2014

Finding the right fit: multiculturalism and low-income urban schools

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FINDING THE RIGHT FIT:

MULTICULTURALISM AND LOW-INCOME URBAN SCHOOLS

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

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June, 2014

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ACKNOWLEDGMENTS

First and foremost, I would like to give all glory, honor, and praise to God through whom all things are possible. . .

To my husband, Anthony, this dissertation would not have been possible without your love and support. . . *Olive Juice.* Camryn – thank you for teaching me how to love and how to be loved. Umma – thank you for your unconditional love and the many sacrifices you made for Joe and me. Dad-you've always been there for me…thank you! Joe- couldn't have asked for a better brother!

To my committee members – thank you for taking the time out of your busy schedules to help make this dream into a reality. Dr. Harding – I am honored to have had the pleasure of working with you. I appreciate your gentle, yet focused guidance. Dr. Madjidi – Thank you for your support through coursework and throughout this dissertation. Dr. Bentley – Thank you for your prayers and encouragement.

To my friends – thank you for your understanding when I could not socialize. I am blessed to have each of you in my life. Maleika, Queta, and Linda – each of you has been there for me through thick and thin, through the good and the bad...thank you for always being there.

Pops – Thank you for watching Camryn so that I could focus and write. I couldn't have asked for a better father-in-law.

To my colleagues, my second family – thank you for the encouragement and support. I appreciate the candid conversations, the challenges, and the motivation.

VITA

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ABSTRACT

This study addressed the difficulty of recruiting and retaining qualified teachers by examining the qualities and characteristics of teacher fit in a group of Southern California charter schools that serve low-income Black and Hispanic students. Given the significance and importance of culturally relevant and responsive education in schools that serve primarily Black and Hispanic students (Castagno, 2009; Gay, 2000; Howard, 2003; Ladson-Billings, 1994; 1995; 2006; Lindsey, Karns, & Myatt 2010; Nieto, 2005a; Poveda & Martin, 2004), three survey instruments; a demographic questionnaire, the Teachers Multicultural Attitudes Survey (TMAS), and the Multicultural Teaching Competency Scale (MTCS); were used to assess teacher attitudes about, and teaching competency in, multicultural education .

A quantitative analysis using paired t-tests and one-way Analysis of Variance (ANOVA) statistical techniques was conducted. Results revealed that there was no statistical difference in the levels of multicultural teaching knowledge and skills based on demographic characteristics among the teacher and administrator groups. There was no statistical significance between the levels of sensitivity and familiarity with multicultural issues among the teachers and the administrators. There was no statistical significance between teachers' and administrators' level of multicultural teaching skills and multicultural teaching knowledge. There were no differences, with the exception of gender, in the level of sensitivity and familiarity with multicultural issues based on teachers' demographic characteristics. In this study, male teachers scored lower than female teachers on the TMAS. With respect to the administrators; gender, birth place, work experience, ethnicity, educational backgrounds of parents, household incomes, and the location in which they grew up did not influence their levels of sensitivity and familiarity with multicultural issues.

The results of this study indicated that teachers at Fired Up Schools begin their employment with a reasonably strong level of sensitivity and familiarity with multicultural issues. Since teachers are developed and trained into administrators from within the organization, the administrators also demonstrated a reasonably strong level of sensitivity and familiarity with multicultural issues. With respect to multicultural teaching skills and knowledge, this study indicated that the levels of multicultural teaching skills and knowledge were as strong as the levels of multicultural attitude.

Chapter 1. Introduction

In September of 2005, a start-up charter school opened its doors to 330 students. On the first day of school, 13 teachers greeted students with excitement and high expectations of academic achievement; 80% of the students were Black and 20% were Hispanic. Approximately 97% of the students were eligible to participate in the National School Lunch Program. One third grade teacher concluded her first day of teaching by submitting her letter of resignation effective immediately. By December, a total of seven teachers had resigned. Four of the original thirteen teachers, approximately 30%, returned the following school year.

Eight years later, the charter school described above has revised its teacher hiring process to include four stages: 1) review of resume and cover letter, 2) interview, 3) demonstration lesson, and 4) reference check. In addition, the process includes input from staff at the director, principal, and curriculum specialist levels. The school now retains approximately 93% of its teachers. Although the staff at this charter school has significantly improved its ability to identify and select teachers that *fit* into the school's mission and vision, the question remains: How do charter schools define *teacher fit*?

This study addressed the difficulty of recruiting and retaining qualified teachers by examining the qualities and characteristics of teacher fit in a group of Southern California charter schools that serve low-income Black and Hispanic students. Given the significance and importance of culturally relevant and responsive education in schools that serve primarily Black and Hispanic students (Castagno, 2009; Gay, 2000; Howard, 2003; Ladson-Billings, 1994, 1995; 2006; Lindsey et al. 2010; Nieto, 2005a; Poveda & Martin, 2004), survey instruments were used to assess teacher attitudes and competency in multicultural education .

Background

Equity in education (a high-quality education) is a civil rights issue (Cross, 2007). There is a crisis in urban education – between the lower achievement levels of Black and Hispanic students and the higher achievement of their White and Asian counterparts (Howard, 2006; Stiefel, Schwartz, & Chellman, 2007; Talbert-Johnson, 2004). This crisis in education; the huge achievement gap, appears to be exacerbated by fewer resources, poor quality facilities (Sandy & Duncan, 2010), and low teacher quality. The education in low-income schools is further characterized by low academic expectations, discipline problems, and poor student health (Lewis, James, Hancock, & Hill-Jackson, 2008). As a result of these problems, many urban schools have difficulty recruiting and retaining qualified teachers (Shann, 1998).

Schools with teachers ill-equipped to teach in low-income minority communities also have higher teacher turnover rates resulting in an inequitable distribution of qualified and quality teachers between schools that serve predominantly poor, minority students and schools that serve more affluent students (Darling-Hammond, 2000; DeArmond, Gross, & Goldhaber, 2010). Many urban schools face the challenge of recruiting and retaining high quality teachers (Shann, 1998).

One of the most difficult challenges in teacher preparation programs is preparing teachers to teach in a low-income minority community. Many teachers, regardless of race and ethnicity, do not feel prepared to, or are capable of teaching and meeting the needs of Black and Hispanic students due to the fact that formal teacher preparation programs in the colleges and universities do not include preparation specifically for Black and Hispanic students (Ladson-Billings, 1994). In order for students from all ethnic, racial, and socioeconomic backgrounds to reach high

academic standards, teachers in urban communities must have the skills to be able to teach challenging content to a diverse population of students (Darling-Hammond, 2007).

Statement of the Problem

Research indicates that expert teachers may be the most important — and the most inequitably distributed — school resource (Darling-Hammond, 2007). The crisis in urban education, high teacher turnover in low-income communities, and low teacher retention contribute to increasing the achievement gap; creating a cycle of failure. Therefore, the current challenge is the identification of well-qualified teachers who are able to teach every child effectively (Talbert-Johnson, 2004).

Statement of Purpose

This study examined the identifying qualities and characteristics of teacher fit in a group of Southern California schools located in low-income communities which serve predominantly Black and Hispanic students by looking specifically at teacher and principal attitudes about multicultural, or cultural relevant and responsive education, and teacher competency in multicultural education.

Recent Statistics

Low levels of achievement, in many low-income schools in urban communities, is well documented. The U.S. Department of Education (2002-2007) reports that urban schools, as compared to the rest of the nation, have significantly more students testing below the basic level in reading, math, science, and writing on the National Assessment of Educational Progress(NAEP) test (Sandy & Duncan, 2010). The NAEP assessment data for fourth and eighth grade public students were analyzed in the areas of reading and mathematics between 1990 and 2009. Results demonstrate that fourth and eighth grade Hispanic and Black students scored, at

least 21 points lower than fourth and eighth grade White students, in the areas of reading and mathematics. The NAEP assessment data also demonstrate that the academic achievement gap in reading and mathematics between Hispanic and Black students and their White counterparts increases in California. Fourth and eighth grade Hispanic and Black students scored at least 24 points lower than fourth and eighth grade White students in the areas of reading and mathematics.

Research Questions

This study sought to examine teachers' and administrators' level of sensitivity and level of familiarity toward multicultural issues as well as their level of multicultural teaching skills at Fired Up Schools. This study sought to answer the following 17 research questions:

1. What are the demographic characteristics of teachers and administrators who participated in the study?
2. Among teachers at Fired Up Schools, what is the level of sensitivity with multicultural issues as measured by the Teachers Multicultural Attitudes Survey (TMAS)?
3. Among teachers at Fired Up Schools, what is the level of familiarity with multicultural issues as measured by the Teachers Multicultural Attitudes Survey (TMAS)?
4. Among teachers at Fired Up Schools, what is the level of multicultural teaching skills as measured by the Multicultural Teaching Competency Scale (MTCS)?
5. Among administrators at Fired Up Schools, what is the level of multicultural teaching knowledge as measured by the Multicultural Teaching Competency Scale (MTCS)?
6. Is there a difference in the level of sensitivity with multicultural issues between teachers and administrators?

7. Is there a difference in the level of familiarity with multicultural issues between teachers and administrators?
8. Is there a difference in the level of multicultural teaching skills between teachers and administrators?
9. Is there a difference in the level of multicultural teaching knowledge between teachers and administrators?
10. Among the teachers at Fired Up Schools, is there a difference in the level of sensitivity with multicultural issues based on the teacher's demographic characteristics?
11. Among the teachers at Fired Up Schools, is there a difference in the level of familiarity with multicultural issues based on the teacher's demographic characteristics?
12. Among the administrators at Fired Up Schools, is there a difference in the level of sensitivity with multicultural issues based on the administrator's demographic characteristics?
13. Among the administrators at Fired Up Schools, is there a difference in the level of familiarity with multicultural issues based on the administrator's demographic characteristics?
14. Among the teachers at Fired Up Schools, is there a difference in the level of multicultural teaching skills based on the teacher's demographic characteristics?
15. Among the teachers at Fired Up Schools, is there a difference in the level of multicultural teaching knowledge based on the teacher's demographic characteristics?
16. Among the administrators at Fired Up Schools, is there a difference in the level of multicultural teaching skills based on the administrator's demographic characteristics?

17. Among the administrators at Fired Up Schools, is there a difference in the level of multicultural teaching knowledge based on the administrator's demographic characteristics?

Significance of the Topic

Although teacher fit on personnel selection practices and processes has been studied within the context of charter (Gross, DeArmond, & National Alliance for Public, Charter Schools, 2011) and rural schools (Little & Miller, 2007), defining the characteristics of teacher fit for low-income urban schools, is a largely unexplored area in education. Therefore this study researched the identifying qualities and characteristics of teacher fit by looking specifically at teacher and principal attitudes about multicultural, or cultural relevant and responsive education, and teacher competency in multicultural education.

Description of Terms

Below is a description of terms that are used in the research questions for this study:

Achievement gap: the difference between the low educational achievement of poor children in urban schools and their suburban white, middle class counterparts who are intelligent and high achieving (Sandy & Duncan, 2010). The fact is Latino, African American, and Native American, as well as some Asian American students achieve substantially less than their White, English-speaking peers (Nieto, 2006).

Asset: Resources, financial, human, natural, or social, that can be developed and transferred from generation to generation (Lindsey et al., 2010).

Asset in the learning process: The process by which, during instruction, educators identify and build upon the assets students bring into the classroom (Lindsey et al., 2010).

Authentic teacher-student relationships: Developing relationships in which both the teacher and student foster their own teacher-student relationship while being genuine and honest in their communications with each other (Cranton, 2006; Cranton & Carusetta, 2004).

Code-switching: the act of switching from one language to another based on the context, situation, and audience (Harmon, 2012).

Cultural congruence in instruction: Use, within the instructional setting, of interactional patterns that are more familiar to minority children (Poveda & Martin, 2004).

Culturally relevant teaching: "teaching that considers the cultural, racial and ethnic, social class, linguistic, and religious backgrounds of students in planning inclusive, anti-oppression, and relevant curriculum and instruction" (Davis, Ramahlo, Beyerbach, & London, 2008, p.224).

Culturally responsive teaching: Teaching which makes learning relevant to and effective for ethnically diverse students by using their cultural knowledge, prior experiences, frames of reference, and performance styles (Gay, 2000).

Culture: The shared values which one believes are important; beliefs which one thinks are true; and norms, the perception of how things are done, of a group of people (Irvine & Armento, 2001; Owens & Valesky, 2011) that collectively create identity (Kirkhart, 2010).

Minority achievement gap: The difference between the academic achievement of White, middle-class students and their peers of other social and cultural backgrounds, especially African Americans, Latinos, and Native Americans, as well as some Asian Pacific Americans (Nieto, 2005a).

Multicultural education: "Education that focuses on equity, culture, and power by requiring high academic expectations for all students; infusing multiple perspectives, cultures,

people, and world views into the curriculum; and equipping students with an understanding of issues of power, privilege, oppression, and ideas about how they might work toward social justice" (Castagno, 2009, p.48).

Teacher turnover: includes both *movers*, who leave one school or district for another; and *leavers*, who exit the profession temporarily or permanently (Loeb et al., 2005).

Key Assumptions

A key assumption in this study was that any teacher who continues to teach within a Fired Up School beyond his or her first year of service is considered to be a *good fit* for the school. Therefore, the longer a teacher continues to teach at the school, the stronger the *fit*. Likewise, any administrator who continues to work for a Fired Up School beyond his or her first year of service is considered to be a *good fit* for the school.

Limitations of the Study

There were a number of limitations to this study. The conclusions of this study might not be applicable to teachers of low achieving children in other low-performing urban cities outside of Southern California as findings were based on a small sample of teachers in Southern California. A second possible limitation of this study was that the data were obtained through questionnaires only. Third, the Teacher Multicultural Attitude Survey (TMAS) results might be subjective due to the fact that the results were self-reported perceptions.

Summary

This chapter briefly described the crisis in urban education and its implications on teacher hiring, teacher turnover, and teacher retention. This study researched teacher fit in Los Angeles charter schools located in low-income community which serve Black and Hispanic students by looking specifically at teacher attitudes about multicultural, or cultural relevant and responsive

education, and teacher competency in multicultural education. This chapter also presented the research questions that guided this study. The next chapter presents a review of literature dealing with the achievement gap between the lower achievement levels of Black and Hispanic students and the higher achievement of their White and Asian counterparts. Chapter 3 describes the research design and methodology of this study, the survey questions, the participants, instrument validity, data collection, and data analysis procedures.

Chapter 2. Literature Review

There is a crisis in urban education – between the lower achievement levels of Black and Hispanic students and the higher achievement of their White and Asian counterparts (Howard, 2006; Stiefel, Schwartz, and Chellman, 2007; Talbert-Johnson, 2004) . One of the causes of this achievement gap is that teachers in urban communities are under-prepared to teach: "The current challenge is the identification of teachers who are well qualified to teach every child, regardless of the child's race, ethnicity, gender, disability, language, socioeconomic status, and gifts" (Talbert-Johnson, 2004, p.30).

Overview of Crisis in Low Achieving, Low Income Schools

This crisis in education; the huge academic achievement gap, appears to be exacerbated by fewer resources, poor quality facilities (Sandy & Duncan, 2010), and low teacher quality. Schools in neighborhoods serving low-income African American and Latino students (Martin, 2004) are often characterized to be of a lower quality when compared to schools located in more affluent communities (Lupton, 2005). Sandy and Duncan (2010) attribute this low achievement of urban students to socioeconomic status and race. The education in low-income schools is further characterized by low academic expectations, discipline problems, and poor student health (Lewis et al., 2008).

