadership, Administration, and Policy Doctoral program. Her teaching assignments include cultural proficiency. She also serves as a Training Associate at The Center for Cognitive Coaching and as President and Founder of Convening Conversations, Inc. a consulting company in the areas of cultural competence and proficiency, cognitive coaching, adaptive schools, and facilitation and development of collaborative groups. The emphases for all of these positions include the transformation of culture within organizations and the development of teachers and education administrators to become culturally proficient.

In addition to her education and employment, she is the author of a book that encompasses both her passion and commitment to cultural proficiency. In her own words, she reflects, “ And so that’s where I come from, and so my whole life was all changed by that one event that sent me on this road to really be an advocate for individuals who haven’t had the privileges that I’ve had growing up”.

Participant 4 *“cultural proficiency has informed all the work that I do”*

Participant four is an author and educator with extensive knowledge in the areas of Bilingual Education, instructional models, teacher recruitment, faculty of color, and culturally proficient education programs. His work has focused on efforts to integrate cultural proficiency into teacher education programs.

He was born in Mexico and came to the United States as a young child. His father was an illegal immigrant who worked in the Bracero Program. The Bracero program was a collaborative effort by the Mexican and United States governments to bring Mexican farm laborers to work the fields in the U.S. (Marentes, 1999). He grew up and attended high school along the Mexico-California border. Following high graduation he enrolled in a community college, where he declared a major of law enforcement.

After a year in the law enforcement program he became involved in a summer opportunity program with the California Mini-Corps. This program was operated at multiple community college and California State University sites. The program hired college students to work as teacher assistants to help migrant children. It was the first experience Participant Four had with migrant children, many of whom were just learning

English. Working in this program became moment of impact for him. When he went home, at the end of the summer, he enrolled in San Jose State University and changed his major to teaching. He earned his Bachelor of Arts in Liberal Studies with a Minor in Mexican-American Studies. He was awarded multiple subject credentials, one with a bilingual emphasis in Spanish and the other a Crosscultural, Language and Academic Development Credential (CLAD). While earning his credentials, he continued working at the Mini-Corps during both in the summers and during the school year. By the time he graduated he had five years of experience working with migrant children and their families. Following graduation, he worked as a 5th and 6th grade bilingual teacher.

He as worked with students in high schools. This helped him realize that support was needed to guide students to post secondary education institutions. This realization motivated his decision to earn a Master's of Education in Counseling Education at the University of San Diego. He then became the College Coordinator/Community College Counselor with Butte County Office of Education. Upon further reflection, he decided that if he really wanted to create change, he should pursue an administrative credential as well. Consequently, he pursued a Master's of Arts in Educational Administration and Supervision at San Diego State University. He didn't stop there, but rather continued his life-long learning at Point Loma Nazarene College with an Educational Specialist Degree in Educational Administration and Supervision. He earned his Doctorate in Educational Administration at Northern Arizona University.

His experiences with the issues of language and culture among migrant students and his extensive education brought him to California State University Stanislaus as an Assistant Professor and Director in the Multiple Subjects Credentialing Program. He

taught cultural diversity courses and social studies methods (where he was able to stress social justice and equity). After a few years, he accepted a position at the University of Redlands as Assistant Professor and Director of the Teacher Education and Master's Degree in Curriculum and Instruction Programs. As the coordinator of the credentialing program, he was able to introduce the inclusion of the CLAD into the coursework. Prior to this, the program had no courses related to diversity, language acquisition, or English learner theory. During this time he also became actively involved in learning about the cultural proficiency continuum.

He left the University of Redlands for a position as a Professor in the School of Leadership and Education Sciences in the Learning and Teaching Department at University of San Diego. Many of his publications are framed using the cultural proficient continuum. His publications include the topics of using cultural proficiency in teacher education and with English learners.

Procedures

Data collection: The major sources of data for this case study were interviews. The information presented in this study reflects the collected data. According to Seidman (2006), "at the root of in-depth interviewing is an interest in understanding the lived experience of other people and the meaning they make of that experience" (p. 9).

Hatch (2002) agrees with Merriam and Seidman that there are no magic formula used to determine a sample size in a qualitative study and, in that regard, stated (p. 49) that it "depends" on the type, purpose, and ultimately what the study is attempting to expose. The purposeful sampling strategy used in this study correlated with a homogeneous sample as described by Hatch (2002, p.50), "Homogenous samples are made up of

participants who share common characteristics, and these selection strategies are useful for studying small subgroups in depth”. Participants for this study were identified through the application of four criteria: (1) affiliation with higher education in California, (2) publication of books and articles on cultural proficiency in education, (3) recognition as educational leaders in cultural proficiency, (4) demonstrated agenda of research on cultural proficiency in education. An email recruitment letter was sent to each identified participant and followed up with a recruitment phone call. Each participant received an email research letter of invitation. Participants indicated their willingness to participate and a convenient time and place for a face-to-face interview was agreed upon. This study uses the expertise, knowledge and experiences of four worldview culturally proficient educators to describe how teacher education programs can prepare culturally proficient qualified teachers. Common themes were identified from among the four individual accounts.

Merriam’s (2009) interview protocol was followed during the study:

1. Interview guide included a mix of more and less structured interview questions.
2. All questions used flexibility.
3. Usually, specific data was required from all respondents.
4. The largest part of the interview was guided by a list of questions.
5. There was no predetermined order. (p. 89)

The interviews, which were approximately two hours in duration, were digitally recorded and transcribed by a professional transcription service. Interview techniques

and skills embedded during the interview process included: active listening, follow up responses to what the participant is sharing, asking open-ended questions, and limiting the interviewer's interaction. These techniques were critical to the interview process *dance*. This *dance* was enhanced by an awareness of interview elements directly impacting the sharing that took place (Seidman, 2006, p. 81).

Data Analysis

Merriam (2009) described the desired outcome of data analysis as “the process of making sense out of the data. And making sense out of the data involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read-it is the process of making meaning” (p. 176). This case study followed Creswell and Clark's Data Analysis and Representation Table 8.2 (2007, p. 156-157:

Data Analysis and Representation:

- | | |
|------------------------------|--|
| 1. Data Managing | Create and organize files for data |
| 2. Reading, memoing | Read through text, make marginal notes, form initial codes |
| 3. Describing | Describe the case and its context |
| 4. Classifying | Use categorical aggregation to establish themes or patterns |
| 5. Interpreting | Use direct interpretation |
| 6. Representing, Visualizing | Present in-depth picture of the case using narrative, tables and figures |

Deriving meaning inductively through the perceptions shared by those who were interviewed helped develop themes and interpretations based on the participants' experiences and viewpoints.

Ethical considerations.

Cresswell and Clark (2007, p. 141) state, “regardless of the approach to qualitative inquiry, a qualitative researcher faces many ethical issues that surface during data collection in the field and in analysis and dissemination of qualitative reports”. Ethical considerations of this study included: informed consent and assurances of confidentiality. There were no identifiable risks associated with the study and the confidentiality of participants was ensured. Informed consent was obtained from the participants and the researcher adhered to an interview protocol.

Verification procedures. Creswell (2007) explained that,

Angen (2000) suggested that within interpretive research, validation is a judgment of the trustworthiness or goodness of a piece of research (p. 387). She espouses an ongoing open dialog on the topic of what makes interpretive research worthy of our trust. (p. 205).

Three verification procedures were used in this study: triangulation, clarification of researcher bias and member checking.

Triangulation

First, triangulation was implemented by interviewing education professionals from California who have been immersed in the topic of cultural proficiency in education. They represented four sets of unique cultural educational experiences that can be impacted by future educators. These conditions provided both a homogenous group and

individual perspectives on the interview questions. Creswell (2007) described triangulation in terms of researchers utilizing numerous ways of doing things, origins, investigators, theories, and working with others to bring to light common perspectives (p. 208). Seidman (2006) emphasized the significance of using participants' words and phrases to account for the results of the study. These suggestions were followed to strengthen the study through the participants' words and beliefs.

Clarification of Researcher Bias

The second verification procedure used was clarifying researcher bias. The researcher openly states obtaining earning undergraduate degrees from the University of Minnesota, Mankato, in 1993 and now teaches in the Elementary and Early Childhood Department at that institution. However, the majority of professional teaching experience was gained in very diverse school districts in Southern California. These previous teaching experiences, as well as, a wide range of interactions with diverse students and families, colleagues, and administrators piqued the interest in researching the preparation of teacher candidates to be culturally responsive in their classrooms and school environments.

Member Checking

The third verification procedure was member checking. With this verification procedure, according to Creswell (2007), "the researcher solicits participants' views of the credibility of the findings and interpretations (p. 208)"; he goes on to recommend the use of member checking as, "the most critical technique for establishing credibility" (p. 208).

Chapter 4

California State University System

Research Matrix on CSU Teacher Preparation Programs

California State University system teacher education programs are being recognized by some top educational leaders in the country, as agents of change in restructuring programs to reflect 21st century learners. For example, Kanter (2011) stated, “California is a leader in improving the quality of its teacher education programs. CSU pioneered performance-based assessments of teacher candidate readiness”. Justification for the selection of California as the location for this study was discussed in Chapter Three. The twenty-three CSU teacher education programs were extensively researched and a matrix (Appendix I) was developed displaying the role of diversity within their program structures. The categories researched and placed on the matrix revolved around: (1) Pre-field experience (required before field experience), (2) Number of prerequisite courses that specify diversity prior to credential program; prerequisite, but also understanding that different pathways may or may not require prerequisites, (3) Number of Teacher Performance Assessments (TPA) courses, (4) Field experience and student teaching required during credential program (number of hours or units), (5) Number of seminars required, (6) BCLAD Option, which is defined as:

“Bilingual, Crosscultural, Language and Academic Development (BCLAD), is an authorization to provide specialized instruction to individuals for whom English is a second language. Specifically, it authorizes instruction for 1) English Language Development (ELD) in preschool, K-12, and adults (restrictions apply to holders of Children Center Permits, Child Development Permits, and Designated

Subjects Teaching Credentials), 2) Specially Designed Academic Instruction Delivered in English (SDAIE) (in the subjects and grade levels authorized by the prerequisite credential or permit), and 3) instruction for primary language development and content instruction delivered in the primary language (in the subjects and grade levels authorized by the prerequisite credential or permit)” (LAUSD, 2004).

(7) Number of credential courses with a diversity focus in course descriptions, and (8) Required examinations. The analysis of data collected allowed for the following conclusions concerning how diversity is being embedded into teacher preparation programs in the CSU system.

The first category: Pre-field experience (required before field experience)

Twenty-two of the twenty-three CSU teacher education programs required between thirty and fifty hours of pre-field experience in public schools prior to entering the credential program. The pre-field experiences identified ranged in requirements:

- Specific courses that set up the experience and hours.
- Programs varied in requiring from one to three recommendations/documentation from a classroom teacher(s). An additional requirement in three programs was that these experiences must be in a culturally diverse school setting. One program incorporated the 45 hours into their Liberal Arts/Elementary Education, Bachelor of Arts (completed before the credential program) required courses.

Students are required to focus on four specific areas within their field experiences.

The only teacher education program that does not require pre-field experience is CalStateTEACH. CalStateTEACH is a non-traditional program that is delivered

mainly on-line with required fieldwork within the program and also face-to-face seminars.

The second category: Number of courses of diversity required prior to credential program; prerequisite courses. (With the understanding that different pathways may or may not require prerequisites.)

The number of required courses with an emphasis on diversity that students take prior to beginning the credential program varied. Fourteen out of the twenty-three programs (61%) required two or more courses. Six programs actually required 4 or more courses of diversity prior to the credential program.

The third category: TPA/PACT/FAST Support:

There are three teacher performance assessment models that emulate the California Teacher Expectations (TPE's) and have been approved by the California Commission of Teacher Credentialing. Teacher candidates are required to pass one of the performance assessments to obtain their credential. The purpose for the assessment is to ensure that future teachers not only have the knowledge, pedagogy, and ability to pass written assessments for teachers, but are also able to demonstrate these skills and teacher standards through their teaching. Candidates must successfully complete multiple lessons on a subject that progresses over many days. Specified tasks vary slightly among the three models, but all three include the elements of planning, instruction, assessment, and reflection. These elements have been identified as indicative of a quality teacher (California Commission on Teacher Credentialing, 2011). After the candidate has performed successfully, a recommendation for a credential is made. The performance

assessment is also used as an indicator of the growth of candidates and as a measure of the efficacy of the program.

All teacher education programs in the CSU system prepare their candidates for successful performance on one of the following three assessment models:

1. Teacher Performance Assessment (TPA)
2. Performance Assessment for California Teachers (PACT)
3. Fresno Assessment of Student Teachers (FAST)

Analysis of the CSU teacher preparation programs indicates that all twenty-three programs evidence a commitment to preparing candidates for this culmination evaluation that provides evidence of teacher candidates' abilities to plan, execute, assess and reflect. In essence it is a document of evidence that gives insight into the candidates' thought processes regarding their teaching. Each program has created a path of support leading up to the performance assessment. The support paths may vary in their construction but they all lead to the same destination. The analysis of CSU teacher preparation programs identified five different paths available among the programs. Some programs implement only one path where others have multiple paths. The five paths discovered through the research were:

1. Embedded into courses
2. Targeted TPA/PACT/FAST courses
3. Built into a Capstone course
4. Developed through Seminars/Workshops
5. Remedial courses, mandated if the assessment is not passed

Despite the path(s) the teacher preparation program implements, teacher candidates are being exposed to the essential elements for success on the performance assessment. These paths also allow the program(s) to evaluate their own effectiveness in preparing qualified teachers. Just as practicing teachers are evaluated on their teaching, the TPA/PACT/FAST assessments evaluate teacher candidates using a similar lens.

The fourth category: Units or hours of field experience and student teaching

CSU system teacher preparation courses provide students with extensive teaching and learning opportunities in school classrooms before student teaching. The purposes of these opportunities are to help candidates connect their learning in courses to practices in school classrooms and to strengthen the candidates' ability to transfer their own learning into meaningful application interactions with *real students*. Although the programs are not identical in how these opportunities are offered, there are distinct commonalities. All programs have integrated extensive field experiences in teaching prior to student teaching with one or both of the following avenues being implemented:

1. Blended coursework and field experience before student teaching
2. Two levels of student teaching

Three examples of extensive field experience models are: (1) 3 quarters of blended coursework/field experience, in which the coursework is taken in the late afternoon or evenings and candidates are in the public schools in the mornings or afternoons; (2) EDEL 482 Student teaching - 16 units with Field Experiences that include: EDEL 413- 10hrs (25% minimum ELL); EDEL/EDP/LING 431- 10hrs (25% minimum ELL); EDEL 442- 10hrs (25% minimum ELL); EDEL 452- 10hrs (25% minimum ELL); EDEL 462- 10hrs (25% minimum ELL); EDEL 472- 10hrs (25%

minimum ELL); EDEL 475- 10hrs (25% minimum ELL); and, (3) A multi-phased program that includes both Fieldwork and Student Teaching during the credentialing program. The phases included in this option are:

- Phase 1:** 5 weeks EED 751 4 wks full time and one week of mornings
- Phase 2:** 12 weeks EED 752 5 wks full time (minimum 3 days solo teaching)
- Phase 3:** 10 weeks EED 753 2 wks full time and 7 wks of 4 hr mornings
- Phase 4:** 13 weeks EED 754 & 755 Full time (minimum of two weeks solo teaching)

The fifth category: Seminars

All but one CSU teacher preparation program weaves seminars into their programs. As the scope of preparing teachers broadens, the depth and breadth of material that needs to be covered necessitates creative avenues for delivery of content. Seminars allow for the extra content support. The analysis of programs suggests that while the seminars vary in their content, three areas commonly appear:

1. Specific curricular content
2. Reflection and dialogue during field experience and student teaching
3. TPA/PACT/FAST instruction, development and support.

The sixth category: Terms used to describe diverse populations

Institutions use multiple terms when describing the learning and social needs of all students within classrooms across the United States. After reviewing the names and course descriptions for all CSU teacher preparation programs, the following descriptors appeared in identifying diverse learners:

Multicultural

Culturally

Linguistically

| | | |
|----------------|------------------|---------------------------|
| Exceptional | Multilingual | English Language Learners |
| Diverse | Ethnically | Social justice |
| Socially | Equitable | Cultural Pluralism |
| Social Justice | Different | Economic Justice |
| Socioeconomic | Inclusion | Cultural Milieu |
| Every learner | All Students | Democratic Principles |
| Special Needs | English Learners | Cultural Responsiveness |

The seventh category: Number of credential courses with diversity or culture as a focus in course name and description:

The findings of this research reflect a cultural emphasis in the course names and descriptions required in the CSU teacher education credentialing programs. Three CSU programs have a diversity focus stated in one hundred percent of their courses. Seventeen out of the twenty-three programs have five or more courses with terms indicating diversity. Twenty-two of the twenty-three programs have two or more courses that use terms reflective of diverse needs.

The eighth category: Additional certifications/emphases to qualify candidates to teach in culturally and linguistically diverse schools

The CSU system's teacher education programs offer students programs that will authorize them to instruct English learners. These programs include:

1. CTEL Program – California Teachers of English Learners
Program/Examination
2. EL – English Learners Authorization
3. CLAD - Cross-cultural, Language, and Academic Development Certificate

4. BCLAD – Bilingual Cross-Cultural Language Development (this program is phasing out and being replaced with a Bilingual Authorization).

Analysis of the twenty-three CSU programs revealed that:

- 19/23 = 83% have at least one language emphasis
- 22/23 = 96% offer the EL/CLAD
- 18/23 = 78% offer the CTEL program
- 19/23 = 83% offer the BCLAD

These descriptions of the eight categories of the CSU system teacher education programs reinforce the statements made by Dr. Kanter, Dr. Spangna, and Dr. Darling-Hammond emphasizing that the CSU programs are on a fast-track in preparing teachers ready to work with and support diverse learners in the 21st century.

Chapter 5

Findings

The purpose of this study was to discover how university teacher education programs are preparing teachers to be culturally proficient. The central question for this study was: How are university teacher education programs preparing teachers to be culturally proficient?

The sub-questions of the study include:

1. How do educators define culturally proficient instruction?
2. What professional development opportunities should professors engage in to gain an understanding of culturally proficient instruction?
4. What culturally proficient teaching strategies/activities can professors model for students?

Interviews were conducted with four participants who are highly qualified and recognized as leaders of diversity. These individuals are public figures known for their research, writing, and experiences with preparing teachers to be culturally proficient. Another dimension of the study involved an analysis of the twenty-three teacher preparation programs in the California State University System. The interview protocol used included both research questions and sub-questions and is available in Appendix A. Based on the analysis of interview transcripts, the following themes and subthemes emerged:

Theme 1: Faculty/Educator Reflection of Oneself

Subtheme 1: Definition of Cultural Proficiency within Teacher Education

Programs Begins with Faculty Understanding and Reflection

Subtheme 2: Faculty Engagement and Expectation to Acknowledge Cultural Proficiency within Teacher Education

Subtheme 3: Beliefs, Values and Assumptions of Faculty and Students

Subtheme 4: Faculty and Student Relationships

Subtheme 5: Faculty Reflection and the Ability to Teach How to Reflect

Subtheme 6: Educator's Ethical Responsibilities

Theme 2: Agents of Change

Subtheme 1: Moments of Cultural Impact

Theme 3: Mission/Vision

Subtheme 1: Transparency of the Mission/Vision

Subtheme 2: Sustainability of the Mission/Vision

Subtheme 3 - Standards of Teacher Education that Support the Mission/Vision

Theme 4: Implementation

Subtheme 1: Weaving Diversity through the Program

Subtheme 2: Curriculum/Pedagogy

Subtheme 3: Action Research

Subtheme 4: Evaluation of Students

Subtheme 5: Evaluation of Faculty/Department

Chapter 6 Themes

Faculty/Educator Reflection of Oneself

The first theme identified: Faculty reflection must first begin within oneself. The subthemes that emerged within this theme were: the importance of faculty members defining cultural proficiency for themselves and within teacher education programs begins with faculty understanding and reflection; faculty engagement and expectation to acknowledge cultural proficiency within teacher education; beliefs, values and assumptions of faculty and students; faculty and student relationships; faculty reflection and the ability to teach reflection; educators ethical responsibilities.

Subtheme 1: Definition of Cultural Proficiency within Teacher Education

Programs Begins with Faculty Understanding and Reflection

All four participants identified the faculty as the essential component of cultural proficiency in teacher education programs.

The first participant talked about cultural proficiency with an emphasis on faculty willingness to learn and implement cultural practices.

Cultural proficiency in teacher education would be a program that supports the tenets of diversity, inclusion, academic excellence, scholarship, and service, and that all those areas have the tenets in terms of cultural proficiency, that they're right in terms of being at least proficient, at the proficient continuum – that they're willing to learn, that they're willing to implement whatever they're doing also in the classroom with the students that they're – teacher candidates that they're working with, and providing the mechanisms in terms of support systems throughout the year, and that it's reflected in the syllabus.

Another participant indicated the need for educators to be asking themselves reflective questions in order to understand their core values.

So cultural proficiency is, as a teacher, as an educator is being extraordinarily insightful as to who you are as an individual. To understand the privileges that you've had or not had as you've grown up. To understand very clearly what are your values, what drives your behaviors, what is your consciousness about the diversity around you, and what might it be about you that puts up a wall or a barrier between you and others and that gets in the way of you serving them to best meet their needs. What is it about me that might put up walls? Even shifting my thinking there as to what is it about me that invite people in. Huge shift.

A third participant described cultural proficiency in terms of faculty self reflection on how they interact with others.

It's not about the kids; it's about myself in relationship to them, or the neighborhood, or the parents, or the community, or the guardians, or the foster care. But to really internalize that it's about me and how I relate to other people becomes the important part, because in the equation the only person I have trouble controlling is myself. So that becomes really the important part of that. And then you're more receptive to learning about people because then you learn how to identify the assets that they bring to the school rather than what they don't bring to the school. And so you're building on assets rather than defining what they can't do, therefore marginalizing students.

This participant identified the faculty members as agents of change that begin within themselves and then they model that for teacher candidates.

Cultural proficiency is an inside-out perspective on change that can begin with teacher educators in which they transform and model approaches to their personal values and behaviors in such a way that both teacher educators and teacher candidates realize that is they who must adapt their practices to meet the needs of the students and the community they serve. Likewise, these teacher educators and teacher candidates, alike, support their colleagues and members of the communities in aligning the school's policies, practices, and procedures to achieve cultural proficiency.

The comments provided by participants on cultural proficiency acknowledged that faculty must first evaluate themselves in terms of cultural proficiency. All participants viewed this self-realization process as essential for faculty who wish to integrate cultural proficiency into their courses and engage others in examining instruction that recognizes diversity.

Subtheme 2: Faculty Engagement and Expectation to Acknowledge Cultural Proficiency within Teacher Education

The first participant shared two perspectives that acknowledge the faculty's role in embracing and being accountable for embedding culture into their practice.

First: It could start, do you have the faculty that support the issues or is willing to learn, so not just support, 'cause you might already find yourself in the situation where the faculty maybe are not there yet but at least they're open, so that's good. So now you can introduce the model and then move forward.

Second: Well, we want our teachers and our faculty to teach from a global perspective. And teaching from a global perspective means being aware of the

different cultural groups in the world; being able to, again, reflect that in their curriculum, in their assignments, which really brings in a lot of the cultural diversity components.

Another participant described faculty engagement as ranging from external requirements to internal acknowledgement,

What are we doing? To the syllabi in ways that are really stretching teachers, not just at NCATE visitation time, but that it's really embedded in our practice, in our faculty meetings, in our committee meetings, that we're asking those questions all the time, that it's in our own program assessments, that we've got to be doing the deeper work. And I think that cultural proficiency is the perfect frame – I know we say that it's an approach and that there are other approaches. I think it's the best approach for a faculty to use to ask the question "Are we who we say we are?" If we have in our mission that we're about diversity, equity, and social justice, then how do we know we're doing this?

Another participant encouraged faculty to acknowledge internal accountability, What I've done with faculties is actually to have them to unpack personalization, what does it mean, and then to develop a criteria to hold themselves accountable as to, number one, what does it mean to personalize learning and then what are we going to hold ourselves accountable for. What are the criteria?

Still another participant shared the importance of faculty engagement and immersion in cultural proficiency,

Well, my thinking is an assumption I've built in first, and that is that faculty went through the process first, because it's hard to coach people through a process you

have not been through. And if you don't do it, then it's inauthentic. That'd be my concern. But, again, getting back to the major assumption is that we the faculty have done our work first. I'll give you an analogy. When we work with school districts anymore, we almost never work in a school and say, "Would you go in there and work with the teachers?" No. We'll work with the administrators first. The participants agreed that faculty must acknowledge their need to engage in understanding their personal development towards cultural proficiency.

Subtheme 3: Beliefs, Values and Assumptions of Faculty and Students

Beliefs, values and assumptions guide us personally and professionally. The participants shared their perspectives of how these characteristics shaped who they are and how they interact.

One participant acknowledged it starts within yourself and expands to touch those around you,

So it's providing opportunities for those whom you're serving: the students, their families, your colleagues, the other staff at the school, the community with whom you're partnering with, who you choose to bring in to partner with, how you use your volunteers, what are your expectations and your support of them. So it's anything and everything about you, your assumptions, your beliefs, and your values. It's all that drive your behaviors as you interact with others. That's the personal level.

Another participant shared questions we all need to ask ourselves as we examine our personal values, beliefs and assumptions to the personal values, beliefs and assumptions of others,

If they (faculty) haven't examined their own set of values, why am I choosing teaching as a profession? What am I going to do when my set of values clash with their set of values? What am I going to do about that? If they've had a chance to reflect on that or talk with other people about that. It's lonely enough as it is out there. What will they do about that?

A participant described a simulation of one's beliefs, values and assumptions in relationship to resistance to change,

I usually frontload the nine questions with really examining what the barriers are and people really understanding resistance to change, just really taking a look at that. And do little funky things, like if you're doing a workshop, ask people, "How many have a watch?" People raise their hand. "Do me a favor, put it on the other hand." So the discomfort that it creates is absolutely – I've had people say, "No." And so we say, well, resistance to change. Then if it's just something funky like that, it's just part of – can you imagine, then, well, we're asking you to really examine your own beliefs, your own assumptions. Those become really important – not to change them, but to understand them, understand the foundations.

A participant shared that practicum experiences can influence students' beliefs and assumptions,

Our ELD/SDAIE class, the 25 hours that they do for their practicum is not necessarily in the classroom; it's more in a community-based organization where there are adults and children in after-school programs who are learning English as

a second language. So now they're able to make that connection with families and schools and community service organizations versus just the classroom –

The same participant makes the connection from theory to practice.

Yeah, 'cause now it would help them when they're maybe doing parent-teacher conferences, that they're aware of the different – especially, again, teachers who are working in those diverse settings, that they're able to at least have a better understanding of the different families that are in that community.

Subtheme 4: Faculty and Student Relationships

All participants stressed the importance of developing and maintaining relationships with teachers, parents, community members and colleagues.

One participant described the teacher – student relationship as,
So there's this jewel inside, and it's like a geode by the time they get up in higher grades that it's all ugly on the outside, but it's still there. Gets buried deeper and deeper. So our job as educators is to find the jewel and let it shine. And so it's like the geode. We have to dig it out. We have to wash it off. We need to chip it open and let it shine. And so it is there in every single child. And we just have to find it and let it shine. And not only in our children, but in our colleagues. There are colleagues who are ostracized and not supported in becoming better within our school systems, and it is our job to find the jewel because they got into education for some reason or other, and they may be burned out or have really struggled.

Another participant urged the development of trust,

Developing the relationship, the trusting relationship is foundational. That's number one. And if we don't do that as faculty with our students, we're not modeling for them what it needs to look like when they become teachers.

This participant described the importance of a teacher's prior knowledge of students, community and school to create the triangle of educational support.

So it's knowing your community, knowing the children who are in your school, knowing about their culture, their language tradition, that then you're able to bring that into your classroom, obviously including it, as we mentioned, as part of the curriculum. So if you're doing children's literature, that you have those multiple voices within the books, and then going, again, that if you have those practicums, to see that the candidates are hopefully seeing classrooms that have that, or if they don't, that then they see that it isn't there and that they might even be able to support it as part of a project that they can do that's going to help support those teachers that maybe for some reason just don't have that. So I think it's making the connection with the community, obviously, in terms of the curriculum and the readings.

The same participant reflected on relationship building from a faculty enhancement standpoint.

You're talking with faculty from different countries that are all teacher educators, and they're all in teacher training, so there's a lot of similarities that all of us are encountering. So the dean from Sultan Qaboos University, she's also on the board, so we've gotten to be real good friends. So you build relationships with different

individuals from different countries who have the same concerns about preparing teachers to better serve children at the end.

This participant shared a way to activate personal culture in a non-threatening activity to create relationships,

We start many of our workshops with an activity called "What's in a Name?"

And we model telling our name stories: Where'd we get our name? Why is it important to us? How do we experience our name and how we think others experience our name? And then we have people pair off and tell their name story. And then we debrief that, and it actually is a way to bring culture into the room. And without ever talking about diversity first, it brings an opportunity for people to share their own culture through their name story. And it's amazing in how just that one story connects people and that every – within 20 minutes of our session, everybody in the room has had a chance to say something to another person. So it builds that trust and respect for each other, and for us, it gets us in the room by introducing ourselves in a way that's a little different.

This participant reinforced the conviction of the other participants regarding cultural proficiency as being first and foremost about oneself and the relationships formed.

Central to everyplace that I work or we work is when people can make that connection that, it's not about the kids; it's about myself in relationship to them, or the neighborhood, or the parents, or the community, or the guardians, or the foster care.

Subtheme 5: Faculty Reflection and the Ability to Teach How to Reflect

It became clear that reflection was viewed as an integral component of cultural proficiency and that embedding reflective practices throughout a teacher education program is necessary to promote cultural proficiency. This is demonstrated in the following statements made by the participants:

You don't learn by doing. You learn by reflecting. And it's phrased as, "What might we do differently?" So you're opening up to possibility not, "What are you going to change," interrogative. It's more invitational as, "What might you do differently to increase the engagement and success of your students?"

I learn more about cultural proficiency every day, and sometimes I'm amazed at how ignorant I was last week.

But giving people the opportunity and the structured format to really think about, in reflective format, when they first became aware of their own membership in a racial group or ethnic group or religious group or ability group or social class group, and sort of put that center. Well, in California we assume that new teachers understand reflective practice. So a big piece of cultural proficiency is the two skills of reflection and dialogue, but those have to be taught. So I think in our teacher education programs, if we can teach reflection, reflective practice, and teach skills for dialogue, how to facilitate a dialogue – it takes time to teach those.

So we've been able to what we've called internationalized our curriculum in teacher education where now it reflects both the cultural proficiency in a sense

and the global competencies for 21st-century teachers. So in a sense, it supports that as well, that reflection in terms of who are your students and what are some of the things that one can do to change besides just instructional practices and strategies.