Low levels of achievement, in many low-income schools in urban communities, is well documented. The U.S. Department of Education (2002-2007) reports that urban schools, as compared to the rest of the nation, have significantly more students testing below the basic level in reading, math, science, and writing on the National Assessment of Educational Progress(NAEP) test (Sandy & Duncan, 2010). Furthermore, there are large numbers of students in high minority and high poverty schools who do not achieve their end-of-grade literacy goals

on assessments (Cunningham, 2006; Fram, Miller-Cribbs, & Van Horn, 2007). Therefore, low-income, minority schools have higher percentages of students with below grade-level reading skills, are below average in student achievement, and they continue to perform poorly on high-stakes testing (Fram et al., 2007; Glickman & Scally, 2008; Machtinger, 2007).

In the report entitled *Achievement Gaps: How Hispanic and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Educational Progress* conducted by the National Center for Education Statistics (NCES), the NAEP assessment data for fourth and eighth grade public students were analyzed in the areas of reading and mathematics. The report presents data comparisons between 1990 and 2009 and also analyzes the achievement gap data by gender, English Language Learner status, and National School Lunch Program eligibility.

According to the 2010 US census, Hispanics comprise 16 % of the nation's population as the second largest ethnic/racial group in the United States. According to the NAEP reading data, 76 % of Hispanic fourth graders and 72 % of Hispanic eighth graders are eligible for the National School Lunch Program as compared to 29 % of White fourth graders and 24 % of white eighth graders. Thirty five percent of all Hispanic fourth graders were identified as English Language Learners as compared to 9% of all students while 20 % of Hispanic eighth graders were identified as English Language Learners as compared to 5 % of all students, including Hispanics.

According to the National Center for Education Statistics, in 2009 fourth grade Hispanic students nationally scored 227 on the mathematics section of the NAEP while fourth grade White students nationally scored 248, resulting in a national fourth grade Hispanic-White achievement gap of 21 points. 2009 NCES data report that nationally, eighth grade Hispanic students scored

266 on the mathematics section of the NAEP while nationally, eighth grade White students scored 292, resulting in a national eighth grade Hispanic-White achievement gap of 26 points.

The Hispanic-White fourth and eighth grade achievement gaps in California are larger than the national Hispanic-White fourth and eighth grade achievement gaps. According to the National Center for Education Statistics, in 2009 fourth grade Hispanic students in California scored 219 on the mathematics section of the NAEP while fourth grade White students in California scored 247, resulting in a 28 point Hispanic-White achievement gap. 2009 NCES data report that eighth grade Hispanic students in California scored 256 on the mathematics section of the NAEP while eighth grade White students in California scored 289, resulting in a 26 point Hispanic-White achievement gap in grade eight.

The Hispanic-White Achievement gap is also evident within the state of California as evidenced by the Academic Performance Index (API) scores and the percent proficient on the California Standards Test (CST) in both English Language Arts (ELA) and Math. The API is a score, ranging from a low of 200 to a high of 1000, reflecting a school's or a student group's performance level, based on the results of the CST. The purpose is to measure the academic performance and improvement of schools. In California, the California Department of Education (CDE) set 800 as the API target for all schools.

According to the CDE, in 2012 Hispanic students in grades two through six in California scored an API of 771 as compared to White students in grades two through six who scored an API of 879, resulting in a 108 point Hispanic-White achievement gap for students in grades two through six in California. In addition, in 2012 Hispanic students in grades seven through eight in California scored an API of 751 as compared to White students in grades seven through eight who scored an API of 871, resulting in a 120 point Hispanic-White achievement gap for students

in seventh and eighth grades in California. Furthermore, CDE student data on the percentage of students scoring proficient and advanced on the California Standards Test also demonstrated the Hispanic-White achievement gap in ELA and Math. According to the CDE, in 2012 46.9 % of Hispanic students scored proficient or advanced on the CSTs in ELA as compared to 74 % of White students, resulting in a 27.1 percentage Hispanic-White achievement gap for students in California in the content area of ELA. Also in 2012, 50.6 %t of Hispanic students scored proficient or advanced on the CSTs in Math as compared to 71.2 % of White students, resulting in a 20.6 percentage Hispanic-White achievement gap for students in California in the content area of Math.

According to the National Center for Education Statistics, in 2009, fourth grade Hispanic students nationally scored 204 on the reading section of the NAEP while fourth grade White students nationally scored 229, resulting in a national fourth grade Hispanic-White achievement gap of 25 points in reading. 2009 NCES data report that eighth grade Hispanic students nationally scored 248 on the reading section of the NAEP while eighth grade White students nationally scored 271, resulting in a national eighth grade Hispanic-White achievement gap of 24 points in reading.

The Hispanic-White fourth and eighth grade achievement gaps in California are larger than the National Hispanic-White fourth grade achievement gaps. According to the National Center for Education Statistics, in 2009 fourth grade Hispanic students in California scored 196 on the reading section of the NAEP while fourth grade White students in California scored 227, resulting in a 31 point Hispanic-White achievement gap in reading. 2009 NCES data do not report any eighth grade reading data for Hispanic nor White students in California and therefore the Hispanic-White achievement gap in grade eight reading cannot be determined.

Furthermore, the National Center for Education Statistics reports that the mathematics Hispanic-White achievement gap increases in both grades four and eight from 1990 to 2009. The fourth grade Hispanic White achievement gap increase 2 points from 19 points in 1990 to 21 points in 2009 while the eighth grade Hispanic White achievement gap also increases 2 points from 24 points in 1990 to 26 points in 2009. In mathematics, the Hispanic-White achievement gap for both fourth and eighth graders decrease three points. The fourth grade Hispanic White achievement gap decreases 3 points from 28 points in 1990 to 25 points in 2009 while the eighth grade Hispanic White achievement gap also decreases by three points from 27 points in 1990 to 24 points in 2009.

The Hispanic-White Achievement gap is also evident within the state of California as evidenced by the Academic Performance Index (API) scores and the percent proficient on the California Standards Test (CST) in both English Language Arts (ELA) and Math. The API is a score, ranging from a low of 200 to a high of 1000, reflecting a school's or a student group's performance level, based on the results of the CST. The purpose is to measure the academic performance and improvement of schools. In California, the California Department of Education set 800 as the API target for all schools.

In the report entitled *Achievement Gaps: How Black and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Educational Progress* conducted by the National Center for Education Statistics (NCES), the NAEP assessment data for fourth and eighth grade public students was analyzed in the areas of reading and mathematics. Using the main NAEP and the Long –Term-Trend (LTT) report, the report presents data comparisons between 1990 and 2009 and also analyzes the achievement gap data by gender and family income as determined by National School Lunch Program eligibility. The

family income trend analysis extends back to 2003 due to the availability of data and reports that the Black-White achievement gap for students eligible for the National School Lunch Program narrowed in 2007 compared to 2003 and 2005 in the areas of fourth grade reading and eighth grade mathematics.

According to the National Center for Education Statistics, nationally, in 2007, fourth grade Black students scored 203 on the reading section of the NAEP while nationally fourth grade White students scored 230, resulting in a national fourth grade Black-White achievement gap of 27 points. 2007 NCES data report that nationally eighth grade Black students scored 244 on the reading section of the NAEP while nationally eighth grade White students scored 270, resulting in a national eighth grade Black-White achievement gap of 26 points.

The Black-White fourth grade achievement gap in California is the same as that of the national gap. The fourth grade Black students in California scored 200 on the reading section of the NAEP while fourth grade White students in California scored 227. The Black-White achievement gap in California is larger than the National Black-White eighth grade achievement gap. According to the National Center for Education Statistics, in 2007 eighth grade Black students in California scored 237 on the reading section of the NAEP while eighth grade White students in California scored 266, resulting in a 29 point Black-White achievement gap.

According to the National Center for Education Statistics, nationally, in 2007, fourth grade Black students scored 222 on the mathematics section of the NAEP while nationally fourth grade White students scored 248, resulting in a national fourth grade Black-White achievement gap of 26 points in mathematics. 2007 NCES data report that nationally eighth grade Black students scored 259 on the mathematics section of the NAEP while nationally eighth grade

White students scored 290, resulting in a national eighth grade Black-White achievement gap of 31 points in mathematics.

The Black-White fourth and eighth grade achievement gaps in California are larger than the National Black-White fourth and eighth grade achievement gaps in the area of mathematics. According to the National Center for Education Statistics, in 2007 fourth grade Black students in California scored 218 on the mathematics section of the NAEP while fourth grade White students in California scored 247, resulting in a 29 point Black-White achievement gap in mathematics as compared to the national Black-White achievement gap of 26 in mathematics. In 2007 eighth grade Black students in California scored 253 on the mathematics section of the NAEP while eighth grade White students in California scored 287, resulting in a 35 point Black-White achievement gap in mathematics as compared to the national Black-White achievement gap of 31 in mathematics.

Furthermore, the National Center for Education Statistics reports that the mathematics Black-White achievement gap narrowed in both grades four and eight from the first Long-Term Trend assessment but not since 1999. In reading, the Black-White achievement gap narrowed for eighth graders on the Long-Term Trend assessment since both the first assessment and1999. Using main NAEP assessment data, in both fourth and eighth grades, in both reading and mathematics, Black and White students not only scored higher in 2007 as compared to the early 1990s and in 2005 but the gap narrowed between Black and White fourth graders over the longer time period.

The Black-White Achievement gap is also evident within the state of California as evidenced by the Academic Performance Index (API) scores and the percent proficient on the California Standards Test (CST) in both English Language Arts (ELA) and Math. According to

the CDE, in 2012 Black students in grades two through six in California scored an API of 745 as compared to White students in grades two through six who scored an API of 879, resulting in a 134 point Black-White achievement gap for students in grades two through six in California. In addition, in 2012 Black students in grades seven through eight in California scored an API of 717 as compared to White students in grades seven through eight who scored an API of 871, resulting in a 154 point Hispanic-White achievement gap for students in seventh and eighth grades in California. Furthermore, CDE student data on the percentage of students scoring proficient and advanced on the California Standards Test also demonstrated the Black-White achievement gap in ELA and Math. According to the CDE, in 2012 45.6 %of Black students scored proficient or advanced on the CSTs in ELA as compared to 74 % of White students, resulting in a 28.4 percentage Black-White achievement gap for students in California in the content area of ELA. Also in 2012, 42.3 % of Black students scored proficient or advanced on the CSTs in Math as compared to 71.2 %t of White students, resulting in a 28.9 percentage Black-White achievement gap for students in California in the content area of Math.

Schools whose students are low achievers tend to be less attractive to teacher applicants and therefore these schools have difficulty recruiting the best teachers. In a qualitative study of recruitment and interview practices in 10 elementary schools located in a large decentralized urban school district, DeArmond, Gross, and Goldhaber (2010) found that a school's relative attractiveness such as the attractiveness of where the school is located and the school's resources affect the size and quality of the teacher applicant pool while schools located in more affluent communities with higher achieving students have an abundance of quality teacher applicants. As a result of these problems, many urban schools have difficulty recruiting and retaining qualified teachers (Shann, 1998). Research indicates that expert teachers may be the most important —

and the most inequitably distributed — school resource (Darling-Hammond, 2007) that can impact achievement. According to Ladson-Billings (2005; 2006) and Landsman and Lewis (2006), a number of poor students of color find themselves in classrooms with teachers who are unqualified or under-qualified to teach. This has resulted in a crisis in urban education; high teacher turnover in low-income communities, low teacher retention, and contribute to increase the achievement gap (Darling-Hammond, 2007), creating a cycle of failure.

Schools in low-income urban communities are often characterized by poor academic performance. Children from low-income backgrounds perform at a lower level compared to students who come from more affluent communities throughout their school careers and may have difficulty catching-up (Orthner, Cook, Rose, & Randolph, 2002). In a study of the data from the National Longitudinal Survey of Labor Market Experience for Youth (1997 cohort) Sandy and Duncan (2010) examined the urban school achievement gap. Using the Blinder-Oaxaca technique to decompose differences in scores of students attending urban and suburban schools on the Armed Services Vocational Aptitude Battery, researchers explained that 75% of the achievement gap between urban and suburban students resulted from the high concentration of disadvantaged students in urban schools. Compared to the rest of the nation, urban schools have a higher number of students testing below the basic level in reading, math, science, and writing on the NAEP test (Sandy & Duncan, 2010). Myers (as cited in Sandy & Duncan, 2010) found that student from high-poverty schools have lower achievement than students from low-poverty schools. Achievement gaps exist not only between urban and suburban districts but also within urban districts where poverty in schools is unequally distributed (Kraus, 2008).

Schools located in disadvantaged communities are often characterized by low teacher quality, low teacher expectations, and poor student academic performance (Belfiore, Auld, &

Lee, 2005). Urban schools have more low-income students and the concentration of poverty within urban schools and communities create educational environments that are not supportive of high achievement (Kraus, 2008; Sandy & Duncan, 2010). Less qualified urban teachers may be one of the contributing factors to the achievement gap that exists between Black and Hispanic students and their White and Asian counterparts (Kim, 2006). For children in poverty, academic success and a high quality education are a vital component for future occupational mobility (Haberman & Kappa Delta Pi Honor Society, 1995).

Under-Prepared Teachers

This section describes how urban teachers are under-prepared in the areas of behavior management, providing quality instruction, and culture which affect student achievement. Culture is defined as the shared values, that which one believes is important; beliefs, that which one thinks to be true; and norms, the perception of how things are done of a group of people (Irvine & Armento, 2001; Owens & Valesky, 2011) that collectively create identity (Kirkhart, 2010). In addition, this section describes how teacher under-preparedness in urban schools contributes to the disparity in the achievement levels between Black and Hispanic students and their White and Asian counterparts.

Behavior management. Research indicates that an important, vital concept for teachers to understand is the value of the teacher-student relationship (Landsman & Lewis, 2006; Talbert-Johnson, 2004). A quality relationship between the teacher and student may have a positive effect of student learning and classroom behavior (Gable, Hester, Hester, Hendrickson, & Sze, 2005). Teachers who care about their students, require that they perform at high academic and behavioral levels, accept nothing less, and do whatever it takes to ensure that their students meet these high expectations (Gay, 2000; Lenski, Crumpler, Stallworth, & Crawford, 2005). Students

who feel that they are genuinely cared for by their teachers rise to the levels of expectations of their teachers, leading to academic success (Gay, 2000). If the teacher-student relationship is positive, the student will feel safe and comfortable, optimizing his/her own learning. One way to assure that students feel safe is to show them that they are seen, by commenting on their actions using positive language (Charney, 2002). Students perform higher when they feel that their teachers genuinely care about them and teachers who genuinely care about their students settle for nothing less than high academic achievement (Gay, 2000; Landsman & Lewis, 2006). In order to feel safe and begin to trust their teachers, students must be seen and feel that they are seen (Charney, 2002).

Setting limits. Nicolet (as cited in Landsman & Lewis, 2006) proclaims that respect is at the heart of every successful classroom. Teachers earn respect from their students when they in turn respect their students (Babkie, 2006). Students do not respect their teacher when they feel that their teacher has disrespected them in some way either by failing to establish classroom authority or engaging in unfair or racist behavior based on the student's background and therefore is unworthy of respect from students (Gay, 2000). Furthermore, if a teacher respects the student, the student will in turn respect the teacher decreasing the need for extensive disciplinary action (Simmons as cited in Haberman & Kappa Delta Pi Honor Society, 1995; Landsman & Lewis, 2006)). Simmons described this mutual respect as the tone with which teachers respond to criticism from students, the tone and language with which teachers respond when students are ridiculed, and the manner in which teachers communicate to their students that they acknowledge their humanity and embrace their diversity (Landsman & Lewis, 2006). Teachers teach their students how to respect each other when they model listening skills and incorporate activities that teach students how to understand each other (Charney, 2002). Every

student has the educational right to attend school with a teacher who is not only qualified and competent to teach, but also one who genuinely cares about the student (Darling-Hammond, 2000).