In other words, it's going back to that thought about that it doesn't matter how much you give them if the ideological shift of teachers doesn't change with regards to expectations of children of poverty or ELLs or special ed. I mean, certain things don't change. The academic achievement might not be as great. So in a sense it's looking – again, in terms of the cultural proficiency model in terms of one of the principles that supports a lot of self-reflection.

As teacher education programs begin to restructure their syllabi and curricula to meet the changing demographics and student needs, the element of reflection must be purposefully woven through the program.

Subtheme 6: Educator's Ethical Responsibilities

The ethical responsibilities educators' hold can be heard within the resounding consensus that we must close the education gap. In this regard, the participants spoke of factors that are glaringly evident: lack of technological equity among school districts, the need to build on assets instead of marginalizing students and the universal responsibility to build cultural proficiency.

One participant described the digital divide,

We have a digital divide. The kids who are from poverty, low socioeconomic status, if you look at how they use technology, they use it for drill and kill. If you

look at our GATE kids, accelerated kids, how do they use technology? They use it for inquiry. They use it to create things, to generate knowledge, to share. Not only is there a digital divide in the hardware and access – but also it's the how we actually have them use the technology in the school systems. That's a culturally un-proficient system structure that is in place that is widening the gap versus closing the gap.

A second participant shared comments about the ethical responsibility to focus on building student assets,

But to really internalize that it's about me and how I relate to other people becomes the important part, because in the equation the only person I have trouble controlling is myself. So that becomes really the important part of that. And then you're more receptive to learning about people because then you learn how to identify the assets that they bring to the school rather than what they don't bring to the school. And so you're building on assets rather than defining what they can't do, therefore marginalizing students.

A third participant expressed the view that cultural proficiency is an ethical issue and that it is not just a department value but a university initiative,

Here's where this school is at in terms of" – whatever you're looking at. Half the faculty is culturally blind in this area. And the other are proficient in this particular, so they're able to really use the model in different contexts, so they practice it in a sense. And obviously, even – so that would be within the department, so the other issue is then expanding the cultural proficiency thought or theory into an entire school itself, so it's just not this department.

The fourth participant took it one step further by emphasizing that if we acknowledge the achievement gap, then, ethically we must maintain high expectations for all groups of students.

For the first time – and we emphasized this in our work is that teachers became aware of disaggregating data around demographic groups. So we can no longer hide the achievement gap, which we'd been doing quite well in teacher education programs as well. Teachers were coming out of our teacher education programs not realizing where the gaps were. So now they know the gap, and now we are shifting to the Common Core, which could narrow the gap or widen the gap.

The same participant also pointed out,

So I worry that there are so many agencies and groups that could be in the teacher education business. But I also think this is an opportunity for everybody to raise the bar for all students, as long as we don't go back to forgetting that we have these demographic groups and there are some groups who are still not performing as well as other groups.

Agents of Change

The second theme identified was that all participants were agents of change. Participants had experienced significant moments of cultural impact that changed the direction of their lives and careers. These moments of impact redirected the course of their passion and drive helping them to become agents of change in a world where demographics are swiftly shifting but mindsets are slow to follow.

Subtheme 1: Moments of Cultural Impact

One participant described a moment in life that created such an impact that their dreams and goals were shifted,

I grew up in Mississippi and had taught in Baton Rouge after finishing college in a small liberal arts college in Mississippi. My early days as a student – elementary school, high school, and college – all in classrooms with only white students and only white teachers. We landed right in the middle of court-ordered desegregation going on in Baton Rouge at that time, East Baton Rouge Parish School District. So we were teaching black kids and working with black teachers, and we'd never had those relationships before. What it meant to us was working with kids and families in ways we hadn't been taught to do. And I learned to teach kids that nobody else wanted to teach, and that's what made me a strong teacher. And I learned that a lot of people didn't want to teach kids who were considered to be different, who were in any way – actually, they were invisible in many aspects. But what I really found out was that teachers had not been prepared well to teach kids who were considered disadvantaged in any way.

Another participant described an experience that changed not only a career but a personal path,

So that summer I ended up working with migrant families, migrant children, obviously my dad himself being a farm worker. So that summer I changed my major, and I think it was due to what I was seeing there with the families and kids and learning English and just the conditions and so on.

Another participant shared the event that shook her dreams and redirected her educational journey,

So I thought I'm a 21-year-old. I thought, "You know. I'll just go the University of Nebraska for medical school." So I had a 4.0. I had high scores on the entrance exam. I nailed the interview, and these four old white men looked me in the eyes and they said, "Well, we don't admit people like you." . I grew up with this life of privilege, and so I was aware of things happening to other people, but I could always walk away from it. And so this was just kind of like you get this big wind pushing you up against the wall and whap. Your whole life in front of you, a dream that you've always wanted is just taken away.

Another participant explained how being at a different vantage point enabled new reflection to occur,

From my black history courses, Negro American history courses, and that experience, all of a sudden I discovered a term that I knew, but I discovered it in a different way. The term was racism. And I discovered it at a level that I had not anticipated. Much like her experience as a principal, here I am in the district office – a small district, no more than 10,000 kids. But people that I had known and worked with, now I had the chance to be outside the classroom and take a look and to see their biases, their prejudices, their ways in which they actively discriminated against children and youth. It was just absolutely amazing.

The participants all spoke of their backgrounds by telling their personal stories, not by recounting their accomplishments, but by recognizing the people and experiences encountered during their journey. Not focusing on their accomplishments but lauding those who have influenced them and recognizing the impact moments they experienced can be directly correlated to their movement across the cultural proficiency continuum .

Mission/Vision

The third theme of cultural proficiency in teacher education programs revolves around the mission and vision of both the university and teacher preparation program. This mission and vision must exude transparency, sustainability, and be driven by standards. Like a rose bush where pruning, watering and fertilizing provides the routine care that will result in a beautiful flower, to be admired, the maintenance of a teacher preparation requires preservation of its mission and vision by providing clarity/transparency regarding how we are incorporating cultural proficiency and how we are providing cultural nourishment to all faculty and students. The participants all spoke of this theme; they commented on how incorporating cultural proficiency and providing cultural nourishments to all faculty and students play a role in creating a mission and vision that faculty and students understand and reference.

Subtheme 1: Transparency of the Mission/Vision

The participants clarified how diversity, equity, social justice and cultural proficiency must shine through in order to determine effectiveness.

One participant describes the syllabi as evidence of transparency,

You can pick any teacher education program website, and you'll see it in the mission, you'll see it – but to really get in and look at the syllabi and look at student work is the way that we know whether or not we're prepared.

Another participant shares that the mission and vision is transparent through all levels of the university,

We went from a college to a school, so we needed to develop a new college mission, a vision statement. So in our college of education is a strong mission

statement for equity and diversity and social justice, so that kept coming up in the larger, new college conversation.

A participant expressed the necessity for cultural proficient work to be a continuous learning event -- always present,

And each year, a new generation of children is born and comes through our schools and are marginalized and pushed out. So I think that the work has to always be there, that if we ever get to the point that we say we're done with this work, we never started, because we don't really see the depth of the work. And it doesn't have to be negative. It just has to be the fact that, as educators, we're a learning community and the learning is continuous.

A participant addressed the presence of cultural proficiency throughout the curriculum,

So we've been able to what we've called internationalized our curriculum in teacher education where now it reflects both the cultural proficiency in a sense and the global competencies for 21st-century teachers.

Subtheme 2: Sustainability of the Mission/Vision

Sustainability is the second subtheme. The participants commented that sustainability includes: faculty commitment, clear outcomes, and organizational and continuous dedication.

A participant articulated the view that it takes all faculty to create and sustain the commitment,

I think that we in public education have to be able to see how do we make our product even better than we have it now. And I think that one of the things that education programs in general have not done well historically is been realistic about equity and diversity. There have always been good people like Linda Darling-Hammond, the Banks, the pioneers, and our good folks in the University of Wisconsin. But it hasn't percolated down to the programs that actually train the teachers. It's always been the lighthouse universities; usually it's one or two faculty members. And so if schools of education really want to sustain themselves, they're going to have to redouble their commitment to educating all children in effective and equitable ways. And it's not an easy task because it's rethinking what we do.

Another participant declared that to be sustainable a culturally proficient program needs documentation of desired outcomes and requirements,

In order for it to be sustainable, to live beyond who we are because it is so personal, it needs to be documented. There need to be anchor papers. There need to be PLOs, program learning outcomes needs to just live and shine throughout that and the course learning outcomes and then the anchor papers that go with that.

A participant revealed an approach that focuses on the individual as well as the institution to sustain cultural proficient practices,

I think it's through really understanding the phrase that Terry Cross put together called the inside-out approach. And the inside-out approach always functions at two levels. There's me the individual and then we the organization. And so that I can use the four tools of cultural proficiency to assess where I am with respect to

that, and then we the organization can use the four tools to take a look, whether it's a department or program or the school. I think that becomes really the important part of how you institutionalize the work, and that the individual and the institution are all the time interactive. Where you start is really not important, but the fact that you do start.

This same participant went on to explain how to sustain cultural proficient emphasis,

And so if schools of education really want to sustain themselves, they're going to have to redouble their commitment to educating all children in effective and equitable ways. And it's not an easy task because it's rethinking what we do.

Another participant takes it one step further and describes,

When you use the proficiency, there's a little bit more the – kind of like the next level in terms of social action that James Banks has – yeah, social action and stops there. Well, this cultural proficiency would be social action and doing a follow-up to see if it actually happened. So if you look at them all in terms of Banks, here's social action, so here's what you do. You act on it. So proficiency would be, okay, well, you act on it, and it's assessing the action – assessing the action and making sure that it's sustainable and it's evident throughout, so I think that would be the difference there.

Subtheme 3 - Standards of Teacher Education that Support the

Mission/Vision

Teacher education programs now have accreditation standards that include addressing diversity within our adopted standards that hold institutions accountable.

NCATE - standard 4

The unit designs, implements and evaluates curriculum and provides experiences for candidates to acquire and apply knowledge, skills and dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools (NCATE, 2008).

The participants spoke about the standards in the syllabi,

A participant called attention to putting the mission statement, syllabi and assignments under a microscope to analyze effectiveness,

So you can pick any teacher education program website, and you'll see it in the mission, you'll see it – but to really get in and look at the syllabi and look at student work is the way that we know whether or not we're prepared.

This participant agreed that educators need to scrutinize what they are doing in relation to the standard,

Now, what we do have going for us in teacher education programs is standard for NCATE which –Standard 4. Now, everybody has a syllabus. In every course, somewhere that syllabus says, "We're doing standard 4." But only until you examine what it is in that particular course that's preparing teachers for the real work in the math classroom, in the language arts classroom, and that teachers are coming out of our teacher education programs with a sense that it's everybody's responsibility for equity.

The participant went on to share,

So those are the things that worry me. We have NCATE guidelines for all standards, especially standard 4. But the teacher education faculty are all looking at standard 4 and saying, "Okay, what are we doing?" So till we can apply those "What are we doing?" to the syllabi in ways that are really stretching teachers, not

just at NCATE visitation time but that it's really embedded in our practice, in our faculty meetings, in our committee meetings, that we're asking those questions all the time, that it's in our own program assessments, that we've got to be doing the deeper work. And I think that cultural proficiency is the perfect frame – I know we say that it's *an* approach and that there are other approaches. I think it's the best approach for a faculty to use to ask the question "Are we who we say we are?" If we have in our mission that we're about diversity, equity, and social justice, then how do we know we're doing this?

Another participant emphasized,

A couple of things on my mind about teacher prep – one, there's more people in the business of preparing teachers now than ever before. And there's an emphasis on teachers as instructional specialists now. There's a set of standards like never before. And we're shifting from the emphasis on No Child Left Behind, which had an emphasis on standardization. We've shifted from standards to standardization. So teachers had to be expert at teaching to the standards and be assessment experts or have somebody in the district be assessment standards – I don't have a problem with that at all. For the first time – and we emphasized this in our work is that teachers became aware of disaggregating data around demographic groups.

The same participant revealed,

So I think that teacher education programs have a huge responsibility right now, and I don't know that it's all found in standard 4. There are all the other standards that we have to meet. But how do we take that standard 4 and embed it or –

what's the word I'm looking for? – Weave it throughout all standards.

A participant shared how rubrics are used to measure accountability, So we have a rubric for working with family and community. There's one for curriculum and instruction. There's one for assessment and accountability. There's one for professional development. There's one for leadership. I know Los Angeles Unified School District has done a lot of work with developing culturally responsive pedagogy rubrics for English language arts, for history/social studies, for science, for mathematics.

Another participant reflected on faculty responsibility of good practice despite NCATE mandates,

Is it just the responsibility of a teacher ed program to do those because we know that those are good things for kids and good things for faculty, or are we just doing it because we're required to and we have to do it? Obviously, if you don't, then I guess the mandate is going to – if there's a setback or pushback, then you can always just "Hey, we wanna be NCATE accredited, we're gonna have to do it." So at least it's having something better than nothing, and at least students are getting it, and the faculty might be reluctant in terms of what they're teaching or including, but at least somebody's getting something. So I think it's looking at it, again, from that perspective that it's the responsibility of the institution to and then the school, to then the department, to then your program, and looking at it more as a responsibility of good practices versus a mandate. Why does it take mandates to get reform when maybe it should've happened automatically,

knowing what's best for kids, that you feel, well, we're just not doing this, so how do we implement and how do we move our faculty? There's certain components.

Implementation

The fourth theme is implementation. The participants characterized implementation of cultural proficiency within teacher preparation programs in five subthemes: weaving diversity through the program, curriculum/pedagogy, action research, and evaluation of students and evaluation of faculty. The five subthemes reflect the ongoing process of learning and teaching in a cultural proficient manner.

Subtheme 1: Weaving diversity through the program

The first subtheme addresses the participants' recognition that in order for implementation to be effective, cultural proficient practices must be threaded throughout teacher preparation programs to ensure teacher candidates are ready to meet the needs of all students,

A participant boldly declared,

We have to invite people to change those beliefs and to become advocates. And there's another piece to that, *so there's the piece of marrying the data and the stories*. There's the other piece in our programs to weave the cultural proficiency throughout the whole program. Needs to be addressed in every single course.

Otherwise it stays on the peripheral.

Another articulated that the presence of diversity must be apparent in all aspects of the program,

I think that schools of education or schools of business or any university program that's preparing professionals out in the world have to see equity and diversity –

whether it's cultural proficiency or not, have to see equity and diversity as a consistent theme that's always there, because it's continuing to percolate.

A participant pronounced the need for an all-encompassing program from the individual faculty member to global society,

In terms of components of the definition, that it's involving the faculty, it's involving the curriculum, that it's woven into their course syllabi in terms of the objectives that they might have, goals and objectives of their courses, and it's also reflected in the readings that they're using, regardless of which subject area that they're teaching, so they're teaching literacy, or whether it be in the elementary or secondary or math education or science education. So there are characteristics from the cultural proficiency model that can be included within, to support cultural proficiency in a global sense.

This participant shared that there are four elements to weaving cultural proficiency through teacher reparation programs,

So it's, again, working with one of the faculty first to make that commitment, I think would be first. And then second would be then the curriculum to set up the mechanisms and the course syllabi and the mission and vision, that that's pretty clear also within the course syllabi, and then having those assignments that reflect the different components. And then probably a fourth one that I think I mentioned earlier is developing practicum opportunities for students to be in different settings.

Subtheme 2: Curriculum/Pedagogy

The second subtheme identified is that cultural responsive curriculum/pedagogy needs to be apparent through all instruction and practices.

A participant exclaimed that pedagogy is culturally responsive and all encompassing,

Culturally responsive pedagogy, a lot of people think, “Well, we do it on this day,” or, “We do it here,” or, “We do it there.” It’s on the outer rims, and it’s totally unconscious about it except for when we have to do it. So cultural responsive pedagogy and understanding a lot of distinctions, distinctions that it’s not on the peripheral. It’s embedded. It’s the way of being. It’s not doing.

Example - So that’s like when the teachers come into the program we do a cultural portrait. They actually draw on these big pads of paper their cultural portrait. All the different groups and the things that they are involved in. It’s who they are, and out of that we pull their values. And then we use that as we go through the two years. We save those, and we bring ‘em out from time to time and they add to this cultural portrait.

This participant concurred that diversity must be a way of being and not something that is an add on to the curriculum,

We need to broaden and deepen the curriculum for teacher education and education admin, and not single out diversity but enhance/enrich our diversity courses and also take it across the curriculum, and that it's not an add-on anywhere, it's not a one-night "Oh, by the way, we have to" – but in what ways are we serving, are we preparing our students to serve all kids for a global future,

so that all kids are better prepared for technology, for – it's about access and opportunity.

A participant also admitted that the voice of diversity must be found throughout the teacher education programs,

The definition most recently that came to us I don't know who to give credit for, but the definitions given to diversity is that everybody has a place at the table.

The definition for equity is that every voice is heard. So hearing voices, hearing stories, and then that we find the resources. We don't complain that the resources are not there; we find the resources to support the programs growing to meet the needs of all students.

Again, a participant mentioned components of diversity, equity, and social justice; which are necessary to support cultural proficiency,

Well, I think in terms of cultural proficiency in a teacher education program, again, is having the curriculum that reflects the different tenets in terms of issues of social justice, issues of equity, but, again, looking at the continuum itself and seeing are there different key characteristics that would support it.

Subtheme 3: Action Research Inclusion

The third subtheme that emerged was the need for action research to enrich students' experiences enabling them to move along the cultural proficiency continuum.

A participant communicated the importance of action research projects,

When we moved from a single individual action research project to the participatory action research project with a diverse grouping to work on the project and we gave them the tools of cultural proficiency – not cultural.

First we did the individual. Then they did the participatory, but we didn't give them the tools to do that. But then we layered on the cultural proficiency plus the facilitating and developing collaborative groups, which is the adaptive schools tools. . How do we work together in the valuing? How do we dialogue? These are skills. What are the norms of collaboration? So that was a required text for the book 'cause it gave them the support as to how do we be effective and efficient in the teams that we are.

The participant went on to share,

So it's not just knowing what is cultural proficiency, but it's giving them discreet skills. How do we frame our questions so that we don't shut down the conversation? How do we reframe the conversation when someone has said something or asked a question and then the air has been sucked out of the room? How do we all be skillful group members and take that responsibility to reframe that conversation back into the upward spiral of possibility? That's a huge piece in the teacher education program.

A participant suggested that researching others who are different than oneself will enable the ability to look at others' assets rather than their deficits,

Interview people from those different groups. Not students necessarily. I think it'd be important to the other adults. But to interview somebody – if I'm a straight person, interviewing someone who's gay or lesbian or bisexual. If I'm a white person, someone who's African American or Latino or First Nations.

The participant continued to expand,

And, again, you're not judging that; you're just understanding that. And then when you get into student teaching, then you have a much richer understanding of who you are, and then making some choices about what you want to do. I think it's easier to see the assets that kids bring to class when you've done that than – most of our schools are really structured around deficits.

A participant addressed the value of reflection during an action research project. People design a project that they're actually doing in the school that they have responsibility for, that is in the vast arena called change or impact or something of that nature, that they take out and that they implement, that they do something, and they assess it. Doesn't have to be huge, but it has to be something when they actually get out and get their hands dirty and working with other adults – maybe students also, but they also have to work with other adults. How do you create this kind of change? It may be around an instructional strategy. It may be around assessment. It may be around some faculties within a learning community. It may be working with members of the community. And I think that people, as part of their education programs, need to be able to take what they've been reflecting on and what they've been dialoguing with and develop an action project of some sort.

This participant encouraged that time be spent with students before and after school,

Volunteering in schools beyond their day, as tutors, the after-school kinds of things, if you can encourage them to do that, especially for the students in most need, encourage them to look beyond the school day because that's where so

much of the extra effort is going into reaching students there who are underserved at our schools.

A participant talked about including the viewpoints of authors from other countries as yet another way to understand multiple perspectives,

In our action research project, the students have to read – not have to. We look that they are assigning authors from different countries, so it's not just all U.S.-based researchers.

Subtheme 4: Evaluation of Students

A participant believed that cognitive coaching enables a teacher education supervisor to also be an evaluator,

There's one program that I know of, and Carl Glickman always said that the way to evaluate and supervise at the same time is, there must be a trusting relationship first and that you must be very clear what it is you're doing when you're doing it. The model that works to do both those is the cognitive coaching model.

This participant encouraged the inclusion of all faculty members in the supervision of student teachers,

I'm hoping that in the schools of education, when they're focusing on teacher education, that all senior faculty also proportionately supervise student teachers, that they're actually involved in the day-to-day activities of what student teachers are doing and full-time teachers are doing.

A participant talked of student evaluation in terms of diversity at midterm and at the end of the experience.

So we have the faculty, the curriculum. Obviously, then, at the end it's evaluation, and here we have PACT and now TPA. So same thing, at the end when the students complete their PACT, there's a section on ELLs and diversity that they will assess. That's assessed in their midterm evaluation, in their final evaluation, so some of those things are included already as well there.

Subtheme 5: Evaluation of Faculty/Department

The fifth subtheme concerns the evaluation of faculty/departments and the movement they are making on the cultural proficiency continuum, the organizational culture, accountability and self-evaluation.

A participant spoke of the evaluation of where educators and schools fall on the cultural continuum,

The important thing about the continuum – the continuum is wholly important to the extent that you understand where the elements are placed under cultural competence. That's why we created the rubrics, because people couldn't see it. So we started creating the rubrics so people could see it, and then once they could see it, then whether you want to be honest or not, you see where you are and where the school is. And if it's over there on that left side of the continuum or on the left side of the rubric that creates a little disequilibrium.

Another participant revealed how evaluating the organizational culture past and present can add insight,

I think one of the components to address is, what is the organizational culture that's present in there – what's there? What are the stories? You go back to Edgar Schein's work on organizational culture. Who are the heroes? And who are the –

what are the stories hanging out in the hallways? How has the teacher prep program addressed change in the past, or what's the foundation that's already there? What's driving the program right now? So I think you have to – some organizations wait for mandates. So in California, most of us wait until we had something from the commission. "Okay, here's new stuff, let's go." Why do we wait?

A participant described accountability to the dean and self-reflection, And you have to write a couple paragraphs. You have to generate a document, an artifact for the dean and the program chair to respond to your student evaluations. So it's that leading learning matrix from Reeves. You're leading and doing well or you're learning and doing lousy, but you're learning. So it's knowing given these results, knowing what are some of the things that I might have done to get me there so that you can reproduce those results.

Another participant expressed that the evaluation of cultural proficiency within a teacher education program is reflective,

I mean, one way is, again, where you have – if the department or teacher ed can develop this culturally proficient matrix that says "Here are the key elements that we're gonna be looking at in the different areas" – whether it be, again, the syllabi. Does it have certain readings? Are there assignments that then the faculty can get in order to assess what the candidates are learning with regards to that particular area, obviously, through midterm or exit evaluation?

Chapter 7

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The major contribution this research makes to existing literature is about how to embed cultural proficiency into teacher education programs. Existing literature mainly describes the importance and urgency to prepare future teachers for the changing demographics with classrooms across the United States. There is not significant literature on how it is being done. The purpose of this study was to discover how university teacher education programs in California prepare teachers to be culturally proficient. The central question for this study was: How are university teacher education programs preparing teachers to be culturally proficient? The interview protocol containing research questions and sub-questions is included in Appendix A.

The research questions were the following:

1. How do educators define culturally proficient instruction?
2. What professional development opportunities should professors engage in to gain an understanding of culturally proficient instruction?
3. What culturally proficient teaching strategies/activities can professors model for students?

How do educators define culturally proficient instruction?

The question was presented to the participants and although their responses did not directly answer the question as stated, they dug deeper into the question and eloquently describe the prerequisites that need to be in place before culturally proficient instruction can be woven through curriculum and teaching practices. The three

prerequisites implied by participants for culturally proficient instruction were: self-reflection, inclusive, and overtly supported by differences.

Self-reflection

The data collected from participants' supports current research in cultural proficiency. Lindsey, Roberts and Campbell-Jones (2005) indicated that an individual must first start where they are by exploring and reflecting on personal stances, assumptions and attitudes on diversity, and then do the same within the institution and how it presents itself on issues related to diversity. Establishing a baseline of where individuals and the school/institution begin is necessary to identify where we are on the cultural continuum.

Participants emphasized that to identify personal values, beliefs and assumptions within ourselves is the first step in being able to understand the diversity that surrounds us in the community and schools. Self-reflection was described by participants as: an inside-out approach, being extraordinarily insightful as to who you are and internalizing that it's about me and how I relate to other people and the last point shared is reflecting on, are we who we say are?

Invitation to others/engagement

All participants included the notion that once we are aware of our own place on the continuum, then we can turn our attention to those around us through invitations and engagement. Examples given by participants in their descriptions of cultural proficiency in education that support this "invitation to others/engagement" notion are: a) first, members of a school realize that it is they who must adapt their practices to meet the

needs of the students and the community they serve, second internalizing that it's about me and how I relate to other people and what is it about me that invites people in.

The findings from this study are also represented in the literature. The cultural proficiency continuum describes that once educators began to understand personal bias and assumptions, recognize the culture that is present in our community and school, they can initiate and value the differences of their school community (Lindsey, 2012, p. 17).

Support/relationships

Findings in the literature support the participants' responses that once individuals/institutions are able to self reflect and invite others in with a cultural lens; it is then that support of differences is an essential component. Nieto (2010) shared that with that cultural mindset, teachers can look beneath the surface of students and view their differences as an asset rather than a deficit to influence student learning.

All participants agreed that well before educators can even begin to consider how to deliver culturally proficient instruction they must first provide support and build relationships in terms of: the belief or principle of diversity and willingness to implement mechanisms of cultural support throughout the syllabus, classroom and practicum experiences; dropping the barriers to meet the needs of your students; aligning cultural proficiency practices to school policies and procedures; and recognizing what it means to build on student assets rather than deficits. As educators put in place these support systems, relationships will form that will promote the ability to embed cultural proficient practices within the classroom and curriculum.

What professional development opportunities should professors engage in to gain an understanding of culturally proficient instruction?

Within the literature Barnes (2006) challenges educators, who are primarily white, middle-class females, to rise to the challenge of teaching a diverse student population. Christine Bennett (2011) agrees and urges the teacher profession to provide opportunities to develop teachers who are culturally competent and can promote equity for all students in the classroom. Bennett suggests, that for this to occur teacher preparation programs and faculty need to make the shift and evaluate curriculum, include multicultural competence, equity pedagogy and social justice throughout a teacher preparation program.

Participants did not answer this question with a list of recommendations to check off, rather they responded with a framework for faculty to use in examining their department or university. The participants' responses displayed the importance of providing opportunities for professors to engage in and gain an understanding of culturally proficient instruction through reflection and dialogue. The participants' responses also expressed a need to work as a faculty group, spending time in reflective practices with a commitment to learn how to use the tools of the cultural proficiency framework.

Tools of Cultural Proficiency

It is important to recognize that there are four tools of cultural proficiency according to Campell, Campbell and Lindsey (2010 p. 18) that were also identified by the participants:

1. The Guiding Principles of Cultural Proficiency – An inclusive set of core values that identify the centrality of culture in our lives and in our society.

These principles provide a philosophical underpinning for educators providing compass points to inform action in a culturally competent manner.

2. Barriers to Cultural Proficiency – the recognition that systems of historical oppression continue to exist, and, in many cases, keep underrepresented groups. People and organizations that adapt their values, behaviors, policies can overcome these barriers, and practices to meet the needs of underserved cultural groups through demographic means.
3. The Cultural Proficiency Continuum – Six points along the continuum to indicate ways of responding to cultural difference. The continuum uses language, such as “healthy” or “unhealthy,” to describe policies and practices used by educators.
4. The Essential Elements of Cultural Competence – Five standards to guide a person’s values and behaviors and a school/district’s policies and practices in meeting the needs of cultural groups.

Reflection and dialogue

Participants emphasized the importance of reflection as learning by doing and asking the question, “What might we do differently?” Reflection is also something that faculty need to engage in as well as model within courses, it is an aspect that needs to be explicitly taught. It was suggested by a participant to use the book, The Cultural Proficiency Journey by Campbell, Campbell and Lindsey (2010) to provide a framework for facilitating skills of effective reflection and dialogue. Participants believed that training in cognitive coaching would shift the vocabulary and frame the conversation-allowing faculty to wear the hat of evaluator and mentor at the same time.

Literature supports that time spent on reflection and dialogue are essential components of being identified as a culturally proficient educator. Nuri-Robins, Lindsey,

Lindsey, and Terrell (2012) identified similar qualities of culturally proficient educators: the use of specific tools for effectively describing, responding to, and planning for issues and opportunities that emerge in diverse environments and developing a frame of mind that influences competence.

What culturally proficient teaching strategies/activities can professors model for students?

Participants' responses indicated that there are three teaching strategies that professors must model to foster cultural proficiency. The first was reflective practice and skills for dialogue that can be fostered through cognitive coaching. The second was having evidence in the syllabi, curriculum, course assignments and practicums that reflect cultural proficient practices. The third was assessing and building on students' prior knowledge.

Reflective Practice and Skills for Dialogue Fostered through Cognitive Coaching

The participants' responses displayed a strong belief that modeling reflective practice and dialogue through a model such as cognitive coaching will promote student awareness of culturally proficient conversations.

Researchers Karns, Lindsey, and Myatt (2011) discuss that teachers must develop cultural proficiency internally to reflect the cultural proficient mindset within teaching instruction and student relationships.

Evidence in Syllabi, Curriculum, Course Assignments and Practicums that Reflect Cultural Proficient Practices

Bennett's (2011) research has identified four guiding principles: equity pedagogy, curriculum reform, multicultural competence, and social justice. The guiding principles

are intended to create a lens from which when modeled will increase the cultural competence of future educators.

Participants expressed that cultural proficiency needs to be transparent in syllabi, curriculum choices, assignments and diverse practicums. Sending students clear and consistent messages through every aspect of the teacher preparation program will reinforce the mission to embed cultural proficient practices.

Assessing and Building on Students' Prior Knowledge

Participants' responses displayed a strong emphasis on assessing prior knowledge to reflect and build on what students know and are able to do, allowing the teacher to impact the direction of instruction. It is listening to the various lenses of students and controlling the prompts and meditational questions.

Nuri-Robins, Lindsey, Lindsey, & Terrell (2012) identified traits of culturally proficient educators which included, designing experiences that build on prior knowledge and experiences of the learner.

The central question for this study was: How are university teacher education programs preparing teachers to be culturally proficient?