One aspect of caring for students is establishing a clear understanding of rules and consequences within the classroom. Educators must establish discipline systems with consistency and by reinforcing the rules consistently. At the beginning of the school year, rules should be created together with students, with the teacher ensuring the involvement of the entire class, and these rules should be phrased as positive statements (Charney, 2002). Once the classroom clear rules have been created, teachers must explicitly and proactively teach the rules (Charney, 2002) and have clear expectations (Simmons as cited in Kandsman & Lewis, 2006). Rules and consequences in an effective classroom discipline program may also be framed as structure and choice where expected behaviors are explicitly taught and students understand the consequences of choosing not to adhere to the expected behaviors (Payne, 2005).

Consequences are not punishments, rather they keep students safe when they break rules and help them to learn from their mistakes (Charney, 2002). Consequences are best implemented as an accountability system for students to learn from their mistakes and to maintain a safe learning environment for all students in the classroom. There are four elements to effective consequence systems: (a) consequences should be logical and allow students to learn from their own mistakes; (b) consequences should not damage a child's self-esteem, rather they should empower students to take control of their own behavior; (c) consequences should reflect the expectation that both students and the classroom will be respected and; (d) logical consequences teach students about choices and actions without damaging the child's personal character (Charney, 2002; Haberman & Kappa Delta Pi Honor Society, 1995). Furthermore,

teachers should create situations that allow students to repeatedly practice making appropriate behavioral choices (Charney, 2002; Payne, 2005). Logical consequences to classroom rules let teachers set boundaries and keep students safe by allowing them to choose or not to choose to follow behavioral expectations. Classroom rules create the structure necessary to inform students of the behavioral expectations while consequences represent what happens when students choose not to abide by and follow the rules. A clear set of rules and consequences is one of the key components to an effective behavior management system.

Consistency. Another key factor for effective classroom discipline in urban schools is teacher consistency when disciplining students. Consistency and fairness are crucial elements of an effective behavior management system (Kajs, 2006). Predictable responses to behavior allow students to feel comfortable (Babkie, 2006). When teachers are consistent in the classroom, students begin to feel safe and can begin to predict teacher responses. This will establish teacher credibility and students will view the teacher as being fair. Teacher consistency leads to a classroom culture of fairness which will proactively prevent the escalation of behavior issues (Charney, 2002).

Quality instruction. Quality instruction is another key component to reducing disciplinary issues in urban classrooms. The most important key factor for effective classroom discipline in urban schools is quality instruction (Barbetta, Norona, & Bicard, 2005). Quality instruction ensures that activities are engaging, challenging, and pre-planned; allowing students less opportunities to engage in off-task behaviors (Haberman & Kappa Delta Pi Honor Society, 1995; Monroe, 2005). Quality instruction is embedded with high student expectations (Lee, 2003). Teachers achieve this goal by believing that their students are capable of meeting these

high expectations, by making academic success a non-negotiable and by making this goal accessible (Gay, 2000).

Characteristics of quality instruction include: active, hands-on learning; opportunities for students to collaborate; multiple uses of oral and written language; accessing students' prior knowledge; and learning activities which require students to use higher order thought processes such has hypothesizing, predicting, evaluating, integrating, and synthesizing their ideas (Darling-Hammond, 2000). Quality instruction ensures that activities are engaging, challenging, and prepared for, allowing students less opportunities to engage in off-task behaviors (Monroe, 2005). Examples of quality of student work should be recognized, shared, and celebrated inside the classroom with students as well as with the larger school community (Lee, 2003). Similarly, high expectations are an integral component of behavior management. When teachers expect that their students will behave or misbehave, their students act accordingly (Gay, 2000). Integrating high expectations into instruction supports an effective behavior management system, allowing for more instructional time to be focused on learning instead of maladaptive behavior.

In addition to high expectations, quality instruction is also rigorous and highly motivating (Lee, 2003). Teachers who integrate rigor into the curriculum have high expectations of their students and teach to the highest standards (Ladson-Billings, 1994). Lessons taught with rigor, intellectually challenge students and increase their desire to meet high expectations, thus decreasing behavioral interruptions and are one of the contributing factors to effective behavior management (Landsman & Lewis, 2006). Teachers can motivate students to meet high expectations by allowing students to tap into their own experiences (Lee, 2003). Teaching strategies should tap into students' own experiences by recognizing, honoring, and incorporating the students' abilities (Gay, 2000).

Culture. When educators are unfamiliar with the cultures of their students, they do not see the cultures as things to be valued. To be able to adequately meet the educational needs of their students, teachers must acknowledge their students' racial and ethnic differences (Ladson-Billings, 1994). This can be accomplished through culturally relevant teaching where each individual student is honored; self-worth is promoted, and the student is treated with dignity and respect. Culturally responsive teaching values students and the cultures from which they come by incorporating students' cultural strengths, intellectual capabilities, and prior accomplishments into the learning process and ultimately leads to increased student achievement (Gay, 2000).

Teachers who desire to be educators who care about the cultures from which students come must first learn their own and the culture from which their students come (Ladson-Billings, 2006; Landsman & Lewis, 2006). Furthermore, Price (as cited in Lewis et al., 2008) asserts that when teachers understand their own culture and the cultures from which their students come, they themselves are empowered; this in turn enables them to empower and motivate their students. This requires that teachers reflect on their own culture and recognize themselves as cultural beings and to conduct a thorough self-analysis of their own prejudices, which may be difficult for some teachers (DeCosta, 1984; Howard, 2003; Milner, 2003; Sampson & Garrison-Wade, 2011), and to then create learning opportunities for students to look closely at their culture and to use their students' culture to shape learning (Haberman & Kappa Delta Pi Honor Society, 1995; Ladson-Billings, 2006; Lenski et al., 2005; Lindsey, Karns, & Myatt, 2010).

When teachers value their students' cultures, they see the culture as capital, a resource that can be used in the classroom setting (Howard, 2003; Lindsey et al., 2010). One way to do this is to teach students culturally relevant pedagogy where teachers illustrate their valuing the culture from which the students come by including reading material, music, and art forms that

are representative of the students' culture (Parsons, Travis, & Simpson, 2005). To do this successfully, teachers must recognize, honor, and treat their students' culture as capital to ensure that their home cultures are treated as assets to be valued and incorporated into the classroom rather than being treated as deficiencies (Gay, 2000; Ladson-Billings, 1994; Parsons et al., 2005). When students feel that their cultures are valued, they are engaged and motivated by the instruction, leading to increase student academic success.

When the cultures from which students come are not synchronized with the culture of schools, increase in students' academic achievement is hindered (Gay, 2000). To bridge this disconnect, teachers must infuse culturally relevant teaching strategies into their classroom environments and into daily learning activities (Siwatu, 2011). Teachers begin by acknowledging the cultures from which their students come and valuing their students as cultural assets such as the use of "code-switching" (Billings, 1992, p.317) where students translate their home language into academic language, or standard English and incorporated into classroom discussions without correction or reprimand. Their students' cultures are utilized as vehicles to learning (Ladson-Billings, 1995) and integrated into hands-on learning activities that require higher-level thinking.

Culturally relevant teaching for children of color is related to the earlier section on caring for students. Including culturally relevant teaching is one way that teachers demonstrate that they genuinely care about their students as human beings (Gay, 2000). When students realize that the teachers acknowledge that their cultures are resources, it enhances the teacher-student relationship, and has been shown to improve student academic achievement (Lindsey et al., 2010; Payne, 2008). Instruction is of utmost importance in culturally relevant classrooms where the responsibility for academic excellence is shared among stakeholders (Ladson-Billings, 1994;

2006) and where expectations for students are high and teachers do whatever is necessary (Irvine & Armento, 2001) to help students to meet those expectations.

It is unfortunate that many schools in low-income communities are often characterized by teachers who do not understand the concepts and practices described in this section. Research indicates that schools located in high poverty communities contain lower numbers of highly qualified teachers and that these schools also lose the qualified teachers at a higher rate over time (Machtinger, 2007; Martin, 2004). In addition, schools with high-ethnic minority schools located in low-income communities are also characterized by newer teachers with less years of experience at the school and who have obtained lower levels of certification (Fram et al., 2007). Classrooms located in these schools are less resourced and less equipped for teaching and learning (Fram et al., 2007; Martin, 2004). Therefore, schools with less qualified staff who struggle with providing a high quality education have difficulty with staff recruitment (Lupton, 2005).

Teacher Quality in Urban Schools

Haycock (2001) suggests that half of the academic achievement gap would disappear if children in low-income minority communities received the same quality of education as children in more affluent communities (Talbert-Johnson, 2004). This section will describe the impact teacher turnover, teacher recruitment, and teacher hiring practices have on teacher quality and increasing the student achievement of Black and Brown students in urban schools.

Student teacher relationships. Relationships between students and teachers are at the heart of teaching (Charney, 2002; Nieto, 2006; Payne, 2005). The most important asset to protecting children with multiple risks in their lives is having a relationship with at least one adult who cares about them, often this caring adult is a child's teacher (Sabol & Pianta, 2012).

Quality student-teacher relationships predict a child's functioning, academic development, motivations and level of engagement in school (Howes et al., 1994; Pianta & Stuhlman, 2004; Sabol & Pianta, 2012). The closer the relationship a child has with his or her teacher, the more the child demonstrates higher academic performance and better social skills (Crosnoe, Johnson, & Elder, 2004; Ladd & Burgess, 2001; Pianta & Stuhlman, 2004; Sabol & Pianta, 2012). A crucial ingredient for a student's positive affiliation with school is dependent upon the strong and meaningful relationship the student has with his or her teacher (Nieto, 2005b). While studying Mexican and Mexican American high school students in Texas, Valenzuela (1999) located the problem of underachievement in school-based relationships and organizational structures, not in students' cultures or socioeconomic status (Nieto, 2005a). One characteristic of culturally responsive teachers is that they develop a personal relationship with their students both inside and outside of the classroom (Irvine, 1991).

Value of culture within learning process. In addition to establishing caring and respectful relationships with their students, another quality of teachers who are successful teaching students from diverse backgrounds is the high value the teachers place on the students' cultural, racial, and linguistic experiences (Nieto, 2005a). The importance of the integration of culture into the educational process has been studied by several researchers: Au (1980) described the importance of culture in the education of Hawaiian children as *cultural congruence in instruction* ; Ladson-Billings (1991) described the importance of the integration of cultural beliefs and values in education as c*ulturally relevant teaching*; and Geneva Gay (2000) describes the use of students' culture to make learning more appropriate and effective as *culturally responsive teaching* (Nieto, 2005a).

Teacher turnover. High teacher turn-over negatively affects the quality of instruction and student achievement (Liu & Meyer, 2005), creating a disadvantage for students since teacher effectiveness increases over the beginning years of a new teacher's career (Boyd, Lankford, Loeb, & Wyckoff, 2005). A study conducted by Loeb et al. (2005) examined different factors that contribute to teacher turn-over: (a) the demographic make-up of the student body (race, language composition, and socio-economic level); (b) percentage of beginning teachers on staff; (c) difficulty filling vacancies; (d) school working conditions, and; (e) large class size (Loeb et al., 2005). Another contributing factor to teacher turnover is teacher dissatisfaction due to student discipline problems (Liu & Meyer, 2005). With high teacher turnover, students in poor schools are left to learn from inexperienced and less-effective teachers (Darling-Hammond, 2007). School site administration must acknowledge that teacher satisfaction affects performance, turn-over, and student achievement (Shann, 1998).

Teacher satisfaction. The degree to which teachers are satisfied with their jobs has been found to influence their decision to remain at a school site which ultimately positively impacts student achievement (Shann, 1998). Also, teachers who survive their first three years of teaching are more likely to remain in the teaching profession, which also positively impacts student achievement (Darling-Hammond, 2007). School site working conditions also contribute significantly to a teacher's decision to remain at a school site (Liu, Johnson, & Peske, 2004). Another factor which contributes to teacher retention is proximity to the school at which they work; teachers who live closer to their work site are more likely to remain teaching there (Boyd et al., 2005).

Recruitment and hiring. Some research suggests that to reduce teacher turnover and increase teacher retention in urban schools, targeted incentives should be used to recruit and

attract highly qualified and experienced teachers (Darling-Hammond, 2007). Although signing bonuses and incentives may attract teachers to apply to teach in an urban school, recruiters should also include some of the challenges and difficulties of teaching in low-income schools when marketing the school, to ensure that accurate expectations lead to teacher satisfaction and teacher fit (Liu & Johnson, 2006).

Gross, DeArmond, and the National Alliance for Public Charter Schools (2011) conducted a study on the hiring processes and teacher selection of 24 charter schools in three states consisting of 225 interviews from 160 individuals. Researchers looked specifically at how and why charter schools select teacher candidates and found the following: (a) charter schools not only used typical pre-employment artifacts such as candidate cover letters, resumes, and letters of recommendations to screen for qualifications and experience, but also examined these documents for signals that the applicant is interested in and potentially suited to the school mission (fit); (b) charter schools involve more than just principal in the hiring process; and (c) charter schools required candidates to submit work samples and conduct extended visits and or demonstration lessons at the schools (Gross et al., 2011). However, the study does not assess the quality of the selection process nor does the study identify the characteristics of Charter School teacher fit.

Another characteristic of an effective teacher is his/her sense of success, described as the ability to feel successful and rewarded from teaching. Unless new teachers find this type of satisfaction in teaching and feel successful at their school sites, they may either transfer to another school or leave the teaching profession (Emley & Ebmeier, 1997; Liu & Johnson, 2006). A good fit between the teacher and the school may contribute to a teacher's sense of success in the classroom, if this does not occur, teachers will want to leave and this misfit contributes to

teacher turnover and teacher retention (Liu & Johnson, 2006). Other factors that contribute to a teacher's sense of success are the level of support provided at the school site, such as collegial and administrative support, access to curriculum and resources needed to teach, and manageable class assignments and student caseloads (Liu et al., 2004).

One strategy to reduce teacher turnover and ensure teacher fit is for schools to use school-based hiring protocols that will improve the match between teacher candidates and the schools (DeArmond et al., 2010), such as allowing for the exchange of quality information between the schools and the teacher candidates (Liu & Johnson, 2006). These mutual exchanges of information will help determine whether a teacher candidate has the skill set, knowledge, interest, expertise, and disposition necessary to be effective in the school conducting the interview and ultimately determining whether the teacher will be satisfied working at the school and increasing teacher retention. On site Interviews allow employers the opportunity to ascertain the candidate's attitude toward the job and to gain insight on the employer and particular teaching position (Delli & Vera, 2003).

Another characteristic that hiring teams may look for in candidates is the degree to which the teacher has been prepared to teach in an urban/minority community. This quality is one of the most difficult to identify during the on-boarding process. Many teachers, regardless of race and ethnicity, do not feel prepared to or are capable of teaching and meeting the needs of Black and Brown students (Ladson-Billings, 1994). In addition, formal teacher preparation programs in many colleges and universities do not include preparation specifically for African American students.

Another characteristic that hiring teams try to ascertain from in-person interviews is the level of commitment the teacher has to working with their student population. One aspect of

teacher commitment is whether or not the teacher establishes relationships with his/her students, learning what the students' interests are and choosing materials and lessons that reflect those interests and that are relevant and draw from students' prior knowledge (Belfiore, Auld, & Lee, 2005; Clewell & Villegas, 1999). The level of teacher commitment is also measured by a teacher's willingness to arrive to the school site early, his/her willingness to stay late, and his/her willingness to contact parents when necessary (Holland, 2001). In addition, a committed teacher maintains high levels of expectations of his/herr students and helps his/her students to reach these high levels of expectations by providing whatever support is needed to increase student achievement (Landsman & Lewis, 2006).