The conclusions drawn throughout the subthemes led the researcher directly back to the initial central question of this study; how are university teacher education programs preparing teachers to be culturally proficient? Like every best laid plan, the expected outcome was a direct answer with a clear path. Instead a dichotomy between the research on the CSU teacher preparation programs matrix and the experts' responses on cultural proficiency in education emerged. After compiling the research on the teacher education programs in the CSU system, which are being nationally recognized as being at the

forefront of addressing cultural responsiveness, an implied realization occurred; the rapidly changing demographics of students, the fact the demographics of teachers are unchanged, the persistence of the education gap, and the changes in what defines a quality teacher in the 21st century according to new standards and expectations relating to a teacher's ability to be culturally proficient; the answer is not as easily defined by the purposefully selected worldview culturally proficient experts as was expected as the study began. Therefore the bridge that seemed so easily crossed is instead a maze of new terrain for teacher education programs to cross.

Recommendations

This study provided data to illustrate the elements required in teacher education programs to promote culturally proficient instruction. Specifically, the data was gathered from four highly qualified participants, recognized as leaders of diversity; who identified cultural proficient components that would enhance teacher education programs to create educators that are equipped to educate all 21st century learners. The three components encompass faculty, support systems, and cultural proficient implementation elements. The following are recommendations for teacher education programs based on the themes of the data.

Recommendation 1: Faculty development

This study illuminated the importance that faculty development, in the area of cultural proficiency, is the first step to effectively embed cultural proficiency into their courses. Participants reported that work must first begin with faculty who are seeking engagement in cultural proficiency theory and practice. Based on the findings from this

study, it is recommended that faculty of teacher education programs have the following opportunities:

- Structured opportunities for professional development that includes both conference and research opportunities.
- Time or training dedicated towards personal growth by identifying beliefs, values and assumptions.
- Time or training allocated to reflection and dialogue, possible training in cognitive coaching.
- Training in how to use the tools of cultural proficiency.

Recommendation 2: Create sustainable support systems

World leaders in diversity reported that it is necessary to provide a sustainable structure of support for faculty that reflects the ability to assist professors in embedding the mission and vision of the university and the college of education into their practices and standards. Responses indicate that systems of support must be created to provide continuity, transparency and sustainability.

Based on the findings of this study, teacher preparation programs are encouraged to build support systems for cultural proficiency in the following areas:

- Time for department faculty to dig deep into their syllabi, standards, curriculum, readings, and practicum assignments for cultural alignment.
- Develop transparency that directly links the university, college of education, and course goals to the commitment to produce teachers who are able to teach students of the 21st century.

- Establish a culture where all faculty are dedicated and expected to promote and embed cultural proficiency through all aspects of the program, courses and relationships. This will ensure sustainability beyond the faculty themselves.

Recommendation 3: Implementation

World leaders of cultural proficiency report that once faculty development and support systems are established, implementation will follow:

- Weaving diversity throughout the delivery of services, advising, and teaching.
- Choosing curriculum that promotes cultural proficient teaching.
- Offer action research within courses that will foster cultural proficiency.
- Evaluation of student and faculty growth on the cultural continuum.

Recommendations for Future Research

1. A longitudinal study to track the cultural proficiency development of teacher candidates along the Cultural Proficiency continuum. Candidates assessed at four stages in their program: declaration of teaching as a major, completion of all pre-requisite courses, conclusion of the first semester in professional education, and completion of student teaching. These findings would provide implications for teacher education programs in reevaluation of curriculum, pedagogy, and program framework.

2. Tracking the development of a Teacher Education Program that is in the initial stages of examining cultural components and standards within their program. The findings may illuminate the mapping, considerations, roadblocks, and policy that will inform the process.
3. A longitudinal study to track the faculty development along the cultural proficient continuum and what purposeful opportunities they are participating in to grow along the cultural proficient continuum. The findings would provide what types of professional development produce the greatest reflection and cultural proficiency growth.

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Appendix A: Interview Protocol
The Interview Protocol
Culturally Proficient Teaching: A Qualitative Case Study

Date: _____

Introduction:

I would like to thank you for your time and participation in this project, as well as sharing your beliefs and experiences about best practice in preparing future educators to be culturally proficient. I want to assure you that the information from this interview is confidential and will only be reported in aggregated form.

If at any time you feel uncomfortable with the interview, you are free to decide not to continue. I will record the interview so it can be transcribed and a typed copy of the recording will be made. This is to ensure that I have an accurate record of your responses.

Our conversation will take approximately 2 hours.

Interview Questions:

Q1. How do you define cultural proficiency within teacher education programs? Provide strengths and weaknesses.

| Response | Observer Comments |
|----------|-------------------|
| | |

Q2. What opportunities do teacher education programs need to offer teacher candidates, for them to develop cultural proficient dispositions?

| Response | Observer Comments |
|----------|-------------------|
| | |

Q3. What opportunities do teacher education programs need to offer professors/instructors, for them to foster their cultural proficient dispositions?

| Response | Observer Comments |
|----------|-------------------|
| | |

Q4. What pedagogical approaches/instructional strategies do you consider to be culturally responsive?

| Response | Observer Comments |
|----------|-------------------|
| | |

Q5. What are the essential cultural components that need addressing when restructuring teacher preparation programs? For faculty and students?

| Response | Observer Comments |
|----------|-------------------|
| | |

Q6. What resources/courses/strategies should be included in teacher preparation courses to connect cultural theory and practice in the public school classrooms?

Probe: What resources/courses/strategies have you witnessed that had the greatest impact?

| Response | Observer Comments |
|----------|-------------------|
| | |

Q7. How do teacher preparation programs effectively evaluate their program for cultural proficiency?

Probe: Do you have examples of any university preparation programs that are evaluating their programs for cultural proficiency?

| Response | Observer Comments |
|----------|-------------------|
| | |

Conclusion:

Thank you for your insight and time. Is there anything you would like to add? Are there any questions? Again thank you for your participation!

Appendix B: Transcriptionist Confidentiality Agreement

COLLEGE OF EDUCATION AND HUMAN SCIENCES
Department of Educational Administration

CONFIDENTIALITY AGREEMENT – TRANSCRIPTIONIST

I Nhi Hong hereby agree that I will maintain
(name of transcriptionist)

confidentiality of audio tapes that I have contracted for the following research project:

Culturally Proficient Teachers

This means that I will not discuss nor share transcribed notes with any individuals other than the researcher, Lori Piowski or her supervisor, Dr. Marilyn Grady. When the audit is complete, I will return all data to the researcher and will transfer all electronic files to the researcher. Upon confirmation of receipt of these files by the researcher, I will destroy the originals.


(Signature of transcriptionist)

11/19/2012
(Date)

Appendix C: Informed Consent Form



Identification of the Project: Culturally Proficient Teachers

Purpose of the Research:

The purpose of this case study is to describe how university teacher education programs are preparing teachers to be culturally proficient. The focus is to uncover what teacher education programs, in a highly diverse state, are doing to embed cultural proficiency practices in teaching. You were selected to participate in the study because you were identified as an individual who is known for his/her work in the area of cultural proficiency.

Procedures:

Participation in this study will require two hours to answer interview questions. I will conduct an interview about integrating culturally proficient curriculum and strategies to meet the needs of all students. The interview will be audiotaped. The interview will take place at a location convenient for the participant such as a quiet room in a library or a community building.

Risks and/or Discomforts:

There are no known risks or discomforts associated with this study.

Benefits:

Participants may gain new insight into personal and professional experiences that are meaningful through their participation. The information gained from this study may help other teacher education programs understand how to embed cultural proficiency into their programs effectively.

Confidentiality:

Any information obtained during this study, which could identify you will be kept confidential. The data will be stored in a locked cabinet in the home of the primary investigator and will only be seen by the investigator during the study and for three years after the study is complete. After three years the data will be destroyed. The data will not be associated with names or affiliated organizations. Participation will be voluntary. The information in this study will be published in a dissertation, professional publications, or presentations.

Compensation:

There will not be compensation for participating in this research.

Opportunities to Ask Questions:

You may ask any questions concerning this research. Your questions will be answered before you agree to participate in the study. Please, feel free to email the investigator at

lori.piowski@mnsu.edu to have your questions answered. If you have any concerns about your rights as a participant in the research study or any questions regarding your participation in this research, which were not answered by the investigator, please contact the University of Nebraska-Lincoln Institutional Review Board at (402) 472-6965.

Freedom to Withdraw:

You are free to decide not to participate in this study or to withdraw at any time without adversely affecting our relationship or your relationship with the University of Nebraska-Lincoln and the school where you teach. Your decision will not result in any loss of benefits to which you are otherwise entitled.

Consent, Right to Receive a Copy:

You are voluntarily making a decision whether or not to participate in this study. Your signature certifies that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

_____ Yes, I would be willing to participate in the study.

_____ Yes, I agree to be audiotaped.

Signature of Research Participant

_____ Date

Lori Piowski, MA
Doctoral Student
Department of Educational Administration
lori.piowski@mnsu.edu
909-349-7272

Marilyn Grady, PhD
Professor
Department of Educational Administration
402-472-0974(Office)
mgrady@unl.edu

Appendix D: Research Invitation Email

Dear (Participant's Name),

I am writing to ask for your help in describing how university teacher education programs are preparing teachers to be culturally proficient. You were selected to participate in the study because you were identified as an individual who is known for his/her work in the area of cultural proficiency.

Participation in the research study includes participation in an interview. The interview will take two hours of your time. Please let me know when would be the best time for you to participate in the interview.

Please be assured that your responses will be strictly confidential. Your participation is voluntary. If you have any questions regarding the interview, please email Lori Piowski, the study investigator, at lori.piowski@mnsu.edu. The University of Nebraska-Lincoln Institutional Review Board has approved this study and if you have any questions or concerns about your rights as a participant in the study you may contact them by telephone at 402-472-6965.

Your assistance with the study will significantly strengthen my efforts in determining best practices in preparing future educators to be culturally proficient. This, in turn, will impact future decisions regarding curriculum and instruction provided through university teacher preparation programs. Thank you in advance for your willingness to share your experiences and beliefs with me.

I look forward to receiving your response.

Sincerely,

Lori Piowski, MA
Doctoral Student
Department of Educational Administration
lori.piowski@mnsu.edu
909-349-7272

Marilyn Grady, PhD
Professor
Department of Educational Administration
402-472-0974(Office)
mgrady@unl.edu

Appendix E: Email Reminder for Interview

Dear (Participant Name),

Thank you for agreeing to participate in the study: Culturally Proficient Teachers. This is a reminder of our agreed upon appointment date, time, and place. If a conflict arises, please contact me and we will reschedule.

Date _____

Time _____

Place _____

I look forward to the interview.

Best regards,

Lori Piowski
lori.piowski@mnsu.edu
909-349-7272

Appendix F: Recruitment Email Script

Dear (Participant),

Hi, my name is Lori Piowlski and I am an assistant professor at Minnesota State University, Mankato and I am working on my doctorate degree at the University of Nebraska, Lincoln. After teaching in California for many years, I have developed a passion for educational diversity. Currently at MSU, I am serving on university and college of education diversity committees as well as being charged with leading our Elementary and Early Childhood Department faculty in developing and implementing a diversity plan to further our personal development as well as program development towards cultural proficiency.

Therefore the topic of my dissertation is, Cultural Proficient Teachers. I am looking for best practice examples of university teacher preparation programs that have already begun their journey; developing a model program where program development is purposeful in embedding cultural proficiency.

Your name has emerged at the top of my list of professionals who have offered their knowledge and experience to further educational cultural proficient practices. I would benefit from having a talk with you about your expertise and recommendations! I promise to be respectful of your time.

If you feel, you might have time to speak with me, let me know when you are available and I will call you then.

Thank you for your consideration,

Best,
Lori Piowlski

Appendix G: Recruitment Phone Call

RECRUITMENT PHONE CALL WITH PROSPECTIVE PARTICIPANT

“Hello (participant name). My name is Lori Piowski. I am a doctoral student at the University of Nebraska-Lincoln. You may remember recently receiving a letter via email from me. In that letter I shared information with you about the dissertation research I am beginning this fall. In the letter, I invited you to participate in the study. I’m wondering if you had the opportunity to give it some thought.”

If the individual needs a refresher, review the purpose of the study and his/her role as a participant. Remind him/her of confidentiality, the time commitment involved, compensation, and what will be done with the findings of the study (dissertation research).

⇒ If yes, continue.

If the individual responds favorably and indicates interest in participating in the study, explain to him/her the next steps:

1. Ask if he/she has any questions about the consent form or the research itself. Respond to any questions or concerns.
2. If the participant is still interested in participating in the study, talk with him/her about possible interview dates and times. Remind the participant that the signed consent form will be obtained during the first meeting, prior to the start of the first interview.

⇒ If no, the individual chooses not to participate in the study, thank him/her for considering the possibility and wish her well.

“It has been a pleasure talking with you, (participant name). I appreciate your time and I look forward to meeting you. If you think of any questions before we talk again, please feel welcome to call me. The phone number is listed on the letter I sent you and on the consent form. Thanks again. See you soon.”

Appendix H: Instructional Review Board Project Approval



Identification of the Project: Culturally Proficient Teachers

COLLEGE OF EDUCATION AND HUMAN SCIENCES Department of
Educational Administration

Informed Consent Form

Purpose of the Research: The purpose of this case study is to describe how university teacher education programs are preparing teachers to be culturally proficient. The focus is to uncover what teacher education programs, in a highly diverse state, are doing to embed cultural proficiency practices in teaching. You were selected to participate in the study because you were identified as an individual who is known for his/her work in the area of cultural proficiency.

Procedures: Participation in this study will require two hours to answer interview questions. I will conduct an interview about integrating culturally proficient curriculum and strategies to meet the needs of all students. The interview will be audiotaped. The interview will take place at a location convenient for the participant such as a quiet room in a library or a community building.

Risks and/or Discomforts: There are no known risks or discomforts associated with this study.

Benefits: Participants may gain new insight into personal and professional experiences that are meaningful through their participation. The information gained from this study may help other teacher education programs understand how to embed cultural proficiency into their programs effectively.

Confidentiality: Any information obtained during this study, which could identify you will be kept confidential. The data will be stored in a locked cabinet in the home of the primary investigator and will only be seen by the investigator during the study and for three years after the study is complete. After three years the data will be destroyed. The data will not be associated with names or affiliated organizations. Participation will be voluntary. The information in this study will be published in a dissertation, professional publications, or presentations.

Compensation: There will not be compensation for participating in this research.

Opportunities to Ask Questions: You may ask any questions concerning this research. Your questions will be answered before you agree to participate in the study. Please, feel free to email the investigator at lori.piowlski@mnsu.edu to have your questions answered. If you have any concerns about your rights as a participant in the research study or any questions regarding your participation in this research, which were not answered by the investigator, please contact the University of Nebraska-Lincoln Institutional Review Board at (402) 472-6965.

Freedom to Withdraw: You are free to decide not to participate in this study or to withdraw at any time without adversely affecting our relationship or your relationship with the University of Nebraska- Lincoln and the school where you teach. Your decision will not result in any loss of benefits to which you are otherwise entitled.

Consent, Right to Receive a Copy: You are voluntarily making a decision whether or not to participate in this study. Your signature certifies that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

_____ Yes, I would be willing to participate in the study.

_____ Yes, I agree to be audiotaped. _____

Signature of Research Participant

_____ Date _____

Lori Piowlski, MA
 Doctoral Student
 Department of Educational Administration
lori.piowlski@mnsu.edu
 909-349-7272

Marilyn Grady, PhD
 Professor
 Department of Educational Administration
 402-472-0974(Office)
mgrady@unl.edu

Table 1

Appendix I

CSU Teacher Education Program Matrix

| | Pre-Field Experience | Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites | TPA/PACT/FAST Support | # of Hours or Units Total of Field Experience Student/Teaching required During Credential Program | Seminars Required |
|---|---|---|---|---|---|
| California State University Bakersfield | 45 hours - EDTE 300 Early Field Experience in Education (3 units) | 3 courses: a total of 10 units EDSP 301 Teaching Exceptional Diverse Learners in Inclusive Settings (3 units); EDTE 410 Teaching English Language Learners (4 units); EDTE 416 Socio-cultural Foundations of Education (3 units) | TPA 4 TPA courses- 1. EDTE 401 TPA-1 Subject Specific Pedagogy (1 unit) taken with EDEL 461, 462 or EDSE 532. EDTE 402 TPA-2 Designing Instruction (1 unit) taken with EDEL 464,465 or EDSE 535 3. EDTE 403 TPA-3 Assessing Learning (1 unit) taken with EDEL 499 or EDSE 599 4. EDTE 404 TPA-4 Culminating Teaching Activity (1 unit) taken with EDEL 499 or EDSE 599 | EDEL 460(10 hours); EDEL 462(10 hours); EDEL 463(10hours); EDEL 464(10 hours); EDEL 499(Full time 10 weeks) 3 field experiences and student teaching | Student teachers are required to attend five seminars each quarter with their university supervisor. Some districts require candidates to attend seminars prior to entering the classroom. The candidates will be notified prior to the beginning of the quarter if this applies to their assigned district. |
| California State University Channel Islands | EDUC Field Experience (1) 45 hours | 5 courses: ENGL 475 Language in Social Context (3) EDUC 510 Learning Theory and Development Applied in Multicultural Educational Education Contexts (3); EDUC 512 Equity, Diversity, and Foundations of Schooling (3); SPED Individuals with Disabilities in Society (3); EDUC 520 Observing and Guiding Behavior in multilingual/Multicultural and Inclusive Classrooms (3) | PACT PACT embedded in all 7 courses. During field experience the supervisor holds seminars, tracks and advises candidates about PACT. | 14 UNITS: EDMS 565 Initial Student Teaching (7) first 8 wks. are classes and the second 8 seeks is full time in the field; EDMS 575 Advanced Student Teaching (7) | Minimum of 16 seminars - Discussion during initial and advanced student teaching - 2hrs per week |

| | Pre-Field Experience | Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites | TPA/PACT/FAST Support | # of Hours or Units Total of Field Experience Student/Teaching required During Credential Program | Seminars Required |
|---|--|---|--|--|---|
| California State University Chico | EDTE 255 Introduction to Democratic Perspectives in K-12 Teaching (45 hours) | 4 courses: a total of 12 credits: EDTE 255 Field Exp.; EDTE 302 Access and Equity in Education; EDTE 520 Fundamentals of Teaching Practice; ENGL 471 Theory/Practice of Second Language Acquisition | PACT Embedded into: Curriculum Theory & Practice Courses: EDTE 523A Curriculum Theory & Practice: Math (2); EDTE 523B Curriculum Theory & Practice: Science (2); EDTE 524A Curriculum Theory & Practice: Social Science; EDTE 528 Applications for Democratic Education - Capstone course to be taken in the final semester | 15 UNITS/45 hours: EDTE 525 Teaching Practicum1 (6 units); EDTE 529 Teaching Practicum 11 (9 units) | EDTE 522 Reading Comprehension & Content Area Literacy (No cr.) 3 hr. Seminar |
| California State University Dominguez Hills | 30 hours of observation TED 400 Introduction to Teaching (included in the phase 1) | 2 courses. A total of 5 units: TED 407 Language Learning; TED 411 Classroom Management Methods | PACT 1 course: TED 448 Teaching Event: Elementary (2units) | 15 UNITS/45 hours: TED 433 Teaching Practices Seminar (3units); TED 435 Elementary Student Teaching (12 units) | TED 433 Teaching Practices Seminar: Multiple Subject |

| | Pre-Field Experience | Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites | TPA/PACT/FAST Support | # of Hours or Units Total of Field Experience Student/Teaching required During Credential Program | Seminars Required |
|---|--|--|---|---|--|
| California State University East Bay (Bachelors Plus: Early Pathway Liberal Studies/Credential Program) | 45 hours in an elementary classroom setting - 2 letters of recommendation verifying successful experiences in school like settings or TED 3001 | none - all diversity requirements are met in the credential program | <p>TPA</p> <p>Required courses: TED 5211 TPA Task I Assessment-1unit; TED 5212 TPA Task II Assessment-1unit; TED 5213 TPA Task III Assessment-1unit; TED 5214 TPA Task IV Assessment-1unit</p> <p>If students fail a TPA task they must take the following tutorials: 8 units: 4 classes; (1) TED 5061 TPA Subject Specific Pedagogy Task I Tutorial-2units (2) TED 5062 TPA Designing Instruction Task 11 Tutorial-2units (3) 5063 TPA Assessing Learning Task III Tutorial-2units (4) TED 5064 TPA Culminating Learning Task IV Tutorial-2units</p> | <p>3 quarters of blended coursework/field experience Coursework is taken in the late afternoon or evenings and candidates are in the public schools in the morning or afternoon.</p> <p>5354 <u>Student Teaching I</u> (5units) 5 mornings + 1 full afternoon Coursework 3-4 afternoons</p> <p>5359 <u>Student Teaching II</u> (6 units) 5 mornings + 2 full afternoons Coursework 3-4 afternoons</p> <p>5361 Student Teaching III (6units) for the semester – 5 full days a week plus solo-teach for 10 consecutive days</p> | <p>TED 5372 Team Seminar I - 1 unit</p> <p>TED 5373 Team Seminar II- 1 unit</p> <p>TED 5374 Team Seminar III- 1unit</p> <p>TED 5375 Team Seminar IV- 1 unit</p> <p>All seminars are orientation to the TPA Task and Reflection on Field Experience</p> |

| | Pre-Field Experience | Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites | TPA/PACT/FAST Support | # of Hours or Units Total of Field Experience Student/Teaching required During Credential Program | Seminars Required |
|------------------------------------|--|--|--|--|---|
| California State University Fresno | Pre-program field experience OR EHD 50: Intro to Teaching with a minimum of 45 observation hours | SSCI 180 Diversity in the US (3units) | FAST tasks are embedded into courses and coursework and EHD 170: | <p>Total of 13 units/54 hours</p> <p>EHD 174 (2 cr.) Field Study A semester – minimum of 6 hours a week over 2 afternoons plus seminars</p> <p>EHD 178 (2cr.) Field Study B semester – minimum of 12 hours a week (mornings) plus seminars</p> <p>EHD 170 (9cr.) Final student teaching semester all day solo teach for two weeks + seminars</p> | <p>EHD 174 – seminars</p> <p>EHD 174 – seminars</p> <p>EHD 170 -Seminars Weeks 1-12 Content Specific Teaching Strategies for Physical Education Grades K-8 (CCTC 8A (e))</p> <p>Content Specific Teaching Strategies for Health in Grades K-8) (CCTC 8A (f))</p> <p>Learning to Create a Supportive, Healthy Environment for Student Learning (CCTC 10 a-e)</p> <p>Professionalism and Ethics for Educators Character and Civic Education Conference (Spring Semester Only)</p> <p>Professional Job Search Strategies</p> |

| | Pre-Field Experience | Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites | TPA/PACT/FAST Support | # of Hours or Units Total of Field Experience Student/Teaching required During Credential Program | Seminars Required |
|--|--|---|--|--|---|
| California State University Fullerton | Recommendation from a classroom teacher who has observed your work in a public K-6 regular education setting for at least 45 hours. OR EDEL 315 Introduction to Elementary Classroom Teaching (3units) Campus seminars and fieldwork. | EDEL 325 Cultural Pluralism in Elementary Schools (3units) | TPA 2 courses: First semester EDEL 453 Teacher Performance Assessment Support (TPA Tasks SSP and DI); Third semester EDEL 453 Teacher Performance Assessment Support (TPA tasks AL and CTE) | 1st sem. EDEL 438 (45 hours); 2nd sem. EDEL 438 (45 hours) & EDEL 439 Student Teaching (5wks); 3rd sem. EDEL 439 (8 full wks.) | <u>2 seminars:</u> 2nd sem. EDEL 450 Visual & Performing Arts Seminar; EDEL 452 PE, Health and Mainstreaming Seminar |
| California State University Long Beach | Prerequisite EDEL 380 - 45 hours fieldwork for admission to MSC Credential Program | 4 courses possible: Prerequisites: EDEL 380 Teaching and Learning in a Democratic Society (3 Units); EDSP 303 Preparing to Teach Special Populations in the General Education Classroom (1 unit) Co-requisites (may be taken prior to being admitted to the MSCP or with pedagogy courses (10hrs) 2 courses a total of 5 units - The following may be taken before or during credential program: EDEL 413 Developmentally Appropriate Teaching Practices (2 units); EDEL/EDP/LING 431 Cultural and Linguistic diversity in Schools (3 units); Student Teaching in Diverse Classrooms (16 units) | TPA CalTPA tasks are completed when they take the following courses: Task 1- EDEL 472; Task 2 - EDEL 442; Task 3 Student Teaching; Task 4 - Student Teaching | EDEL 482 Student teaching - 16 units Field Experience includes: EDEL 413- 10hrs (25% minimum ELL) EDEL/EDP/LING 431- 10hrs (25% minimum ELL) EDEL 442- 10hrs (25% minimum ELL) EDEL 452- 10hrs (25% minimum ELL) EDEL 462- 10hrs (25% minimum ELL) EDEL 472- 10hrs (25% minimum ELL) EDEL 475- 10hrs (25% minimum ELL) | <u>8 weekly seminars</u> during 482: Student Teaching in Diverse Classrooms |

| | Pre-Field Experience | Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites | TPA/PACT/FAST Support | # of Hours or Units Total of Field Experience Student/Teaching required During Credential Program | Seminars Required |
|---------------------------|--|--|---|--|---|
| Humboldt State University | 6 units/45 hours EED 210/310 (1unit/45hrs) Direct Experience with Children; LSEE 311 (1.5 units/22hrs) Mathematics Fieldwork observation & Seminar; LSEE 312 (1.5/12hrs) Social Studies & Science Fieldwork Observation & Seminar; LSEE 411 (2units) Language Arts Fieldwork & Seminar | Direct Experience with Children; LSEE 311 (1.5 units/22hrs) Mathematics Fieldwork observation & Seminar; LSEE 312 (1.5/12hrs) Social Studies & Science Fieldwork Observation & Seminar; LSEE 411 (2units) Language Arts Fieldwork & Seminar; Soc 303(3units) Race & Inequality | CalTPA tasks due: 1st semester - Context for Learning; Literacy Planning Task; Social Science Planning Task 2nd semester - Context for Learning 2; Math Teaching Event (Planning); Math Teaching Event (Instruction); Math Teaching Event (Assessment); Math Teaching Event (Reflection0; Math Teaching Event All are uploaded to Taskstream | Fieldwork/Student Teaching during credential program: Phase 1: 5 weeks EED 751 four wks. full time and one week of mornings Phase 2: 12 weeks EED 752 5 wks. full time (minimum 3 days solo teaching) Phase 3: 10 weeks EED 753 2 wks. full time and 7 wks. of 4 hr. mornings Phase 4: 13 weeks EED 754&755 Full time (minimum of two weeks solo teaching) | <u>5 seminars/support sessions:</u> EED 720 The School and the Student Seminar (1unit); EED 724 Fine Arts in the Integrated Elementary Curriculum Seminar (1unit); EED 701 Performance Assessment Support Session (1unit); EED 720b The Student and the School Seminar (1unit); EED 726 Professional Development Seminar (1unit) |

| | Pre-Field Experience | Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites | TPA/PACT/FAST Support | # of Hours or Units Total of Field Experience Student/Teaching required During Credential Program | Seminars Required |
|--|--|--|---|---|---|
| California State University Los Angeles (Preliminary Multiple Subject) | EDCI 300 - The Teaching Profession: Preparing the Urban Educator - Requires verification of completion of 45 hours of early field experiences in a K-12 public school classroom. | EDCI 300 - The Teaching Profession: Preparing the Urban Educator (2units); CHDV 140 - Child Development (4); | TPA <u>TPA Workshops</u> TPA 1 Workshop TPA 2 Workshop TPA 3 Workshop TPA 4 Workshop Multiple Subjects teacher candidates will take Task 1 in Block 1, Task 2 in Block 2, Task 3 in Block 3, and Task 4 in Block 4 Task 1: Subject-Specific Pedagogy (SSP) – EDEL 472 Task 2: Designing Instruction (DI) EDEL 442 Task 3: Assessing Learning (AL) – Student Teaching Task 4: Culminating Teaching Experience (CTE) – Student Teaching | Fieldwork is embedded in the following courses: EDEL415: Proseminar: Curriculum and Teaching of Reading/Language Arts; EDEL416 Proseminar: Curriculum and Teaching of Writing/Language Arts; EDEL 417 Proseminar: Curriculum and Teaching of Mathematics; EDEL 405 Proseminar: Language Development in the Elementary Classroom; EDEL 418 Proseminar: Curriculum and Teaching of Science; EDEL 403 Direct Teaching: Multiple Subject (10units); EDEL 489 Demonstration of Instructional Competencies (10units); EDEL 403C Reflection, Synthesis and Assessment of Directed Teaching | Seminars are attached to the Fieldwork requirements |

| | Pre-Field Experience | Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites | TPA/PACT/FAST Support | # of Hours or Units Total of Field Experience Student/Teaching required During Credential Program | Seminars Required |
|--|---|--|--------------------------------|--|---|
| California State University Monterey Bay | Two or three letters of recommendation by those who have observed you teaching or working with culturally diverse adolescents or youth. Successful applicants will have experience working with the appropriate school age population, or a commitment to acquire such experiences PRIOR to the beginning of program courses. | Three semester units or the equivalent of a single language other than English. Students who elect to take a Liberal Arts Pathway – courses of diversity are required. | PACT Embedded into courses. | ED 601 Stage One: Placements are for four half-days per week at a particular grade level for one semester, with candidates switching to another grade level within the same school for semester two. Minimum of 160 hours ED 603 Stage Two - Candidates will attend school placement for four half days and one full day for the first ten weeks of their coursework. They will be at their sites full time for the following five weeks, taking on the lead role in the Co-Teaching partnership. They will take over as the lead teacher for two of the five weeks. After they will reduce their time back to mornings only as they “hand” the lead teaching role back to the cooperating teacher. Then visits to other grade levels and classrooms as they continue to support the school until the last day of school. Minimum of 280 hours. | EDEL 403C seminar class ED601 Stage 1 Student Teaching and Seminar ED603 Stage 2 Student Teaching and Seminar |

| | Pre-Field Experience | Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites | TPA/PACT/FAST Support | # of Hours or Units Total of Field Experience Student/Teaching required During Credential Program | Seminars Required |
|--|---|--|---|--|---|
| California State University Northridge | <p>45 hours of Early Field Experience</p> <p>For Multiple Subject candidates this requirement is completed by two or more of the following courses:</p> <p>EPC 315, ELPS 203</p> <p>These courses may be in-progress when the application is submitted, but they must be successfully completed for admission</p> | None | <p>PACT</p> <p>The Preliminary Teaching Event (PTE): Completed during the first semester of student teaching or the second semester of internship and Is a bridged version of the PACT Teaching Event Focuses on a single lesson – with videotape, assessment and reflection.</p> <p>The PACT Teaching Event: Completed during the final semester of student teaching. Seminars are designed to provide opportunities to reflect on and refine your teaching practice. Seminar leaders will assist you with understanding and fulfilling the requirements of the program, including support and guidance in successfully completing PACT.</p> | <p>EED 560C Supervised Fieldwork (3 units) and EED 559F Student Teaching (6 units) Total of 9 units</p> <p>EED 520 Teaching of Reading course completes a verification of 20 hours of O/P fieldwork.</p> <p>EED 550B/560C verification of 10 weeks (M-F, start of school until lunch) of fieldwork completed throughout the entire semester with a focus on literacy, inclusive practices, diverse learners, English language development and Math. University Supervisor for EED 561F verification of attendance.</p> | <p>Attendance at the eight scheduled seminars:</p> <p>Seminars are designed to provide opportunities to reflect on and refine your teaching practice. Seminar leaders will assist you with understanding and fulfilling the requirements of the program, including support and guidance in successfully completing PACT.</p> <p>2 seminars: EED 559C (1 unit) and EED 559F Student Teaching Seminar (1)</p> |