Respondents in a qualitative study on recruitment and interview practices shared that it is more important to hire a teacher with the right attitude than it was to find a teacher with the right skills, justifying that teaching skills are easier to teach as compared to changing one's attitude (DeArmond et al., 2010). When teachers' attitudes and perceptions toward their Black and Brown students are based on a deficit thinking model, where the teacher believes that the students do not possess the skills, knowledge, and attitudes to be successful learners, their instruction lacks high expectations and learning occurs at a lower level (Landsman & Lewis, 2006). A number of teachers in urban schools believe that student underachievement results from extenuating circumstances outside of the educational realm, such as lack of parent support, socioeconomic status, the community, lack of student ability, which in turn negatively impacts student achievement (Belfiore et al., 2005). Students internalize their teachers' low expectations, do not see themselves as learners, and ultimately contribute to the achievement gap (Talbert-Johnson, 2004). School hiring teams look for characteristics in teacher candidates that indicate that they will be effective with their particular student population.

Summary

There is a crisis in urban education – the achievement gap that exists between Black and Hispanic students and their White and Asian counterparts (Howard, 2006; Stiefel et al., 2007; Talbert-Johnson, 2004). Urban teachers are under-prepared to teach children from different ethnicities, races, with different disabilities, from different socioeconomic backgrounds, and who possess different gifts (Talbert-Johnson, 2004). For children in poverty, academic success and a high quality education are a vital component for future occupational mobility (Haberman & Kappa Delta Pi Honor Society, 1995). The next chapter describes the proposed methodology of this study and presents the research questions that guided this study.

Chapter 3. Research Methods

All children, whether born into poverty or affluence, are capable and bright (Pogrow, 2009). Therefore, it is the duty of educators to find the appropriate strategies to engage and teach all students (Lindsey, Karns, &Myatt, 2010; Pogrow, 2009). A culturally rich curriculum that is integrated with culturally relevant experiences has a positive impact on the academic achievement of Black and Brown children and increases educational equity for all students (Sampson & Garrison-Wade, 2011). Previously, multicultural education was defined. To reiterate, multicultural education is*:*

> Education that focuses on equity, culture, and power by requiring high academic expectations for all students; infusing multiple perspectives, cultures, people, and world views into the curriculum; and equipping students with an understanding of issues of power, privilege, oppression, and ideas about how they might work toward social justice. (Castagno, 2009, p.48).

Research Questions

This study sought to examine teachers' and administrators' level of sensitivity and level of familiarity toward multicultural issues as well as their level of multicultural teaching skills and knowledge at Fired Up Schools. This study sought to answer the following 17 research questions:

1. What are the demographic characteristics of teachers and administrators who participated in the study?
2. Among teachers at Fired Up Schools, what is the level of sensitivity with multicultural issues as measured by the Teachers Multicultural Attitudes Survey (TMAS)?

3. Among teachers at Fired Up Schools, what is the level of familiarity with multicultural issues as measured by the Teachers Multicultural Attitudes Survey (TMAS)?
4. Among teachers at Fired Up Schools, what is the level of multicultural teaching skills as measured by the Multicultural Teaching Competency Scale (MTCS)?
5. Among administrators at Fired Up Schools, what is the level of multicultural knowledge as measured by the Multicultural Teaching Competency Scale (MTCS)?
6. Is there a difference in the level of sensitivity with multicultural issues between teachers and administrators?
7. Is there a difference in the level of familiarity with multicultural issues between teachers and administrators?
8. Is there a difference in the level of multicultural teaching skills between teachers and administrators?
9. Is there a difference in the level of multicultural teaching knowledge between teachers and administrators?
10. Among the teachers at Fired Up Schools, is there a difference in the level of sensitivity with multicultural issues based on the teacher's demographic characteristics?
11. Among the teachers at Fired Up Schools, is there a difference in the level of familiarity with multicultural issues based on the teacher's demographic characteristics?
12. Among the administrators at Fired Up Schools, is there a difference in the level of sensitivity with multicultural issues based on the administrator's demographic characteristics?

13. Among the administrators at Fired Up Schools, is there a difference in the level of familiarity with multicultural issues based on the administrator's demographic characteristics?
14. Among the teachers at Fired Up Schools, is there a difference in the level of multicultural teaching skills based on the teacher's demographic characteristics?
15. Among the teachers at Fired Up Schools, is there a difference in the level of multicultural teaching knowledge based on the teacher's demographic characteristics?
16. Among the administrators at Fired Up Schools, is there a difference in the level of multicultural teaching skills based on the administrator's demographic characteristics?
17. Among the administrators at Fired Up Schools, is there a difference in the level of multicultural teaching knowledge based on the administrator's demographic characteristics?

Research Methodology

This study used a statistical research approach where quantitative research methods were used.

Participants

One hundred sixty five Fired Up Schools teachers ranging in ages from 23 through 55 years were asked to complete the survey. 94 (57%) teachers are less than 30 years of age; 61 (37%) teachers are between 30 and 39 years of age. Nine (5%) teachers are between 40 and 49 years of age and one (1%) teacher is in her 50's. One hundred fifty (91%) teachers are female and 15 (9%) are male. Eleven different ethnicities are represented in the teaching staff; 63 (38%) teachers are Hispanic/Latino, 39 (24%) are Caucasian, 21 (13%) are African-American, 10 (6%) are Korean, nine (5%) are Chinese, eight (5%) are Filipino, four (2%) Other Asian, three (2%)

Other Pacific Islander, two (1%) Vietnamese, one (1%) Asian Indian, one (1%) Cambodian, and four (2%) teachers declined to state their ethnicity during the onboarding process. All teachers employed by CEG meet the highly qualified teacher criteria set by the No Child Left Behind (NCLB) Act. One hundred sixty-five (100%) teachers have obtained their Bachelor's degrees, and 64 (39%) teachers have an additional Master's degree. One hundred-two (62%) teachers hold preliminary teaching credentials, 58 (35%) hold clear teaching credentials, and 5 (3%) teachers hold intern credentials. Three (2%) teachers also have administrative credentials. Years of teaching experience ranges from 1 to 10 years; 141 (85%) teachers have between 1 and 5 years of teaching experience. Twenty-four (15%) teachers have between 6 and 10 year of teaching experience.

Nine Fired Up Schools administrators ranging in ages from 30 through 49 were surveyed; 8 (89%) of the administrators are between 30 and 39 years of age. One (11%) administrator is between 40 and 49 years of age. Five (56%) administrators are female and four (44%) are male. Four different ethnicities are represented in the administrator staff. Two administrators are Hispanic/Latino, 5 are Caucasian, 1 Other Asian, and 1 teacher declined to state his/her ethnicity during the onboarding process. Nine (100%) administrators have obtained their Bachelor's degrees, and 6 (67%) administrators have an additional Master's degree. Nine (100%) administrators hold clear teaching credentials and 8 (89%) have administrative credentials.

Instruments

Study participants completed a web-based on-line electronic survey which included a demographic questionnaire and the two measures described below.

Demographic background questionnaire. The demographic background questionnaire consisted of 9 questions (see Appendix A). The questions pertain to the participant's gender,

ethnicity, age, and relationship to the community of his/her students. The demographic background questionnaire provided descriptive information believed to be important for the context of this study.

Teacher multicultural attitude survey. The Teacher Multicultural Attitude Survey (Ponterotto, Mendelsohn, & Belizaire, 2003) was used to answer research questions 2, 3, 6, 7, 10, 11, 12, and 13 (see Appendix B and Appendix D). The TMAS consists of 20 statements which uses a 5-point Likert scale from 1 (*strongly disagree*) to 5 (*strongly agree*) to measure a participant's multicultural sensitivity and level of familiarity with multicultural issues (Ponterotto, Baluch, Greig, & Rivera, 1998; Ponterotto et al., 2003). The scoring range is 20 to 100. Due to the negative orientation of 7 questions, a reverse scoring method was used to score them. The instrument was normed on a sample of teachers and a sample of teacher education students. The alpha coefficient for the TMAS was 0.86, and test-retest reliability was 0.80 over a three-week period (Bodur, 2012).

Multicultural teaching competency scale. The Multicultural Teaching Competency Scale (Spanierman et al., 2011) was used to answer research questions 4, 5, 8, 9, 14, 15, 16, and 17 (see Appendix C and Appendix D). Spanierman et al (2011) developed and conducted an initial validation of the multidimensional Multicultural Teaching Competency Scale (MTCS) by collecting data from 506 pre- and in-service teachers via three interrelated studies. An exploratory factor analysis resulted in a 16-item scale with a two-factor solution: (a) multicultural teaching skill and (b) multicultural teaching knowledge. Spanierman et al (2011) also conducted a confirmatory factor analysis which suggested that the two-factor model was a good fit of the data and superior to competing models. The MTCS measures racism awareness and multicultural teaching attitudes.

The response format is a 6-point Likert-type scale in which higher scores indicate higher levels of multicultural teaching competence. The scale consists of the two subscales: The 10-item Multicultural Teaching Skill which focuses on teachers' integration of multicultural competence into their practice and a 6-item Multicultural Teaching Knowledge which reflects the teacher's knowledge of multicultural teaching issues. The 16-item MTCS reflects (a) self-reported skills or behaviors in implementing culturally sensitive teaching practices and (b) self-reported knowledge of culturally responsive theories, resources, and classroom strategies.

Table 1 outlines the research questions with the corresponding outcomes, measures, and sources used in this study.

Table 1

Research Questions, Outcomes, and Measures

Research Question	Outcome	Measurement	Source
1. What are the demographic characteristics of teachers and administrators who participated in the study?	Demographic characteristics of teachers and administrators	Demographic Survey	Appendix A
2. Among teachers at Fired Up Schools, what is the level of sensitivity with multicultural issues as measured by the Teachers Multicultural Attitudes Survey (TMAS)?	Teachers' level of sensitivity with multicultural issues	TMAS[1]	Ponterotto (1998)
3. Among teachers at Fired Up	Teachers' level of familiarity	TMAS[2]	Ponterotto

(table continues)

[1] Ponterotto, J. G., Baluch, S., Greig, T., & Rivera, L. (1998). Development and initial score validation of the teacher multicultural attitude survey. *Educational and Psychological Measurement, 58*(6), 1002-16.

[2] Ponterotto, J. G., Baluch, S., Greig, T., & Rivera, L. (1998). Development and initial score validation of the teacher multicultural attitude survey. *Educational and Psychological Measurement, 58*(6), 1002-16.

	Schools, what is the level of familiarity with multicultural issues as measured by the Teachers Multicultural Attitudes Survey (TMAS)?	with multicultural issues		(1998)
4.	Among teachers at Fired Up Schools, what is the level of multicultural teaching skills as measured by the Multicultural Teaching Competency Scale (MTCS)?	Teachers' level of multicultural teaching skills	MTCS[3]	Spanierman (2011)
5.	Among administrators at Fired Up Schools, what is the level of multicultural teaching knowledge as measured by the Multicultural Teaching Competency Scale (MTCS)?	Administrators' level of multicultural teaching knowledge	MTCS[4]	Spanierman (2011)
6.	Is there a difference in the level of sensitivity with multicultural issues between teachers and administrators?	Differences, if any, between teachers' and administrators' level of sensitivity with multicultural issues	TMAS[5]	Ponterotto (1998)
7.	Is there a difference in the level	Differences, if any, between	TMAS[6]	Ponterotto

(table continues)

[3] Spanierman, L. B., Oh, E., Heppner, P. P., Neville, H. A., Mobley, M., Wright, C. V., . . . Navarro, R. (2011). The multicultural teaching competency scale: Development and initial validation. *Urban Education, 46*(3), 440-464. doi:10.1177/0042085910377442

[4] Spanierman, L. B., Oh, E., Heppner, P. P., Neville, H. A., Mobley, M., Wright, C. V., . . . Navarro, R. (2011). The multicultural teaching competency scale: Development and initial validation. *Urban Education, 46*(3), 440-464. doi:10.1177/0042085910377442

[5] Ponterotto, J. G., Baluch, S., Greig, T., & Rivera, L. (1998). Development and initial score validation of the teacher multicultural attitude survey. *Educational and Psychological Measurement, 58*(6), 1002-16.

[6] Ponterotto, J. G., Baluch, S., Greig, T., & Rivera, L. (1998). Development and initial score validation of the teacher multicultural attitude survey. *Educational and Psychological Measurement, 58*(6), 1002-16.

of familiarity with multicultural issues between teachers and administrators?	teachers' and administrators' level of familiarity with multicultural issues		(1998)
8. Is there a difference in the level of multicultural teaching skills between teachers and administrators?	Differences, if any, between teachers' and administrators' level of multicultural teaching skills	MTCS[7]	Spanierman (2011)
9. Is there a difference in the level of multicultural teaching knowledge between teachers and administrators?	Differences, if any, between teachers' and administrators' level of multicultural teaching knowledge	MTCS[8]	Spanierman (2011)
10. Among the teachers at Fired Up, is there a difference in the level of sensitivity with multicultural issues based on the teacher's demographic characteristics?	Differences, if any, based on teachers' demographic characteristics in the level of sensitivity with multicultural issues	Demographic Survey TMAS[9]	Appendix A Ponterotto (1998)
11. Among the teachers at Fired Up, is there a difference in the level of familiarity with multicultural issues based on the teacher's demographic characteristics?	Differences, if any, based on teachers' demographic characteristics in the level of familiarity with multicultural issues	Demographic Survey TMAS[10]	Appendix A Ponterotto (1998)
12. Among the administrators at	Differences, if any, based on	Demographic	Appendix A

(table continues)

[7] Spanierman, L. B., Oh, E., Heppner, P. P., Neville, H. A., Mobley, M., Wright, C. V., . . . Navarro, R. (2011). The multicultural teaching competency scale: Development and initial validation. *Urban Education, 46*(3), 440-464. doi:10.1177/0042085910377442

[8] Spanierman, L. B., Oh, E., Heppner, P. P., Neville, H. A., Mobley, M., Wright, C. V., . . . Navarro, R. (2011). The multicultural teaching competency scale: Development and initial validation. *Urban Education, 46*(3), 440-464. doi:10.1177/0042085910377442

[9] Ponterotto, J. G., Baluch, S., Greig, T., & Rivera, L. (1998). Development and initial score validation of the teacher multicultural attitude survey. *Educational and Psychological Measurement, 58*(6), 1002-16.

[10] Ponterotto, J. G., Baluch, S., Greig, T., & Rivera, L. (1998). Development and initial score validation of the teacher multicultural attitude survey. *Educational and Psychological Measurement, 58*(6), 1002-16.

Fired Up, is there a difference in the level of sensitivity with multicultural issues based on the administrator's demographic characteristics?	administrators' demographic characteristics in the level of sensitivity with multicultural issues	Survey TMAS[11]	 Ponterotto (1998)
13. Among the administrators at Fired Up, is there a difference in the level of familiarity with multicultural issues based on the administrator's demographic characteristics?	Differences, if any, based on administrators' demographic characteristics in the level of familiarity with multicultural issues	Demographic Survey TMAS[12]	Appendix A Ponterotto (1998)
14. Among the teachers at Fired Up, is there a difference in the level of multicultural teaching skills based on the teacher's demographic characteristics?	Differences, if any, based on teachers' demographic characteristics in the level of multicultural teaching skills	Demographic Survey MTCS [13]	Appendix A Spanierman (2011)
15. Among the teachers at Fired Up, is there a difference in the level of multicultural teaching knowledge based on the teacher's demographic characteristics?	Differences, if any, based on teachers' demographic characteristics in the level of multicultural teaching knowledge	Demographic Survey MTCS [14]	Appendix A Spanierman (2011)

(table continues)

[11] Ponterotto, J. G., Baluch, S., Greig, T., & Rivera, L. (1998). Development and initial score validation of the teacher multicultural attitude survey. *Educational and Psychological Measurement, 58*(6), 1002-16.
[12] Ponterotto, J. G., Baluch, S., Greig, T., & Rivera, L. (1998). Development and initial score validation of the teacher multicultural attitude survey. *Educational and Psychological Measurement, 58*(6), 1002-16.
[13] Ponterotto, J. G., Baluch, S., Greig, T., & Rivera, L. (1998). Development and initial score validation of the teacher multicultural attitude survey. *Educational and Psychological Measurement, 58*(6), 1002-16.
[14] Ponterotto, J. G., Baluch, S., Greig, T., & Rivera, L. (1998). Development and initial score validation of the teacher multicultural attitude survey. *Educational and Psychological Measurement, 58*(6), 1002-16.