| | Pre-Field Experience | Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites | TPA/PACT/FAST Support | # of Hours or Units Total of Field Experience Student/Teaching required During Credential Program | Seminars Required |
|--|--|--|---|---|--|
| California State Polytechnic University Pomona | <p>Field Experience: Successful completion of a “Supervised Field Experience” is a prerequisite for admission in the Credential Programs.</p> <p>One recommendation must be by a professional who has directly observed your work/interaction for a minimum of 20 hours experience with youth in group settings levels K-12.</p> <p>Early Field Experience: 15 hours per course</p> <p>TED 405 Introduction to Contemporary Schooling</p> <p>TED 406 Pedagogical Foundations</p> <p>TED 407 Education in a Diverse Society</p> | <p>TED 407 Education in a Diverse Society</p> <p>EDS 403 Introduction to Special Education</p> <p>TED 405 Introduction to Contemporary Schooling</p> | <p>TPA</p> <p>TED 444 – Theory and Practice in Language Arts Education (TPA Task 1) 4 Units</p> <p>TED 443 – Theory and Practice in Reading Education (20 hours observation & TPA Task 2) 4 Units</p> <p>TED 440 – Clinical Practice and Performance Assessment (TPA Task 3) 2 Units</p> <p>TED 441 – Clinical Practice and Performance Assessment (TPA Task 4) 2 Units</p> | <p>Clinical Practice 1: TED 427 – Clinical Practice I 8 Units</p> <p>Clinical Practice 2: TED 429 – Clinical Practice 2 8 Units</p> | <p>Five required courses are described as Four unit seminar/discussions: TED 425; TED 443; TED 431; TED 444; TED 451</p> |

| | Pre-Field Experience | Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites | TPA/PACT/FAST Support | # of Hours or Units Total of Field Experience Student/Teaching required During Credential Program | Seminars Required |
|--|--|--|--|--|---|
| <p>California State University Sacramento</p> <p>3 semester option</p> | <p>EDS 100A/B Education of Exceptional Children and Youth (2/1 units); EDBM 170 Introduction to Educating English Learners (3 units) Both are in combination with a campus course.</p> <p>Experience is an admission requirement—minimum of 45 hours working with the age group you plan to teach.</p> | EDBM 170 Introduction to Educating English Learners (3 units); EDS 100A/B (2/1 units) Education of Exceptional children and Youth | <p>PACT</p> <p>ED300A Teaching Performance Assessment - Multiple Subject Mathematics (1 credit)</p> <p>Multiple Subject candidates complete a PACT Teaching Event during their final semester of the program. In addition, they complete three PACT Content Area Tasks (CATs). The CATs are typically assigned in methods courses.</p> | <p>Field experience is embedded in the methods courses:</p> <p>EDTE 310A Pedagogy A EDTE 310B Pedagogy B; EDTE 314 Mathematics; EDTE 315 History-Social Science; EDTE 316 Science; EDTE 319A; EDTE 430A Student Teaching I (5 credits); EDTE 430B Student Teaching II (7 credits)</p> <p>Phase I, field work experience- connected to some of the Phase I credential courses. Phase II, students are in a classroom for the equivalent of 2.5 days/week during which time students gradually assume teaching responsibilities for both small and large group instruction. Plus take classes that may be scheduled in some combination of morning, afternoon and early evenings. Phase III pattern might consist of full time student teaching four to five days a week coupled with the pedagogy course.</p> | 3 seminars/workshops - Principles of Teaching Lecture and Workshop (A); Principles of Teaching: Lecture and Workshop (B); Student Teaching Seminar |

| | Pre-Field Experience | Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites | TPA/PACT/FAST Support | # of Hours or Units Total of Field Experience Student/Teaching required During Credential Program | Seminars Required |
|--|--|---|---|---|---|
| California State University San Bernardino (Student Teaching 3-phase option) | 45 hours of experience in K-12 classroom | ENG 311 - The English Language; Either - Growth and Development in Socio-Educational Contexts (4) or HD 240 Intro to Child Development (4) and a concurrent observation course (2); HSCI 100 Concepts in Health (4); One of the following- ESPE 350(6hr field component) Intro to Special Populations for General Education Teachers (4) or PSYC 350 Development of Exceptional Children (3 hours of fieldwork) (4) | TPA Teaching Performance Assessment Seminars EELB 520A(1 unit) TPA Seminar on Task 1; EELB 520B(1 unit) TPA Seminar on Task 2;EELB 520C(1 unit) TPA Seminar on Task 3;EELB 520D(1 unit) TPA Seminar on Task 4 | Phase 1: EELB 312 (6hrs of field experience); EELB 313 (6 hrs. of field experience); EELB 315 (6 hrs. of field experience); EELB 317 (6hrs of field experience) Phase 2: EELB 540A Supervised Student Teaching in Multiple Subjects I (6 units) Phase 3: EELB 540B Supervised Student Teaching in Multiple Subjects II (6 units) | 7 seminars: Phase 1: EELB 519(2 units) Assessment Seminar I; Phase 2: EELB 529(2 units) Assessment Seminar II; Phase 3: EELB 539(2 units) Assessment Seminar III; EELB 520A(1 unit) TPA Seminar on Task 1; EELB 520B(1 unit) TPA Seminar on Task 2;EELB 520C(1 unit) TPA Seminar on Task 3;EELB 520D(1 unit) TPA Seminar on Task 4 |
| San Diego State University (3 semesters) | Education200: Teaching as a Profession - 30 hrs. field experience | ED 451 Introduction to Multicultural Education; Special Education 450 Classroom Adaptations for Special Populations | PACT ED 970 PACT Assessment Course (3units) Blackboard offers PACT resources | TE 965 Basic Student Teaching in Elementary School (8units); TE 966 Advanced Student Teaching in Elementary School (8units) | 2 seminars: TE 960 Basic Student Teaching Seminar (2units); TE 961 Advanced Student Teaching Seminar (2units) |

| | Pre-Field Experience | Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites | TPA/PACT/FAST Support | # of Hours or Units Total of Field Experience Student/Teaching required During Credential Program | Seminars Required |
|--|---|--|---|--|--|
| San Francisco State University (3 semester option) | Early Field Experience: Required for admission to most teaching credential programs. Usually consists of a minimum of 45 hours of volunteer or work experience in the type of classroom environment in which you plan to teach. Classrooms should be culturally and linguistically diverse. | Second Language Requirement | PACT During final semester - plan and complete PACT teaching event. Subject Specific Tasks (SST) are completed the semester that they are enrolled in the particular course. EED 682, EED 679, EED 737 | E ED 746 : Teaching Practicum Phase I - Developmental field experience; E ED 737 : Teaching Social Studies, Social Justice, and Literacy: Grades 3-6(3 units)(field experience); E ED 747 : Teaching Practicum Phase II-Developmental field experience; E ED 737 : Teaching Social Studies, Social Justice, and Literacy: Grades 3-6 - E ED 747 : Teaching Practicum Phase II--Developmental field experience; E ED 737 : Teaching Social Studies, Social Justice, and Literacy: Grades 3-6-. Field practicum required; E ED 748 : Teaching Practicum Phase III -Final Phase of Student Teaching | <u>3 seminars:</u> EED 656 (3 units) Teaching Practicum Seminar I; EED 657 (3 units) Teaching Practicum Seminar II; EED 658 (3 units) Teaching Practicum Seminar III |

| | Pre-Field Experience | Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites | TPA/PACT/FAST Support | # of Hours or Units Total of Field Experience Student/Teaching required During Credential Program | Seminars Required |
|--|---|--|---|---|--|
| San Jose State University (Mult. Subj. Credential) | 50 hours of Pre-professional Experience | I course - EDSE 192A; Including and Supporting Students | <p>PACT includes a summative Teaching Event project conducted as part of EDEL 143B (Student Teaching) requirements.</p> <p>In addition, embedded signature assessments in EDTE 162, EDEL 108B (Science Curriculum), EDEL 108C (Social Studies Curriculum) and EDEL 108D (Math Curriculum) make up the department portfolio.</p> | Orientation to student teaching(5 units) EDEL 143A; Student teaching practicum (10 units) EDEL 143B Total of 15 units | <u>2 seminars:</u> Student Teaching Practicum: field and campus seminar |

| | Pre-Field Experience | Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites | TPA/PACT/FAST Support | # of Hours or Units Total of Field Experience Student/Teaching required During Credential Program | Seminars Required |
|---|---|---|--|--|--|
| California Polytechnic State University, San Luis Obispo (Post Baccalaureate) | EDUC 207 The Learner's Development, Culture and Identity in Educational Settings (4)-observation children in everyday settings; EDUC 300 Introduction to the Teaching Profession (3) (CR/NC)-observation and participation in public schools; EDUC 310 Effective Teaching and Classroom Management with a Multicultural Perspective in K-3 and 4-8 Settings (4)-participation in public schools | 4 courses: EDUC 207 The Learner's Development, Culture and Identity in Educational Settings (4); EDUC 300 Introduction to the Teaching Profession (3) (CR/NC); EDUC 310 Effective Teaching and Classroom Management with a Multicultural Perspective in K-3 and 4-8 Settings (4); Eng 290 or 390 or 391 | PACT MSCP candidates must successfully complete a TPA task in: EDUC 431 (history-social science), EDUC 436 (science) and EDUC 430 (literacy-language arts). These tasks will focus on either planning or assessment. During student teaching (EDUC 434 or 454 and 456), teacher candidates must also complete a TPA teaching event, which includes videotaping the teacher candidate teaching a lesson to students in his/her classroom. | EDUC 434 Student Teaching – Multiple Subject Credential (10); EDUC 454 Multiple Subject Student Teaching I (7); EDUC 456 Multiple Subject Student Teaching II (12) | 2 seminars: EDUC 455 Multiple Subject Student Teaching Seminar I (3); EDUC 457 Multiple Subject Student Teaching Seminar II (3) |

| | Pre-Field Experience | Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites | TPA/PACT/FAST Support | # of Hours or Units Total of Field Experience Student/Teaching required During Credential Program | Seminars Required |
|---|---|--|---|--|---|
| California State University San Marcos (456 Multiple Subject Student Teaching II) | Education 350 Foundations of Teaching as a Profession - 45 hrs. field experience | Education 364 The Role of Cultural Diversity in Schooling | TPA EDUC 430 Teaching Reading and Language Arts with a Multicultural Perspective (6) <u>PACT Inclusion</u> ; TPA Tasks 1-2 during Clinical Practice I; TPA Task 3 &4 during Clinical Practice II | EDMS 511 Elementary Teaching and Learning 1 (Field Experience Observation in classroom) (3units); EDMS 521 Elementary Literacy 1 (Field Experience Observation in classroom)(3units);EDMS Clinical Practice in Elementary Schools 1 (7units); EDMS 572 clinical Practice in Elementary Schools 11 (7units) | <u>2 seminars:</u> EDMS 572 Clinical Practice in Elem. Schools II includes a student teaching seminar; EDMS 571 Clinical Practice in Elem. Schools I includes a student teaching seminar |

| | Pre-Field Experience | Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites | TPA/PACT/FAST Support | # of Hours or Units Total of Field Experience Student/Teaching required During Credential Program | Seminars Required |
|-------------------------|---|--|---|---|--|
| Sonoma State University | EDMS 100 Explorations in Teaching (2units) Verification of Pre-Program Field Experience: A total of at least 45 hours of pre-program field experience is required | 3 courses: EDUC 417 School and Society(3 units); EDEC 420 Child Development in Family, School and Community(3 units); EDMS 470 Multicultural Pedagogy (3 units) | PACT EDMS 464 Teaching Reading to Struggling Learners/Older Students (3 units) This course supports candidates as they develop their Performance Assessment for California Teachers (PACT) | Each credential methods course (EDMS 411, 463, 474, 475, 464 and 471) requires the student to be involved in a classroom for observation and to complete course assignments. EDMS 476F Participant Observation-Field (3 units) Candidates are placed in a public school classroom for a minimum of 12 contact hours per week, observing the daily classroom routines, activities, curriculum materials, and instruction in all subject area. Candidates may be paired with a student teacher. EDMS 482F Student Teaching-Field (10 units) Candidates spend four and half days per week in an elementary classroom for 15 weeks, planning and implementing curriculum, including two weeks during which candidates teach and are responsible for the entire curriculum and school day. | On site small group seminars during field experience; <u>Weekly</u> seminars during EDMS 482S Student Teaching Seminars (2units) |

| | Pre-Field Experience | Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites | TPA/PACT/FAST Support | # of Hours or Units Total of Field Experience Student/Teaching required During Credential Program | Seminars Required |
|--|------------------------------------|--|--|---|--------------------------|
| California State University Stanislaus | 45 hours of Early Field Experience | Second Language Experience (3 units of foreign or sign language or 2 years of high school foreign language) | <p>TPA</p> <p>Candidates complete Task 1 (Subject Specific Pedagogy) during the first semester and practice Tasks 2, 3, and 4 during their final semester.</p> <p>Faculty members will prepare candidates for the TPA tasks by giving assignments and activities in their classes that serve as practice exercises for the CA TPA.</p> <p>Information for the TPA will be given at the new student orientation and in the classes where the tasks will be completed.</p> | EDMS 4190 - Student Teaching Practicum I (3 units) (mornings for 7 weeks); EDMS 4191 - Student Teaching Practicum II (5 units) (full days for 7 weeks) | none |

| | Pre-Field Experience | Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites | TPA/PACT/FAST Support | # of Hours or Units Total of Field Experience Student/Teaching required During Credential Program | Seminars Required |
|--------------------------|--|---|---|---|--|
| Cal Teach | <p>None</p> <p>There is not a requirement for pre-field experience – although in the student teaching option there is extensive field experience during the program.</p> <p>Intern or Private School Teacher Option – Candidate is teaching.</p> | <p>EDUC 207 - Intro to the Learner's Development, Culture, Language and Identity (4 units);</p> <p>EDUC 310 - Effective Teaching and Classroom Management in K-3 & 4-8 Settings with a Multicultural Perspective (4 units);</p> <p>EDUC 300 - Introduction to the Teaching Profession (3 units)</p> | <p>TPA</p> <p>Academic and performance outcome documentation; CalTPA Task 1 (Subject Specific Pedagogy)</p> <p>Academic and performance outcome documentation; CalTPA Task 2 (Designing Instruction)</p> <p>TPA Task 3 (Assessing Learning); CalTPA Task 4 (Culminating Teaching Experience)</p> | <p>Under the Student Teaching Option, terms 1 and 2 of the program include "Field Experience" which requires candidates to spend one full day per week in Term 1, and two full days per week in Term 2 in a public school classroom. Terms 3 and 4 consist of formal "Student Teaching," with assigned master teachers and a gradual increase in teaching responsibilities. During term 3, candidates participate in half-time Student Teaching, which must include sufficient additional time for planning with the master teacher. During term 4, candidates engage in full-time student teaching</p> | <p>Participants attend five Saturday Seminars in their region. These Seminars cover a broad range of topics from technology proficiency to specific subjects such as reading, mathematics and science.</p> |
| Reflect/Evidence: | 30-45 hours required from All but CalTeach | 2 or more courses = 14/23 = 61 % | All 23 CSU programs TPA/PACT/FAST tasks are embedded into coursework, field experiences, student teaching, and seminars or have specific TPA/PACT/FAST required courses. | Extensive field experiences before final student teaching | All but one CSU program requires credit or non-credit seminars. |