16. Among the administrators at Fired Up, is there a difference in the level of multicultural teaching skills based on the administrator's demographic characteristics?	Differences, if any, based on administrators' demographic characteristics in the level of multicultural teaching skills	Demographic Survey MTCS [15]	Appendix A Spanierman (2011)
17. Among the administrators at Fired Up, is there a difference in the level of multicultural teaching knowledge based on the administrator's demographic characteristics?	Differences, if any, based on administrators' demographic characteristics in the level of multicultural teaching knowledge	Demographic Survey MTCS [16]	Appendix A Spanierman (2011)

Limitations

There are a number of limitations to this study. The conclusions of this study might not be applicable to teachers of low achieving children in other low-performing urban cities outside of Southern California as findings were based on a small sample of teachers in South Los Angeles located in the Western United States. A second limitation of this study is that the data were obtained through questionnaires only. Third, TMAS results might be subjective due to the fact that the results were self-reported perceptions.

Data Collection Procedures

Participants were recruited using two techniques. Over the course of two months, the researcher recruited participants at each of the eight schools during one of their regular after-

[15] Ponterotto, J. G., Baluch, S., Greig, T., & Rivera, L. (1998). Development and initial score validation of the teacher multicultural attitude survey. *Educational and Psychological Measurement, 58*(6), 1002-16.

[16] Ponterotto, J. G., Baluch, S., Greig, T., & Rivera, L. (1998). Development and initial score validation of the teacher multicultural attitude survey. *Educational and Psychological Measurement, 58*(6), 1002-16.

school staff meetings. In addition, participants were recruited through e-mail. Surveys were sent to teachers via e-mail with a link to the electronic survey which included an informed consent form (see Appendix E), a demographic background questionnaire (see Appendix A), the Teacher Multicultural Attitude Scale (Ponterotto et al., 1998) and the Multicultural Teaching Competency Scale (Spanierman et al., 2011). Teachers' e-mails were obtained from the Fired Up Human Resources department. Surveys were anonymous and therefore job security was not compromised. Survey Monkey's web-link function does not track respondents via email and therefore protects the anonymity of the participants.

Data Analysis

A variety of statistical analyses were conducted based on the surveys used and the data collected. The following is a list of the statistical tools for data analysis that were conducted once the surveys were completed:

Table 2

Research Questions and Statistical Analysis

Research Question	Statistical Analysis
1. What are the demographic characteristics of teachers and administrators who participated in the study?	Descriptive statistics, in particular frequency distributions and bar charts
2. Among teachers at Fired Up Schools, what is the level of sensitivity with multicultural issues as measured by the Teachers Multicultural Attitudes Survey (TMAS)?	Descriptive statistics, in particular, mean, median, normality, range, and standard deviation
3. Among teachers at Fired Up Schools, what is the level of familiarity with multicultural issues as measured by the Teachers Multicultural Attitudes Survey (TMAS)?	Descriptive statistics, in particular, mean, median, normality, range, and standard deviation
4. Among teachers at Fired Up Schools, what is the level of multicultural teaching skills as measured by the Multicultural Teaching	Descriptive statistics, in particular, mean, median, normality, range, and standard deviation

(table continues)

Competency Scale (MTCS)?	
5. Among administrators at Fired Up Schools, what is the level of multicultural knowledge as measured by the Multicultural Teaching Competency Scale (MTCS)?	Descriptive statistics, in particular, mean, median, normality, range, and standard deviation
6. Is there a difference in the level of sensitivity with multicultural issues between teachers and administrators?	Two sample t-tests - used in Hypothesis testing to determine whether two population means are different from each other.
7. Is there a difference in the level of familiarity with multicultural issues between teachers and administrators?	Two sample t-tests - used in Hypothesis testing to determine whether two population means are different from each other.
8. Is there a difference in the level of multicultural teaching skills between teachers and administrators?	Two sample t-tests - used in Hypothesis testing to determine whether two population means are different from each other.
9. Is there a difference in the level of multicultural teaching knowledge between teachers and administrators?	Two sample t-tests - used in Hypothesis testing to determine whether two population means are different from each other.
10. Among the teachers at Fired Up Schools, is there a difference in the level of sensitivity with multicultural issues based on the teacher's demographic characteristics?	Two sample t-tests - used in Hypothesis testing to determine whether two population means are different from each other. ANOVA – Dependent variable is level of multicultural teaching knowledge, a numeric and the Independent Variable is demographic characteristics, an attribute
11. Among the teachers at Fired Up Schools, is there a difference in the level of familiarity with multicultural issues based on the teacher's demographic characteristics?	Two sample t-tests - used in Hypothesis testing to determine whether two population means are different from each other. ANOVA – Dependent variable is level of familiarity with MC issues, a numeric and the Independent Variable is demographic characteristics, an attribute
12. Among the administrators at Fired Up Schools, is there a difference in the level of sensitivity with multicultural issues based on the administrator's demographic characteristics?	Two sample t-tests - used in Hypothesis testing to determine whether two population means are different from each other. ANOVA – Dependent variable is level of sensitivity with MC issues, a numeric, and the Independent Variable is demographic characteristics, an attribute
13. Among the administrators at Fired Up	Two sample t-tests - used in Hypothesis testing to

(table continues)

Schools, is there a difference in the level of familiarity with multicultural issues based on the administrator's demographic characteristics?	determine whether two population means are different from each other. ANOVA – Dependent variable is level of familiarity with MC issues, a numeric and the Independent Variable is demographic characteristics, an attribute
14. Among the teachers at Fired Up Schools, is there a difference in the level of multicultural teaching skills based on the teacher's demographic characteristics?	Two sample t-tests - used in Hypothesis testing to determine whether two population means are different from each other. ANOVA – Dependent variable is level of multicultural teaching skills, a numeric and the Independent Variable is demographic characteristics, an attribute
15. Among the teachers at Fired Up Schools, is there a difference in the level of multicultural teaching knowledge based on the teacher's demographic characteristics?	Two sample t-tests - used in Hypothesis testing to determine whether two population means are different from each other. ANOVA – Dependent variable is level of multicultural teaching knowledge, a numeric and the Independent Variable is demographic characteristics, an attribute
16. Among the administrators at Fired Up Schools, is there a difference in the level of multicultural teaching skills based on the administrator's demographic characteristics?	Two sample t-tests - used in Hypothesis testing to determine whether two population means are different from each other. ANOVA – Dependent variable is level of multicultural teaching skills, a numeric and the Independent Variable is demographic characteristics, an attribute
17. Among the administrators at Fired Up Schools, is there a difference in the level of multicultural teaching knowledge based on the administrator's demographic characteristics?	Two sample t-tests - used in Hypothesis testing to determine whether two population means are different from each other. ANOVA – Dependent variable is level of multicultural teaching knowledge, a numeric and the Independent Variable is demographic characteristics, an attribute

This study employed a non-random sample from which it collected data. Data then were analyzed using an ANOVA, an inferential statistical technique that requires random sampling. This was done not only to isolate relevant differences and relationships, but also to guide future

researchers in forming their hypotheses. As such, generalization of the findings to larger populations should be done with caution.

Summary

The data collected provided me with information regarding the acceptance of students' cultures and level of importance of student-teacher relationships in urban schools with a high minority and high poverty student populations. This chapter described the methodology of this study and presented the research questions that guided this study. This chapter also included the survey questions, a description of the participants, instrument validity, data collection, and data analysis procedures. Chapter 4 will present the data and findings obtained from the survey. Chapter 5 will contain a discussion of the data, will summarize the significance of the study, will discuss further implications for practice, and will present recommendations for future research.

Chapter 4. Data Analysis

This study examined teachers' and administrators' self-perceptions of their level of sensitivity and level of familiarity with multicultural issues as well as their level of multicultural teaching skills and knowledge. In the process of data collection, there were inconsistencies between the research questions and some of the data collected. These inconsistencies are discussed in detail along with the data analysis in this chapter. This study sought to answer the following 17 research questions:

1. What are the demographic characteristics of teachers and administrators who participated in the study?
2. Among teachers at Fired Up Schools, what is the level of sensitivity with multicultural issues as measured by the Teachers Multicultural Attitudes Survey (TMAS)?
3. Among teachers at Fired Up Schools, what is the level of familiarity with multicultural issues as measured by the Teachers Multicultural Attitudes Survey (TMAS)?
4. Among teachers at Fired Up Schools, what is the level of multicultural teaching skills as measured by the Multicultural Teaching Competency Scale (MTCS)?
5. Among administrators at Fired Up Schools, what is the level of multicultural teaching knowledge as measured by the Multicultural Teaching Competency Scale (MTCS)?
6. Is there a difference in the level of sensitivity with multicultural issues between teachers and administrators?
7. Is there a difference in the level of familiarity with multicultural issues between teachers and administrators?

8. Is there a difference in the level of multicultural teaching skills between teachers and administrators?
9. Is there a difference in the level of multicultural teaching knowledge between teachers and administrators?
10. Among the teachers at Fired Up Schools, is there a difference in the level of sensitivity with multicultural issues based on the teacher's demographic characteristics?
11. Among the teachers at Fired Up Schools, is there a difference in the level of familiarity with multicultural issues based on the teacher's demographic characteristics?
12. Among the administrators at Fired Up Schools, is there a difference in the level of sensitivity with multicultural issues based on the administrator's demographic characteristics?
13. Among the administrators at Fired Up Schools, is there a difference in the level of familiarity with multicultural issues based on the administrator's demographic characteristics?
14. Among the teachers at Fired Up Schools, is there a difference in the level of multicultural teaching skills based on the teacher's demographic characteristics?
15. Among the teachers at Fired Up Schools, is there a difference in the level of multicultural teaching knowledge based on the teacher's demographic characteristics?
16. Among the administrators at Fired Up Schools, is there a difference in the level of multicultural teaching skills based on the administrator's demographic characteristics?

17. Among the administrators at Fired Up Schools, is there a difference in the level of multicultural teaching knowledge based on the administrator's demographic characteristics?

Data Collection Methods

There are eight Fired Up Schools located on 13 campuses. Over the course of two months, the researcher recruited participants at each of the eight schools during one of their regular after-school staff meetings. All teachers and administrators at each of the eight Fired Up Schools were invited to participate regardless of school's location. After receiving permission to conduct research at the particular school (see Appendix C), the researcher attended one of the Wednesday staff meetings at each school to explain the study. As the researcher is also the regional vice president of Fired Up Schools, recruiting principals and teachers for the study, could have caused potential participants to feel pressured to participate in the research. Therefore, to minimize the pressure subjects may have felt to participate in this research, consent (see Appendix E) and confidentiality forms (see Appendix F) were distributed electronically via e-mail rather than in person to teachers and administrators. In addition, this was done to ensure the anonymity of all participants. A copy of the script that the researcher used for recruiting teachers and administrators has been attached (see Appendix G). Approval for conducting the research was granted by Pepperdine University's Graduate and Professional Schools Institutional Review Board (see Appendix H).

The researcher e-mailed the informed consent form to each teacher and administrator (see Appendix D). Participants read the consent form online and consented to participate in the research by clicking on a link that took them to the surveys in SurveyMonkey. After clicking on the link to Survey Monkey, participants were prompted to read the confidentiality release (see

Appendix F) online stating that participation was voluntary. These materials also stated that making the choice not to participate would not affect the staff member's employment with the charter management organization (see Appendix F).

The following procedures were followed to ensure that the teachers and administrators remained anonymous. Survey Monkey provided the researcher the information from participants while maintaining the participants' anonymity. If the teachers and administrators agreed to participate, they completed the survey on-line through SurveyMonkey If they chose not to participate; they did not complete the survey. The e-mail links to the survey were anonymous. The researcher was unable to determine who completed the surveys. The participants could choose to end their participation in the study at any time.

Final Participants

The researcher hoped to collect 70 teacher responses and 9 administrator responses. A total of 50 teachers and 9 administrators responded. Thirteen of the surveys from the teacher group were excluded since the surveys were not fully completed. Therefore, the final numbers in the sample included responses from 37 teachers and 9 administrators (total N = 46).

Findings by Research Question

Research question 1. Research question 1 asked the following: What are the demographic characteristics of teachers and administrators who participated in the study? The participants for this study consisted of 37 teachers and 9 principals (total N = 46). The teachers and principals were recruited from the same charter management organization in Southern California. Eighty-one percent of the teacher participants were female, 56% of the principal participants were female, 19% of the teacher participants were male, and 44% of the principal participants were male. The average age of the teacher group was 30, with age ranging from 23

to 49 years. The average age of the principals' group was 35, with age ranging from 31 to 39 years. Eight percent of the teacher participants were African American, 32% were Asian American, 35% were Hispanic, 22% were White, and 3% were multiracial while approximately 0% of the principal participants were African American, 11% were Asian American, 22% were Hispanic, 56% were White, and 11% were Multiracial.

Eighty-one percent of the teachers were born in the United States and 19% were born outside of the United States. The teachers who were born outside of the United States have lived an average of 28 years in the United States. Sixty-seven percent of the principals were born in the United States and 33% were born outside of the United States. The principals who were born outside of the United States have lived an average of 24 years in the United States. Table 3 summarizes the demographic characteristics of the participant teachers and administrators.

Table 3

Teachers' and Administrators' Demographic Characteristics

General Characteristics	Teachers	Administrators
Sample Size	37	9
Average Age	30	35
Range	22	8
Average Females' Age	29	34
Average Males' Age	33	36
Gender		
Females	81.08%	55.56%
Males	18.92%	44.44%
Ethnicity		
African American	8.11%	0.00%
Asian American	32.43%	22.22%
Hispanic	40.54%	22.22%
White	16.22%	55.56%
Multiracial	2.70%	0.00%
Birth Place		
Born in US	81.08%	66.67%
Born Outside US	18.92%	33.33%

Parents' education level. Table 4 presents the results of the teacher participants' parents' education levels. Forty-six percent of their fathers' obtained a high school education or less, 19% obtained some college education, 24% held bachelor's degrees, 5% held master's degrees, and 5% held doctoral degrees. Fifty-one percent of the teachers' mothers' obtained a high school education or less, 14% obtained some college education, 30% held bachelor's degrees, 5% held master's degrees, and 0% held doctoral degrees.

Table 4

Teachers' Parents' Level of Education

Level of Education	Father	Mother
High School or Less	46%	51%
Some College	19%	14%
Bachelor's Degree (BA,BS)	24%	30%
Master's Degree (MA, MS)	5%	5%
Doctorate PhD	5%	0%

Table 5 presents the results of the principal participants' parents' education levels. Forty-four percent of their fathers' obtained a high school education or less, 22% obtained some college education, 0% held bachelor's degrees, 22% held master's degrees, and 11% held doctoral degrees. Fifty-six percent of the principals' mothers' obtained a high school education or less, 22% obtained some college education, 22% held bachelor's degrees, 0% held master's degrees, and 0% held doctoral degrees.

Table 5

Principals' Parents' Level of Education

Level of Education	Father	Mother
High School or Less	44%	56%
Some College	22%	22%
Bachelor's Degree (BA,BS)	0%	22%
Master's Degree (MA, MS)	22%	0%
Doctorate PhD	11%	0%

Household. Table 6 presents the teachers' descriptions of their household incomes while growing up. Sixteen percent of the teachers described their household incomes as between $10,000 up to $25,000, 14% grew up in households between $25,000 up to $35,000, 16% grew up in households between $35,000 up to $45,000, 5% grew up in households between $45,000 up to $55,000, 5% grew up in households between $55,000 up to $65,000, 11% grew up in households between $65,000 up to $75,000, 0% grew up in households between $75,000 up to $85,000, 8% grew up in households between $85,000 up to $100,000, and 24% grew up in households greater than $100,000.

Table 6

Teachers' Household Income Growing Up

Income	Percent
$10,000 up to $25,000	16%
$25,000 up to $35,000	14%
$35,000 up to $45,000	16%
$45,000 up to $55,000	5%
$55,000 up to $65,000	5%
$65,000 up to $75,000	11%
$75,000 up to $85,000	0%
$85,000 up to $100,000	8%
Greater than $100,000	24%

Table 7 presents the principals' descriptions of their household incomes while growing up. Eleven percent of the principals described their household incomes as between $10,000 up to $25,000, 22% grew up in households between $25,000 up to $35,000, 22% grew up in households between $35,000 up to $45,000, 0% grew up in households between $45,000 up to $55,000, 11% grew up in households between $55,000 up to $65,000, 0% grew up in households between $65,000 up to $75,000, 0% grew up in households between $75,000 up to $85,000, 11% grew up in households between $85,000 up to $100,000, and 22% grew up in households greater than $100,000.

Table 7

Principals' Household Income Growing Up

Income	Percent
$10,000 up to $25,000	11%
$25,000 up to $35,000	22%
$35,000 up to $45,000	22%
$45,000 up to $55,000	0%
$55,000 up to $65,000	11%
$65,000 up to $75,000	0%
$75,000 up to $85,000	0%
$85,000 up to $100,000	11%
Greater than $100,000	22%

Of the teacher participants (n = 37), 35% indicated that they grew-up in urban communities, 51% grew-up in suburban communities, 5% grew up in rural communities, and 8% described the community in which they grew up in as *other*. Of the principal participants (n = 9), 33% indicated that they grew-up in an urban community, 56% grew-up in suburban communities, 0% grew up in rural communities, and 11% described the community in which they grew up in as *other*.

Twenty-two percent of the teacher participants are currently in their first year of employment with the charter schools, 65% have worked for the school for less than five years, and 13% have worked for the school for more than five years. Zero percent of the principal participants are currently in their first year of employment with the charter schools, 44% have worked for the school for less than five years, and 56% have worked for the school for more than five years.

Research questions 2 and 3. Research question 2 asked the following: Among teachers at Fired Up Schools, what is the level of sensitivity with multicultural issues as measured by the Teachers Multicultural Attitudes Survey (TMAS)? Research question 3 asked the following: Among teachers at Fired Up Schools, what is the level of familiarity with multicultural issues as measured by the Teachers Multicultural Attitudes Survey (TMAS)? In the process of data collection, there were inconsistencies between the research questions and some of the data collected. While conducting the research, the researcher realized that the survey tool used to identify the level of sensitivity and level of familiarity toward multicultural issues of participants did not identify subscales for the level of sensitivity versus the level of familiarity toward multicultural issues, but rather produced one composite score. Therefore, the data collected for research questions 2 and 3 were collapsed and were collected as one composite score instead of subscale scores for sensitivity versus familiarity toward multicultural issues.

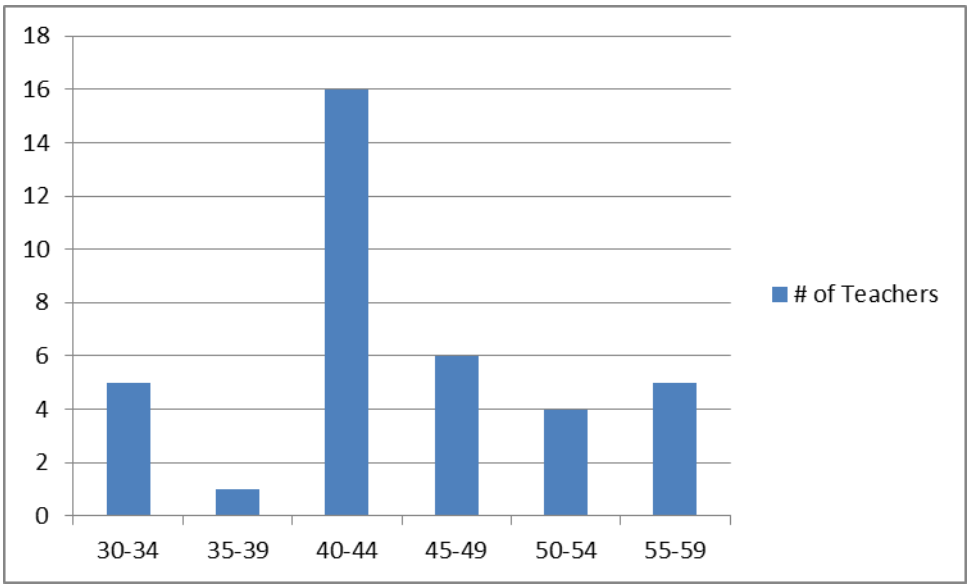
Results of sensitivity and familiarity with multicultural issues as measured by the Teachers Multicultural Attitudes Survey (TMAS) among teachers at Fired Up Schools indicated a mean (M) of 82.7 with a standard deviation (SD) of 6.4, resulting in a coefficient of variation (CV) of 7.7 (M = 82.7, SD = 6.4, CV = 7.7). Total scores can range from 20 to 100 with the

higher score indicating higher levels of sensitivity and familiarity of multicultural teaching issues (Ponterotto, Baluch, Greig, & Rivera, 1998).

Research question 4. Research question 4 asked the following: Among teachers at Fired Up Schools, what is the level of multicultural teaching skills as measured by the Multicultural Teaching Competency Scale (MTCS)? The data for research question 4 were collected as anticipated and were not combined with any other research question. The mean score (M) of the teachers on the Multicultural Teaching Competency Scale (MTCS) was 44.5 with a standard deviation (SD) of 7.4, skewness of -0.19, and a coefficient of variation (CV) of 16.7 (M = 44.5, SD = 7.4, CV = 16.7). Individual teacher scores reflected a minimum score of 30 and a maximum score of 57 (see Figure 8 below).

Figure 8

Teacher MTCS Skills Subscale Scores



Research question 5. Research question 5 asked the following: Among administrators at Fired Up Schools, what is the level of multicultural teaching knowledge as measured by the Multicultural Teaching Competency Scale (MTCS)? The data for research question 5 were

collected as anticipated and were not combined with any other research question. The administrators' mean (M) score on the level of multicultural teaching knowledge as measured by the Multicultural Teaching Competency Scale (MTCS) is 26.9 with a standard deviation of 4.5 with a coefficient of variation of 16.73 (M = 26.9, SD = 4.5, CV = 16.73).

Research questions 6 and 7. Research question 6 asked the following: Is there a difference in the level of sensitivity with multicultural issues between teachers and administrators? Research question 7 asked the following: Is there a difference in the level of familiarity with multicultural issues between teachers and administrators? In the process of data collection, there were inconsistencies between the research questions and some of the data collected. While conducting the research, the researcher discovered that the survey tool used to identify the level of sensitivity and level of familiarity toward multicultural issues of participants did not identify subscales for the level of sensitivity versus the level of familiarity toward multicultural issues, but rather produced one composite score. Therefore, the data for research questions 6 and 7 were collapsed and were collected as one composite score instead of subscale scores for sensitivity versus familiarity toward multicultural issues (see Table 9).

To determine whether or not there is a difference in the level of sensitivity and familiarity between teachers and administrators, a 2-sample *t*-test was conducted to compare responses between the two groups (see Table 9).

Table 9

Two-Sample t-Test

TMAS	Teachers	Principals	*t*-value	p-value
Mean	82.7	85.9	-1.34	0.186
Standard Deviation	6.4	6.7		
Sample Size	37	9		

The testing revealed no statistical difference in the levels of sensitivity and familiarity with multicultural issues between teachers and administrators. Teachers (M = 82.7, SD = 6.4) and Principals (M = 85.9, SD = 6.7) have statistically equal scores indicating similar levels of sensitivity and familiarity. The *t*-value is -1.34 and the p-value of 0.186 which indicate no difference between the two groups.

Research question 8. Research question 8 asked the following: Is there a difference in the level of multicultural teaching skills between teachers and administrators? The data for research question 8 were collected as anticipated and were not combined with any other research question. The MTCS responses of the two groups were also compared to determine whether differences existed between the teachers' and administrators' level of multicultural teaching skills. The MTCS consists of two subscales, skills and knowledge. In this section, the skills subscale is analyzed. As seen in the Table 10, teachers (M = 44.5, SD = 7.4) and principals (M = 46.3, SD = 6.7) have comparable results.

Table 10

Two-Sample t-Test

MTCS-Skills Subscale	Teachers	Principals	*t*-value	p-value
Mean	44.5	46.3	-0.66	0.512
Standard Deviation	7.4	6.7		
Sample Size	37	9		

The 2-sample *t*-test confirmed that the two groups were similar in their level of multicultural teaching skills. No statistical difference existed between the two groups, as evidenced by the *t*-value of -0.66 and the p-value of 0.512.

Research question 9. Research question 9 asked the following: Is there a difference in the level of multicultural teaching knowledge between teachers and administrators? The data for

research question 9 were collected as anticipated and were not combined with any other research question. The MTCS Knowledge subscale is analyzed for the two groups. Teachers (M = 26.5, SD = 4.5) and principals (M = 26.9, SD = 4.5) have similar results (see Table 11).

Table 11

Two-Sample t-Test

MTCS-Knowledge Subscale	Teachers	Principals	*t*-value	p-value
Mean	26.5	26.9	-0.26	0.8
Standard Deviation	4.5	4.5		
Sample Size	37	9		

The 2-sample *t*-test confirmed that the two groups were practically the same in their level of multicultural teaching knowledge. No statistical difference was found between the two groups in this area. The *t*-value of -0.26 and the p-value of 0.800 confirm that no statistically differences existed between the two groups with respect to the level of multicultural teaching knowledge.

Research questions 10 and 11. Research question 10 asked the following: Among the teachers at Fired Up Schools, is there a difference in the level of sensitivity with multicultural issues based on the teacher's demographic characteristics? Research question 11 asked the following: Among the teachers at Fired Up Schools, is there a difference in the level of familiarity with multicultural issues based on the teacher's demographic characteristics? In the process of data collection, there were inconsistencies between the research questions and some of the data collected. While conducting the research, the researcher realized that the survey tool used to identify the level of sensitivity and level of familiarity toward multicultural issues of participants did not identify subscales for the level of sensitivity versus the level of familiarity toward multicultural issues, but rather produced one composite score. Therefore, the data for

research questions 10 and 11 were collapsed and were collected as one composite score instead of subscale scores for sensitivity versus familiarity toward multicultural issues.

An independent 2-sample *t*-test and one-way Analysis of Variance (ANOVA) statistical techniques were applied to the data collected to determine whether differences in the level of sensitivity and familiarity with multicultural issues are present based on teachers' demographic characteristics. Table 12 demonstrates that a statistical significance is only present with respect to gender (Mean Difference (MD) = 5.94, p-value = 0.0245). In this study, male teachers have scored lower than female teachers on the TMAS. Besides gender, no other differences are observed based on the remaining eight demographic characteristics.

Table 12

Teachers' TMAS and Demographics

2-sample t-test	Mean Difference	*t*-value	*p*-value	Statistically Significant
Age	-1.36	-0.64	0.526	No
Gender	5.94	2.35	0.0245	Yes
Birth Place	-3.83	-1.45	0.156	No

ANOVA	*F*-value	*p*-value	Statistically Significant
Ethincity	0.65	0.631	No
Father Educational Background	1.03	0.405	No
Mother Educational Background	2.52	0.075	No(.5) Yes(.1)
Household Income Growing Up	0.09	0.918	No
Community Growing Up	0.16	0.855	No
Work Experience @ Fired Up	0.07	0.935	No

Research questions 12 and 13. Research question 12 asked the following: Among the administrators at Fired Up Schools, is there a difference in the level of sensitivity with multicultural issues based on the administrator's demographic characteristics? Research question 13 asked the following: Among the administrators at Fired Up Schools, is there a difference in

the level of familiarity with multicultural issues based on the administrator's demographic characteristics? In the process of data collection, there were inconsistencies between the research questions and some of the data collected. While conducting the research, the researcher realized that the survey tool used to identify the level of sensitivity and level of familiarity toward multicultural issues of participants did not identify subscales for the level of sensitivity versus the level of familiarity toward multicultural issues, but rather produced one composite score. Therefore, the data for research questions 12 and 13 were collapsed and were collected as one composite score instead of subscale scores for sensitivity versus familiarity toward multicultural issues.

An independent 2-sample *t*-test and one-way Analysis of Variance (ANOVA) statistical techniques were applied to the data collected to determine whether differences in the level of sensitivity and familiarity with multicultural issues were present based on the administrators' demographic characteristics. Table 13 demonstrates that there were no statistical differences observed based on any demographic characteristic in the administrator group. In other words, gender, birth place, work experience, ethnicity, educational backgrounds of parents, household incomes and the area in which administrators grew up did not influence their levels of sensitivity and familiarity with multicultural issues.

Table 13

Principals' TMAS and Demographics

2-sample t-test	Mean Difference	*t*-value	*p*-value	Statistically Significant
Gender	-2	-0.42	0.684	No
Birth Place	6.17	1.38	0.21	No
Work Experience @ Fired Up	1.1	0.23	0.824	No
ANOVA		*F*-value	*p*-value	Statistically Significant

Ethnicity	0.75	0.511	No
Father Educational Background	0.7	0.531	No
Mother Educational Background	1.2	0.364	No
Household Income Growing Up	1.58	0.281	No
Community Growing Up	0.8	0.49	No

Research question 14. Research question 14 asked the following: Among the teachers at Fired Up Schools, is there a difference in the level of multicultural teaching skills based on the teacher's demographic characteristics? The data for research question 14 were collected as anticipated and were not combined with any other research question. An independent 2-sample *t*-test and one-way Analysis of Variance (ANOVA) statistical techniques were applied to determine whether differences in the level of multicultural teaching skills based on the teachers' demographic characteristics are present. Table 14 demonstrates that no statistical differences were observed in the level of multicultural teaching skills based on the teachers' demographic characteristics.

Table 14

Teachers' MTCS-Skills and Demographics

2-sample t-test	Mean Difference	*t*-value	*p*-value	Statistically Significant
Age	-1.94	-0.79	0.436	No
Gender	1.9	0.6	0.459	No
Birth Place	0.57	0.18	0.859	No
ANOVA		*F*-value	*p*-value	Statistically Significant
Ethnicity		1.5	0.226	No
Father Educational Background		0.08	0.989	No
Mother Educational Background		0.21	0.89	No
Household Income Growing Up		0.61	0.551	No
Community Growing Up		2.05	0.145	No
Work Experience @ Fired Up		2.27	0.119	No

Research question 15. Research question 15 asked the following: Among the teachers at Fired Up Schools, is there a difference in the level of multicultural teaching knowledge based on the teacher's demographic characteristics? The data for research question 15 were collected as anticipated and were not combined with any other research question. An independent 2-sample *t*-test and one-way Analysis of Variance (ANOVA) statistical techniques were applied to determine whether differences in the level of multicultural teaching knowledge based on teachers' demographic characteristics are present. As seen in Table 15, no statistical differences were observed in teachers' level of multicultural teaching knowledge based on the demographic characteristics.