| | Culture | Number of Courses with Diversity Focus in Course Descriptions During Credential Program | CBEST: California Basic Educational Skills Test: Prior to Admission to Program | CSET Multiple Subjects Examination: Prior to Admission to program | RICA: Reading Instruction Competence Assessment |
|---|--|--|---|--|--|
| California State University Bakersfield | Multicultural education; culturally and linguistically diverse classroom | 5 courses | Yes | Yes | Yes |
| California State University Channel Islands | Needs of English Language Learners and Exceptional Learners; exceptional children, multicultural; multilingual | All Courses | Yes | Yes | Yes |
| California State University Chico | Diverse students, cultural | 2 courses | Yes | Yes | Yes |
| California State University Dominguez Hills | Cultural diversity; multicultural; ethnically; language diverse students; multilingual | 1 course | Yes | Yes | Yes |
| California State University East Bay (Bachelors Plus: Early Pathway Liberal Studies/Credential Program) | Social justice; socially, culturally, and economically diverse | 3 courses | Yes | Yes | Yes |
| California State University Fresno | Diverse classrooms, equitably, culturally and linguistically diverse | All – 7 courses | Yes | Yes | Yes |

| | Culture | Number of Courses with Diversity Focus in Course Descriptions During Credential Program | CBEST: California Basic Educational Skills Test: Prior to Admission to Program | CSET Multiple Subjects Examination: Prior to Admission to program | RICA: Reading Instruction Competence Assessment |
|---|--|--|---|--|--|
| California State University Fullerton | Diverse, cultural pluralism, multicultural, English learners, equity, multiple perspectives, social change | 2 courses | Yes | Yes | Yes |
| California State University Long Beach | Diverse student populations, English learners, culturally diverse | All – 10 courses | Yes | Yes | Yes |
| Humboldt State University | Social and economic justice, diverse socioeconomic and cultural backgrounds | 9 courses | Yes | Yes | Yes |
| California State University Los Angeles (Preliminary Multiple Subject) | Socioeconomic and cultural milieu, learners needs | 12 courses | Yes | Yes | Yes |
| California State University Monterey Bay | Linguistic; cultural; backgrounds different than their own; social justice | 10 courses | Yes | Yes | Yes |
| California State University Northridge | Diverse populations | 8 courses | Yes | Yes | Yes |

| | Culture | Number of Courses with Diversity Focus in Course Descriptions During Credential Program | CBEST: California Basic Educational Skills Test: Prior to Admission to Program | CSET Multiple Subjects Examination: Prior to Admission to program | RICA: Reading Instruction Competence Assessment |
|--|---|--|---|--|--|
| California State Polytechnic University Pomona | Equitable, culturally and linguistically diverse multicultural | 4 courses | Yes | Yes | Yes |
| California State University Sacramento | Culturally and linguistically diverse | 14 courses | Yes | Yes | Yes |
| California State University San Bernardino (Student Teaching 3-phase option) | Culture, diverse, learners with special needs, English learners; cultural diversity; democratic principles | 10 courses | Yes | Yes | Yes |
| San Diego State University (3 semesters) | Culturally, linguistically, diverse | 7 courses | Yes | Yes | Yes |
| San Francisco State University (3 semester option) | Diverse, social justice, cultural, linguistically | 6 courses | Yes | Yes | Yes |
| San Jose State University (Mult. Subj. Credential) | Second language learners, inclusion, culturally diverse, linguistic and economically diverse, multicultural | 7 courses | Yes | Yes | Yes |

| | Culture | Number of Courses with Diversity Focus in Course Descriptions During Credential Program | CBEST: California Basic Educational Skills Test: Prior to Admission to Program | CSET Multiple Subjects Examination: Prior to Admission to program | RICA: Reading Instruction Competence Assessment |
|---|---|--|---|--|--|
| California Polytechnic State University, San Luis Obispo (Post Baccalaureate) | Every learner, all students, equity | 5 courses | Yes | Yes | Yes |
| California State University San Marcos (456 Multiple Subject Student Teaching II) | Educational equity, social justice, diversity | 8 courses | Yes | Yes | Yes |
| Sonoma State University | Diversity, inclusive educational practices, respect human differences | 7 courses | Yes | Yes | Yes |
| California State University Stanislaus | Diverse, multicultural, multilingual, culturally responsive | 4 courses | Yes | Yes | Yes |
| Cal Teach | Special needs, range of learners, English learners | (Subject Specific Pedagogy) 10 Modules | Yes | Yes | Yes |
| | | | | | |

| | Option 3 Authorizations | Option 1 Approved Program (total prerequisite and credential units) | Option 2 Intern | Additional Info. | Additional Info. |
|---|--|--|------------------------|-------------------------|--|
| California State University Bakersfield | Spanish EL Authorization infused BCLAD CTEL EL/CLAD | Yes | Yes | | Intern Option; Multiple Subject Teacher Credential program; Integrated Baccalaureate |
| California State University Channel Islands | Spanish BCLAD CTEL EL/CLAD | Yes 16-20 prerequisites and 36 units credential | Yes 36 units | | Multiple Subject Teaching Credential Full or Part Time |
| California State University Chico | Spanish BCLAD CTEL EL/CLAD | Yes 62 units | Yes | | |
| California State University Dominguez Hills | Spanish, Korean, Khmer, Cantonese, Mandarin, and Vietnamese; certification in other authorized languages are available by examination. BCLAD CTEL EL/CLAD | Yes 49 units | Yes 47 units | | |

| | Option 3 Authorizations | Option 1 Approved Program (total prerequisite and credential units) | Option 2 Intern | Additional Info. | Additional Info. |
|---|---|--|------------------------|-------------------------|---|
| California State University East Bay (Bachelors Plus: Early Pathway Liberal Studies/Credential Program) | Spanish BCLAD CTEL EL/CLAD | Yes 64 units | Yes | | Undergraduate - Bachelors Plus: Early Pathway Liberal Studies/Credential Program; Liberal Studies Teacher Preparation Degree Pathway; Post-Baccalaureate Teacher Credential Program |
| California State University Fresno | Hmong, Spanish BCLAD CTEL EL/CLAD | Yes 34 units | Yes | | This program is compatible with the Dual, BCLAD, Blended, and Internship programs |
| California State University Fullerton | Spanish BLAD CTEL EL/CLAD | Yes | Yes | | Options: Two or Three Semester Options; STEP (Streamlined Teacher Education Program) |
| California State University Long Beach | Cantonese, Khmer, Korean, Mandarin, Spanish, Vietnamese CTEL EL/CLAD BCLAD | Yes | Yes | | |

| | Option 3 Authorizations | Option 1 Approved Program (total prerequisite and credential units) | Option 2 Intern | Additional Info. | Additional Info. |
|---|---|--|------------------------|-------------------------|---|
| Humboldt State University | EL/CLAD | Yes | Yes | | LSEE (Liberal Studies Elementary Education) BA Degree + one year credential program; LSEE 4 Year Plan; Transfer Student 2 Year Plan |
| California State University Los Angeles (Preliminary Multiple Subject) | ELA Authorization CTEL EL/CLAD | Yes | Yes | 46-48 credit program | Preliminary Multiple Subject Credential; Internship Credential |
| California State University Monterey Bay | Spanish BCLAD CTEL EL/CLAD | Yes 38 credits | Yes | | Traditional co-teaching pathway (2 or 3 semester); Internship pathway; Liberal Studies Multiple Subjects Integrated Program Pathway |
| California State University Northridge | Armenian, Korean, Spanish BCLAD emphasis available for Cambodian, Cantonese, Mandarin, Vietnamese CTEL EL/CLAD | Yes 39 units | Yes | | |
| California State Polytechnic University Pomona | Korean, Spanish BCLAD CTEL EL/CLAD | Yes 63 units (quarter) | Yes | | Intern Option; Liberal Studies Blended; Post Baccalaureate |

| | Option 3 Authorizations | Option 1 Approved Program (total prerequisite and credential units) | Option 2 Intern | Additional Info. | Additional Info. |
|---|---|--|------------------------|-------------------------|-------------------------|
| California State University Sacramento | CTEL EL/CLAD | Yes 36 units and 11 pre-requisites | No | | |
| California State University San Bernardino (Student Teaching 3-phase option) | Spanish BCLAD CTEL EL/CLAD | Yes 48 units (3 phases) | Yes | | |
| San Diego State University (3 semesters) | Spanish BCLAD EL/CLAD | Yes 48 or 49 units | Yes | | |
| San Francisco State University (3 semester option) | BCLAD emphasis in Cantonese, Mandarin, Spanish EL/CLAD | Yes 41 units | Yes | | |
| San Jose State University (Mult. Subj. Credential) | Spanish, Chinese BCLAD EL/CLAD | Yes 42 units | No | | |
| California Polytechnic State University, San Luis Obispo (Post Baccalaureate) | Spanish BCLAD CTEL EL/CLAD | Yes | No | | |

| | Option 3 Authorizations | Option 1 Approved Program (total prerequisite and credential units) | Option 2 Intern | Additional Info. | Additional Info. |
|---|--|--|------------------------|---|-------------------------|
| California State University San Marcos (456 Multiple Subject Student Teaching II) | Spanish BCLAD CTEL EL/CLAD | Yes | No | Students successfully completing this program receive the Preliminary Multiple Subject Credential with Authorization to Teach English Learners. | |
| Sonoma State University | Spanish BCLAD EL/CLAD | Yes | No | In EDMS 476S introduction to the Program Elements in the CWS1, LiveText, the major features of the web-based portfolio, and the basic operating tools. In EDMS 464 introduction to the Program Elements in the CWS2-PACT, literacy instruction that is informed by classroom and student assessment, and central focus of each of the five PACT tasks. | |
| California State University Stanislaus | Cambodian, Hmong, Laotian, Spanish BCLAD CTEL EL/CLAD | Yes 35 or 36 units | Yes | | |
| Cal Teach | CTEL | 26 modules | | | |

| | Option 3 Authorizations | Option 1 Approved Program (total prerequisite and credential units) | Option 2 Intern | Additional Info. | Additional Info. |
|--|---|--|------------------------|-------------------------|-------------------------|
| | <p>CTEL – California Teachers of English Learners Program/Examination</p> <p>EL – English Learners Authorization</p> <p>CLAD – Cross-cultural, Language, and Academic Development Certificate</p> <p>BCLAD - Bilingual Cross-Cultural Language and Academic Development Emphasis BCLAD is phasing out and in replacement will be Bilingual Authorization</p> <p>19/23 have at lease one language emphasis</p> <p>22/23 offer the EL/CLAD</p> <p>18/23 offer the CTCL program</p> <p>19/23 offer the BCLAD</p> | | | | |

| | Additional Info | Additional Info | Additional Info | Additional Info | Additional Info |
|---|------------------------|--|------------------------|------------------------|---|
| California State University Bakersfield | | TPA | | | TPA |
| California State University Channel Islands | | PACT | | | CSUCI Teacher Diversity Project |
| California State University Chico | | PACT | | | |
| California State University Dominguez Hills | | | | | |
| California State University East Bay (Bachelors Plus: Early Pathway Liberal Studies/Credential Program) | Cohort Approach | Year-long structure of supervised fieldwork with concurrent coursework | | | |
| California State University Fresno | | | | | |
| California State University Fullerton | | | | | |
| California State University Long Beach | | | | | The PACT must be passed before solo teaching takes place in Phase 4 |
| Humboldt State University | | | | | Cal TPA |

| | Additional Info | Additional Info | Additional Info | Additional Info | Additional Info |
|---|--|--|--|------------------------|------------------------|
| California State University Los Angeles (Preliminary Multiple Subject) | ELA Authorization | Cohort Structure and district partnerships | Co-teaching model; Placement for entire year in the same school – change of classrooms each semester | | PACT |
| California State University Monterey Bay | | | | | |
| California State University Northridge | Post Baccalaureate Pathways: Traditional Accelerated Collaborative Teacher Education Program Intern Program | Baccalaureate Pathways: Integrated Teacher Education Programs ITEP Freshman ITEP Junior | | | |
| California State Polytechnic University Pomona | | | | | PACT |
| California State University Sacramento | | | 2 and 3 semester option; as well as a four semester evening option | PACT | |
| California State University San Bernardino (Student Teaching 3-phase option) | | | Student Teaching Option (3 phases/semesters); Intern option | | |

| | Additional Info | Additional Info | Additional Info | Additional Info | Additional Info |
|--|---|--|--|--|--|
| San Diego State University (3 semesters) | Most blocks (cohorts) are based at local elementary schools. In these blocks, student teachers take their university coursework on-site at the elementary school and student teach at that school or in neighboring schools. | 50% of the program is devoted to student teaching. | 2 and 3 semester option/cohort model | <p>The Block Model with a Multicultural Focus</p> <p>Each Block cohort is guided closely by one or two faculty members ("team leaders"). The cohort and the team leaders provide a natural system of social and emotional support for each student. Cohort members share what they learn with one another, creating an additional layer of learning opportunities and professional growth.</p> | University coursework on-site at the elementary school |
| San Francisco State University (3 semester option) | | | 3 semester option; One calendar year program Cohort Models | | Teaching in Diverse Settings (TIDES) is the Mission Statement of the Multiple Subject Credential Program in the Department of Elementary Education. The program prepares credential candidates for the challenges of teaching children in today's schools. |
| San Jose State University (Mult. Subj. Credential) | | | Multiple Subject Teaching Credential; Flexible Program | Meets the CCTC's standards for English Language Learners | The Multiple Subject Teaching Credential is designed for those who will teach in culturally and linguistically diverse settings in English. |

| | Additional Info | Additional Info | Additional Info | Additional Info | Additional Info |
|---|-----------------|--|--|--|-----------------|
| California Polytechnic State University, San Luis Obispo (Post Baccalaureate) | | | Blended/Integrated Option (3 yrs.); Post-Baccalaureate Option (3-5 quarters) | ELA Authorization included | |
| California State University San Marcos (456 Multiple Subject Student Teaching II) | | | 456 Multiple Subject Student Teaching II Options of Full or Part time | Authorization to Teach English Language Learners - included in the Multiple Subject Credential | |
| Sonoma State University | | Candidate Work Sample 1 Portfolio– must pass The CWS1's Program Elements, artifacts or work samples, and rationales show the growth of a beginning teacher moving toward a highly qualified level of preparation. | Core Path (1 calendar year); FLEX Path(revised plan) | | |
| California State University Stanislaus | | | Traditional Credential Program (Full or Part-time); Integrated Program; Internship | | |

| | Additional Info | Additional Info | Additional Info | Additional Info | Additional Info |
|-----------|-----------------|-----------------|-----------------|-----------------|--|
| Cal Teach | | | | | CalState TEACH is designed for those who either wish to become a teacher but are unable to attend a traditional, classroom-based teacher education program (Student Teaching Option), or for those who are already teaching without a credential (Intern or Private School Teacher Option) |

Based on Traditional Multi Subject Credential Programs and in some programs the liberal arts/elementary education bachelors programs would be included in the prior experiences. Understanding that programs are based on catalogs and program information at the time of research.

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