Table 15

Teachers' MTCS-Knowledge and Demographics

2-sample t-test	Mean Difference	*t*-value	*p*-value	Statistically Significant
Age	-1	-0.66	0.511	No
Gender	1.45	0.76	0.454	No
Birth Place	-0.04	-0.02	0.984	No
ANOVA		*F*-value	*p*-value	Statistically Significant
Ethnicity		0.6	0.663	No
Father Educational Background		0.53	0.717	No
Mother Educational Background		1.76	0.173	No
Household Income Growing Up		1.82	0.177	No
Community Growing Up		0.31	0.734	No
Work Experience @ Fired Up		0.53	0.592	No

Research question 16. Research question 16: Among the administrators at Fired Up Schools, is there a difference in the level of multicultural teaching skills based on the administrator's demographic characteristics? The data for research question 16 were collected as

anticipated and were not combined with any other research question. An independent 2-sample *t*-test and one-way Analysis of Variance (ANOVA) statistical techniques were applied to determine whether differences in the demographical characteristics of administrators result in a difference in the level of multicultural teaching skills. Table 16 demonstrates that no statistical differences were observed in administrators' level of multicultural teaching skills based on their demographic characteristics.

Table 16

Principals' MTCS-Skills and Demographics

2-sample t-test	Mean Difference	*t*-value	*p*-value	Statistically Significant
Gender	3.75	0.82	0.44	No
Birth Place	4.5	0.94	0.376	No
Work Experience @ Fired Up	0.75	0.16	0.88	No
ANOVA		*F*-value	*p*-value	Statistically Significant
Ethnicity		0.66	0.549	No
Father Educational Background		0.23	0.799	No
Mother Educational Background		1.95	0.223	No
Household Income Growing Up		1.14	0.382	No
Community Growing Up		4.36	0.068	No(.5) Yes(.1)

Research question 17. Research question 17 asked the following: Among the administrators at Fired Up Schools, is there a difference in the level of multicultural teaching knowledge based on the administrator's demographic characteristics? The data for research question 17 were collected as anticipated and were not combined with any other research question. In this research, the goal is to determine whether demographical characteristics of Principals result in a difference in the level of multicultural teaching knowledge based on MTCS responses. An independent 2-sample t-tests and one-way Analysis of Variance (ANOVA) statistical techniques were applied to the data collected to determine whether the demographical

characteristics of administrators result in a difference in the level of multicultural teaching knowledge. Table 17 demonstrates that no statistical differences were observed in the level of multicultural teaching knowledge based on the administrators' demographic characteristics.

Table 17

Principals' MTCS-Knowledge and Demographics

2-sample t-test	Mean Difference	*t*-value	*p*-value	Statistically Significant
Gender	3.4	1.15	0.287	No
Birth Place	3.17	1	0.351	No
Work Experience @ Fired Up	0.65	0.2	0.845	No
ANOVA		*F*-value	*p*-value	Statistically Significant
Ethnicity		0.18	0.84	No
Father Educational Background		0.13	0.877	No
Mother Educational Background		1.48	0.301	No
Household Income Growing Up		2.33	0.178	No
Community Growing Up		4.33	0.069	No(.5) Yes(.1)

Tests Used For Data Analysis

In an effort to study the awareness of teachers and administrators at Fired Up Schools regarding multicultural issues, the TMAS was used to gauge the levels of sensitivity and familiarity with multicultural issues. Both the teacher and principal groups were analyzed separately, based on demographics, and also evaluated against each other to determine whether differences existed. Moreover, the MTCS tool was applied to both groups to gain a better understanding of the levels of multicultural teaching skills and knowledge among teachers and among administrators (two subscales, skill and knowledge). The survey results were also analyzed separately based on demographics, and both groups were weighed against each other to detect any differences in their skills and knowledge in multicultural teaching competency. In

summary, results of both surveys, the TMAS and the MTCS, were analyzed separately for each group as well as compared to each other to determine whether differences existed.

Cronbach's Alpha is a commonly used index of the internal, consistency reliability of a test or measure which, based on the average of the inter-item correlations, has helped test users to judge whether the items are measuring a single underlying dimension or characteristic (Minitab Inc., 2010). Cronbach's Alpha measures the extent to which the individual test items cohere or *stick together*, such that test takers consistently respond to items measuring the same thing in the same ways. Use of Cronbach's Alpha was based on the assumption that all the test items were measuring the same underlying attribute (not a mixture of different attributes) with the same degree of sensitivity.

Validity and Reliability

Teacher multicultural attitude survey (see Appendix B). The Teacher Multicultural Attitude Survey (Ponterotto, Mendelsohn, & Belizaire, 2003) consists of 20 statements which use a 5-point Likert scale from 1 (*strongly disagree*) to 5 (*strongly agree*) to measure a participant's multicultural sensitivity and level of familiarity with multicultural issues (Ponterotto, Baluch et al., 1998; Ponterotto, Mendelsohn et al., 2003). The scoring range is 20 to 100. The instrument was normed on a sample of teachers and a sample of teacher education students. The Cronbach's alpha coefficient for the TMAS was 0.86, and test-retest reliability was 0.80 over a three-week period (Bodur, 2012).

The Multicultural Teaching Competency Scale consists of 16 items with a 6-point Likert-type scale response format in which higher scores indicate higher levels of multicultural teaching competence. The scale consists of the two subscales: a Multicultural Teaching Skill (10 items; $\alpha = .80$) and a Multicultural Teaching Knowledge (6 items; $\alpha = .78$). The coefficient Cronbach's

alphas for MTCS skill and MTCS knowledge were .83 and .80, respectively; the Cronbach's alpha for the total scale was .88 (Spanierman et al., 2011).

Summary

This chapter presented the data and findings from the study of Fired Up Schools' teachers' and administrators' level of sensitivity and level of familiarity toward multicultural issues as well as their level of multicultural teaching skills and knowledge. Although a total of 50 teacher surveys and 9 administrator surveys were collected, 13 surveys from the teacher group had to be excluded since the surveys were not fully completed. Therefore, the data collected represented responses from 37 teachers and 9 administrators and were presented and organized by research question.

TMAS results indicated that there was no statistical significance between the levels of sensitivity and familiarity with multicultural issues among teachers and administrators at the Fired Up Schools. Similarly, there was no statistical significance between teachers' and administrators' level of multicultural teaching skills and multicultural teaching knowledge. Furthermore, there were no statistical differences in the level of sensitivity and familiarity with multicultural issues based on teachers' demographic characteristics with the exception of gender. In this study, male teachers scored lower than female teachers on the TMAS.

However, with respect to the administrators, gender, birth place, work experience, ethnicity, educational backgrounds of parents, household incomes and the area in which administrators grew up did not influence their levels of sensitivity and familiarity with multicultural issues. Testing also revealed that there was no statistical difference in the levels of multicultural teaching knowledge and skills based on demographic characteristics among the

teacher and administrator groups. Chapter 5 presents conclusions based on the data analysis, implications for the future, and recommendations for future research.

Chapter 5. Discussion

This study examined teachers' and administrators' self perceptions of their levels of sensitivity and familiarity with multicultural issues as well as their level of multicultural teaching skills and their level of multicultural teaching knowledge. The literature suggested that teachers who successfully taught students from diverse backgrounds placed a high value on the cultural, racial, and linguistic experiences of their students (Nieto, 2005).

Results revealed that there was no statistical difference in the levels of multicultural teaching knowledge and skills based on demographic characteristics among the teacher and administrator groups (see Table 9 and Table10). There was no statistical significance between the levels of sensitivity and familiarity with multicultural issues among the teachers and the administrators at the Fired Up Schools (see Table 8). Similarly, there was no statistical significance between teachers' and administrators' level of multicultural teaching skills and multicultural teaching knowledge. Furthermore, with the exception of gender, there were no differences in the level of sensitivity and familiarity with multicultural issues based on teachers' demographic characteristics. In this study, male teachers scored lower than female teachers on the TMAS. However, with respect to the administrators, gender, birth place, work experience, ethnicity, educational backgrounds of parents, household incomes, and the location in which administrators grew up did not influence their levels of sensitivity and familiarity with multicultural issues. Possible reasons for these findings are discussed in the next section.

Who Teaches in Charter Schools?

A 2011 study comparing the demographic characteristics of charter school and traditional public school teachers suggests that charter school teachers are considerably younger, more likely to be drawn from minority groups, and that the majority of charter school teachers are

female (Rui & Boe, 2012). The results from this research confirm that the teachers and administrators who participated in this study are young (average age of teachers was 30 and the average age of administrators was 35) and female (81.08% and 55.56% respectively). In addition, the majority of the teacher participants were from minority groups: 75.68% of the teacher participants identified themselves as either African American, Asian American, or Hispanic. Although the most of the teacher participants were from minority groups, the majority of the administrator participants were White (55.56%).

Both the teacher and administrator participants shared similarities: the majority of the teachers (81.08%) and more than half of the administrators (66.67%) were born in the United States; the paternal education levels of both the teachers (54.05% obtained some college experience or higher) and administrators (55.56% some college experience or higher) were higher than those of their mothers (51.35% of the teachers' mothers obtained a high school education or less compared to 55.56% of the mothers of administrators); the income levels of the households in which the teachers and administrators grew up varied and ranged from $10,000 to greater than $100,000; and more than half of the teachers (51.35%) and administrators (55.56%) grew up in suburban communities.

In addition to the differences in ethnic backgrounds between the teachers and administrators mentioned above, the two groups differed with respect to work experience. The majority of the teachers (86.49%) have worked for the charter schools less than 5 years while a little more than half of the administrators (55.56%) have worked for the charter schools for more than 5 years. This finding is logical as the Fired Up Schools expect administrators to be instructional leaders and fulfill this purpose by developing capacity from within. Teachers from the schools are trained in the instructional model first as teachers. Interested teachers are then

trained and groomed into curriculum specialists and then administrators to ensure that the schools' administrators are able to lead and monitor the instructional program.

The teacher and administrator groups also differed with respect to and parents' levels of education, particularly with respect to their fathers' level of education. In the Principal group, no father held a bachelor's degree. This is rather surprising, as several Principals reported that their fathers obtained master's and doctorate degrees. Perhaps with a sample size larger than n=9, there would have been more fathers in the principal group holding bachelor's degrees.

Teachers' and Administrators' Multicultural Attitudes

The findings from this study suggest that the teachers and administrators at Fired Up Schools have a reasonably strong level of sensitivity and familiarity with multicultural issues. However, with the exception of gender in the teacher group, no significant difference was found in the level of sensitivity and familiarity with multicultural issues based on the teachers' and administrators' demographic characteristics. These results would indicate that the male teachers at the Fired Up Schools have a lower level of sensitivity and familiarity with multicultural issues. Why did the male teachers score lower than the female teachers on the TMAS? Perhaps the fact that only 7 of the participants in this study were males has skewed the TMAS results based on gender. Perhaps a larger number of male teachers participating in the study might have affected the results differently. Further research is required to confirm this phenomenon and to determine the possible causes of this finding.

Besides gender, no other differences were observed based on the remaining eight demographic characteristics. These results seem to contradict existing research which indicates that there should be a difference in TMAS scores between the White teachers and the Black, Hispanic, and Asian teachers (Cicchelli & Cho, 2007). Cicchelli and Cho (2007) administered

the TMAS to 61 intern/teaching fellows attending Fordham University's Initial Teacher Education program; one which combined both multicultural content as well as urban field experiences during the first course of the first semester program as well as during the last course of the fourth semester of the program. Cicchelli concluded that the multicultural attitudes of White intern/teaching fellows improved significantly between their pre- and post-tests. Cicchelli assumed that the Black, Hispanic, and Asian interns/teaching fellows began their program with sensitivity and familiarity with multicultural issues by virtue of their cultures, rationalizing that this left little room for significant increase in their attitudes. Based on Cicchelli's study, the researcher expected that the results from this current study would indicate that there was a difference in the level of sensitivity and familiarity with multicultural issues based on ethnicity, with the African American, Hispanic, and Asian teachers scoring higher than the White teachers on the TMAS. However, this was not the case. Perhaps, since the students attending the Fired Up Schools are predominantly Black and Latino, White teachers choose to work at the Fired Up Schools because they already have a high level of sensitivity and familiarity with multicultural issues when they begin their employment with the schools.

Excluding gender, no other differences were observed based on the remaining eight demographic characteristics at p-value less than 0.5. However, at the 0.1 level, there was statistical significance between the teachers' level of sensitivity and familiarity with multicultural issues based on the teachers' mothers' education background. The results indicate that the higher the mother's educational background, the higher the teachers scored on the TMAS. Teachers whose mothers obtained master's degrees scored a mean of 90 points out of 100 as opposed to the mean of 82.6 from teacher's whose mothers obtained a high school or less level of education. Perhaps the higher the mother's educational background, the more exposed

teachers were to diversity and issues of multicultural education growing up, which ultimately impacts a teacher's level of sensitivity and familiarity with multicultural issues as an adult. Further research would be recommended to explore this phenomenon as the number of participants in this situation (identifying statistical significance at the 0.1 level) would become a factor influencing results and may be a possible limitation.

Findings from this study, indicating no differences in levels of sensitivity and familiarity toward multicultural issues, based on number of years the teacher or administrator has worked at the Fired Up Schools, seem to contradict existing researchers who have found that multicultural education courses during teacher preparation programs significantly and positively increase the multicultural attitudes of the teacher participants (Bodur, 2012; Cho & Cicchelli, 2012). Since the Fired Up Schools conduct professional development on culturally relevant and responsive education during the summer prior to the commencement of school and throughout the school year, the researcher expected that the results would show that teachers' and administrators' levels of sensitivity and familiarity would increase as their length of employment with the charter school increased. The volume of professional development received would increase the longer the teacher or administrator worked for the schools. These findings called into question the effectiveness of the professional development being provided.

Results of this study indicated no significant difference in the level of sensitivity and familiarity with multicultural issues between the teachers and administrators. However, it is important to note that the mean score of the administrators was slightly higher on the TMAS than the mean score of the teachers. Although the administrators did score higher on the TMAS, the difference in scores between the administrator and the teacher participants was not enough of a difference to be considered statistically significant. This finding does, however, support the

intention of the Fired Up Schools' leadership pipeline model in terms of multicultural sensitivity. The Fired Up Schools believe that school site administrators should be instructional leaders. Therefore, the Fired Up Schools build capacity from within by beginning the leadership training with classroom teachers. As effective classroom teachers are trained and move into administrator positions, it does not surprise the researcher that the administrator and the teacher groups had similar scores on the TMAS since they have had identical training.

Teachers' and Administrators' Multicultural Teaching Competency

This study indicates that the teachers and administrators at Fired Up Schools have comparably strong levels of multicultural teaching skills and multicultural teaching knowledge in comparison to what is reported in the literature (Schalk, 2010; Spanierman et al., 2011) Although the mean score of the administrators was slightly higher on the MTCS skills subscale as compared to the mean score of the teachers, the difference in scores between the administrators and the teachers was not enough to be considered statistically significant.

It is interesting to see, however, that the range of scores among teachers on the MTCS skills subscale is a minimum of 30 and a maximum is 57 out of 60, which indicates that some teachers' level of multicultural teaching skills may be superior to others. Specifically, 11 out of the 37 teacher participants scored 47 or higher on the skills subscale, indicating that they are multiculturally skilled (Schalk, 2010). This could be due to the fact that the level of multicultural teaching skills may be a synergistic and dynamic result of a combination of factors such as life experiences, pre-service education, pre-service field experiences, and level to which a teacher reflects upon his or her culture and teaching practices. Furthermore, the negative skewness coefficient supports the finding that the teachers' level of multicultural teaching skills may be stronger than other teachers.

Unfortunately, the researcher cannot determine any correlations between skills and the demographic characteristics based on the results of this study. Based on the schools' administrator training model, it does not surprise the researcher that the administrator and teacher groups scored close to each other on the MTCS skills subscale because Fired Up Schools train and groom administrators from within the organization by training effective classroom teachers and moving them into administrator positions.

Although no differences were observed based on the multicultural skills and the demographic characteristics at a p-value less than 0.5, there was statistical significance between multicultural skills and the community in which principals grew-up when looking at data form a p-value of less than 0.1 perspective. The principal who described the community in which s/he grew-up in as "other" scored a 60 out of 60 on the MTCS skills subscale. Similarly, on the MTCS knowledge subscale, the principal who described the community in which s/he grew-up in as "other" scored a 36 out of 36. Perhaps growing-up in a diverse community prepares equips teachers with the skills and knowledge to effectively teach multicultural education. Further research would be recommended to explore this phenomenon as the number of participants in this situation (identifying statistical significance at the 0.1 level) would become a factor influencing results and may be a possible limitation.

It is interesting to note, however, that virtually no difference exists between the mean score of the teachers on the MTCS knowledge subscale and the mean score of the administrators on the MTCS knowledge subscale as compared to the mean scores of both the teachers and administrators on the MTCS skills subscale. Why would this be the case? Perhaps multicultural teaching knowledge is a foundational precursor which must be obtained prior to the development of multicultural teaching skills. Therefore, teachers and administrators at Fired Up Schools have

obtained equal levels of multicultural teaching knowledge and are at different levels of multicultural teaching skills because they are continuing to develop these skills. Or, perhaps the professional development and training being provided to the teachers and administrators are more focused on multicultural teaching knowledge and less focused on multicultural teaching skills. Therefore, the levels of multicultural teaching knowledge between teachers and administrators have achieved a standardized level, as opposed to the levels of multicultural teaching skills, which have not achieved a standardized level due to less professional development in this area. Furthermore, it is possible that achieving a high level of multicultural teaching skills is a more rigorous, comprehensive content area which requires more in-depth inquiry and support.

Researchers consider professional development an integral part of multicultural education (Banks, Cookson, & Gay, 2001; Leistyna, 2001). Once again, the researcher expected that the results would show that teachers' and administrators' levels of multicultural teaching skills and multicultural teaching knowledge would increase as the teacher or administrator's length of employment with the charter school increased, since the amount of professional development received would increase the longer the teacher or administrator worked for the schools. The researcher assumed that the effects of the professional developments would be cumulative, increasing teachers' skills and sensitivity with more training. These findings call into question the effectiveness of the professional development being provided in the area of multicultural skills and knowledge and whether or not the effects are cumulative.

Limitations

There are limitations to this study. The first, the conclusions of this study may not be applicable to teachers of low achieving children in other low-performing urban cities outside of

Southern California. Although the low performing urban schools in Los Angeles have students with similar demographic characteristics as low performing urban schools in the South, such as ethnicity and socio-economic levels; the conclusions of this study may not be applicable to cities such as New Orleans, East Baton Rouge, and Memphis due to the impact that the culture of the southern United States may have on education. A second possible limitation of this study is that the data were obtained only through questionnaires. Questionnaires alone do not tell the whole story. A qualitative measure that included interviews and observations of teachers might have presented a more complete picture of teachers' and administrator's sensitivity and knowledge. Third, the Teacher Multicultural Attitude Survey (TMAS) and Multicultural Teaching Competency Scale (MTCS) results might be skewed due to the fact that the results were self-reported perceptions and, therefore, subjective. In addition, participants might have answered the questions with what they perceived to be the *politically correct* response.

Implications

The findings from this study seem to have immediate implications for charter school teacher hiring processes and teacher professional development. Since the results collected indicated that there were no differences in the level of sensitivity and familiarity with multicultural issues based on demographic characteristics, the Teachers Multicultural Attitudes Survey (TMAS) could possibly be used as a tool to measure the effectiveness of professional development after a teacher has been hired. Charter Schools located in low-income, urban communities with a focus on multicultural education, could possibly use the TMAS to determine a teacher's level of sensitivity and familiarity with multicultural issues upon hire.

Results from this survey also indicated that teachers and administrators at Fired Up Schools have moderate levels of multicultural knowledge and skill, which indicate that more and

different professional development is needed to increase the levels of multicultural knowledge and skills in teachers and administrators. The Multicultural Teaching Competency Scale (MTCS) could be used as a tool to assess the effectiveness of professional development provided to teachers and administrators on multicultural teaching knowledge and skills. The MTCS could be used annually to track and monitor growth over time.

Recommendations for Future Research

Future research should be done on the enhancement of multicultural teaching skills and knowledge by conducting a longitudinal study comparing skills and knowledge subscale scores upon hire, and then yearly throughout the employment term to track and monitor the effectiveness of the professional development being delivered to teachers and administrators.

Additional areas that should be researched in the area of multicultural skills and knowledge include:

1. Replicate the study in Southern California with a much larger sample.
2. Expand the study into other communities serving similar populations in other states across the country such as Louisiana, Florida, Tennessee, and Ohio.
3. Develop qualitative research to examine differences in the teachers' and administrators' level of sensitivity and level of familiarity with multicultural issues as well as between their level of multicultural teaching skills and knowledge among the different schools within the Fired Up Schools network of schools.
4. One would sense that there is a correlation between teacher competencies and teacher effectiveness. Therefore, another possible area for further study would be to design research that will examine whether or not there is a correlation between

the level of multicultural teaching skills and multicultural knowledge and teacher effectiveness.

5. Design research that will examine whether or not there is a correlation between the levels of sensitivity and familiarity toward multicultural issues and teacher effectiveness.
6. Design research that uses classroom observations of teachers to see if instructional strategies, student-teacher relationships, and instructional content reveal teachers' levels of familiarity and sensitivity toward multicultural issues.
7. Design research that uses classroom observations of teachers to see if instructional strategies, student-teacher relationships, and instructional content reveal teachers' levels of multicultural teaching skills and knowledge.
8. Design research that includes parent perceptions of multicultural education to present a more complete story.
9. Design research that studies the impact or the relationships between the community in which a teacher grows up in and his/her sensitivity to multicultural issues.

Conclusion

This study examined teachers' and administrators' self-perceptions of their levels of sensitivity and familiarity with multicultural issues as well as their level of multicultural teaching skills and their level of multicultural teaching knowledge. The results from this study did not reveal statistically significant findings with the exception of multicultural attitude scores based on gender.

The results of this study indicated that teachers at Fired Up Schools begin their employment with a reasonably strong level of sensitivity and familiarity with multicultural issues. Since teachers are developed and trained into administrators from within the organization, the administrators at Fired Up Schools also demonstrate a reasonably strong level of sensitivity and familiarity with multicultural issues. With respect to multicultural teaching skills and knowledge, this study indicates that the levels of multicultural teaching skills and knowledge are as strong as the levels of multicultural attitude.

Future areas of research may include revising the study into a longitudinal study with pre- and post-tests, expanding the study outside of Southern California to include participants in other low-income, urban communities across the country and determining whether or not there is a correlation between multicultural attitudes (TMAS), multicultural teaching competency (MTCS), and teacher effectiveness.

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APPENDIX A

Demographic Background Questions

1. Age?
2. Sex: M? F?
3. Race/Ethinicity: _African American/Black, _Asian American/Pacific Islander, _Latina/Latino/Hispanic, _Native American/American Indian, _White/Caucasia, _Biracial/Multiracial, _Other Asian, _Other: ____
4. Were you born in the United State? If no, how many years have you lived in the United States?
5. Father's educational background? (select one) _less than High School Diploma, _High School Degree or GED, _Some College (no degree), _Bachelor's Degree (BA,BS), _Master's Degree (MA, MS), _Doctorate PhD or other Professional degree MD, DDS, JD, EdD, etc., _Other
6. Mother's educational background? (select one) _less than High School Diploma, _High School Degree or GED, _Some College (no degree), _Bachelor's Degree (BA,BS), _Master's Degree (MA, MS), _Doctorate PhD or other Professional degree MD, DDS, JD, EdD, etc., _Other
7. Please use the following categories to provide an approximate estimate of your parents/guardians' income (the household income in which you grew up in): _Less than $10,000, _Between $10,000 and $25,000, _Between $25,000 and $35,000, _Between $35,000 and $45,000, _Between $45,000 and $55,000, _Between $55,000 and $65,000, _Between $65,000 and $75,000, _Between $75,000 and $85,000, _Between $85,000 and $100,000, _Greater than $100,000.

8. Which describes the community in which you grew up? _Rural, _Urban, _Suburban, _Other

9. How many years have you worked for Fired Up? _ This is my first year _Less than 5 years __More than five years

APPENDIX B

Teacher Multicultural Attitude Survey (TMAS)

Please respond to all items in the survey. Remember, there are no right or wrong answers. The survey is anonymous. Please mark the appropriate number below.

Use the following scale to rate each item.

1	2	3	4	5
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

1. I find teaching a culturally diverse student group rewarding.

1 2 3 4 5

2. Teaching methods need to be adapted to meet the needs of a culturally diverse student group.

1 2 3 4 5

3. Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers.

1 2 3 4 5

4. Teachers have the responsibility to be aware of their students' cultural backgrounds.

1 2 3 4 5

5. I frequently invite extended family members (e.g., cousins, grandparents, godparents, etc.) to attend parent teacher conferences.

1 2 3 4 5

6. It is not the teacher's responsibility to encourage pride in one's culture.

1 2 3 4 5

7. As classrooms become more culturally diverse the teacher's job becomes increasingly challenging.

1 2 3 4 5

8. I believe the teacher's role needs to be redefined to address the needs of students from culturally diverse backgrounds.

1 2 3 4 5

9. When dealing with bilingual students, some teachers may misinterpret different communication styles as behavioral problems.

1 2 3 4 5

10. As classrooms become more culturally diverse, the teacher's job becomes increasingly rewarding.

1 2 3 4 5

11. I can learn a great deal from students with culturally different backgrounds.

1 2 3 4 5

12. Multicultural training for teachers is not necessary.

1 2 3 4 5

13. In order to be an effective teacher, one needs to be aware of cultural differences present in the classroom.

1 2 3 4 5

14. Multicultural awareness training can help me work more effectively with a diverse population.

1 2 3 4 5

15. Students should learn to communicate in English only.

1 2 3 4 5

16. Today's curriculum gives undue importance to multiculturalism and diversity

1 2 3 4 5

17. I am aware of the diversity of cultural backgrounds in my classroom.

1 2 3 4 5

18. Regardless of the racial and ethnic makeup of my class, it is important for all students to be aware of multicultural diversity.

1 2 3 4 5

19. Being multiculturally aware is not relevant for the subject I teach.

1 2 3 4 5

20. Teaching students about cultural diversity will only create conflict in the classroom.

1 2 3 4 5

APPENDIX C

Multicultural Teaching Competency Scale (MTCS)

Please respond to all items in the survey. Remember, there are no right or wrong answers. The survey is anonymous. Please mark the appropriate number below.

Use the following scale to rate each item:

1=Strongly Disagree

2=Moderately Disagree

3=Slightly Disagree

4=Slightly Agree

5=Moderately Agree

6=Strongly Agree

1. ____ I plan many activities to celebrate diverse cultural practices in my classroom.

2. ____ I understand the various communication styles among different racial and ethnic minority students in my classroom.

3. ____ I consult regularly with other teachers or administrators to help me understand multicultural issues related to instruction.

4. ____ I have a clear understanding of culturally responsive pedagogy.

5. ____ I often include examples of the experiences and perspectives of racial and ethnic groups during my classroom lessons.

6. ____ I plan school events to increase students' knowledge about cultural experiences of various racial and ethnic groups.

7. ____ I am knowledgeable about racial and ethnic identity theories.

8. ____ My curricula integrate topics and events from racial and ethnic minority populations.

9. ____ I am knowledgeable of how historical experiences of various racial and ethnic minority groups may affect students' learning.

10. ____ I make changes within the general school environment so racial and ethnic minority students will have an equal opportunity for success.

11. ____ I am knowledgeable about the particular teaching strategies that affirm the racial and ethnic identities of all students.

12. ____ I rarely examine the instructional materials I use in the classroom for racial and ethnic bias.

13. ____ I integrate the cultural values and lifestyles of racial and ethnic minority groups into my teaching.

14. ____ I am knowledgeable about the various community resources within the city that I teach.

15. ____ I often promote diversity by the behaviors I exhibit.

16. ____ I establish strong, supportive relationships with racial and ethnic minority parents.

APPENDIX D

Permission to Use Instruments

Grace Canada

From: Lisa Spanierman, Dr. <lisa.spanierman@mcgill.ca>
Sent: Wednesday, August 14, 2013 9:35 AM
To: Grace Canada
Subject: Re: Permmission to use the MTCS
Attachments: MTCS-Final-16-item-scoring-procedure Jan2011.docx

Dear Grace,
Sorry for the delay. I recently moved to Arizona and am just now organizing my email responses. Thank you for your interest in the MTCS. I am attaching the items and scoring sheet. All that my colleagues and I ask is that you provide us with your preliminary results and/or raw data so that we can track the psychometric properties of the scale. Best wishes with your project.
Lisa

On 13-08-14 9:27 AM, "Grace Canada" <gcanada@celerityschools.org> wrote:

>Sender Name: Grace Canada
>Sender Email: gcanada@celerityschools.org
>
>Message
>----------
>
>Ms. Spanierman,
>
>I am a doctoral student at Pepperdine University and am proposing a
>study of the multicultural teaching skills and knowledge of urban
>charter school teachers and administrators. I am humbly asking for your
>permission to use the Multicultural Teaching Competency Scale (MTCS) in
>my study.
>
>Please feel free to contact me with any questions or concerns.
>
>Thank you,
>
>Grace Canada
>
>
>
>----------
>This message was sent to you via
>www.mcgill.ca's spambot protected messaging.
>

Grace Canada

From: JOSEPH Ponterotto [Staff/Faculty [GSE]] <ponterotto@fordham.edu>
Sent: Tuesday, August 06, 2013 7:47 AM
To: Grace Canada
Subject: Re: Permission to use the Teacher Multicultural Attitude Survey
Attachments: TMAS Scale and Scoring.doc; QDI Scale and score.doc; Ponterotto & Ruckdeschel, 2007, Reliability.pdf; Ponterotto QDi 2002 JMCD.pdf

Dear Grace,

Nice to meet you. Good luck with your important research! Yes, feel free to use the TMAS. Attached is the TMAs ande scoring directions. Please be sure to calcuate the coefficient alpha relaibility of the TMAs scor5es with your sample (see Ponterotto and Ruckdeschel pdf). I am also attaching the Quick Discrimination Index (QDI), a three-factor instrument that may add substantive layers to understanding your sample.... Please send me a copy of the Results.

Good luck.
Joe Ponterotto
On Tue, Aug 6, 2013 at 12:08 AM, Grace Canada <gcanada@celerityschools.org> wrote:

Dr. Ponterotto,

I am a doctoral student at Pepperdine University and am proposing a study of urban charter school teachers' and administrators' sensitivity & familiarity with multicultural issues. I am humbly asking for your permission to use the Teacher Multicultural Attitude Survey (TMAS) in my study.

Please feel free to contact me with any questions or concerns.

Grace Canada

Regional Vice President

Western United States

Celerity Educational Group

2069 W. Slauson Avenue

Los Angeles, CA 90047

APPENDIX E

Informed Consent Form

Participant: _____

Principal Investigator: Grace Canada

Title of Project: Finding The Right Fit: Multiculturalism and Low-income Urban Schools

1. I _____, consent to participate in the research study conducted by Grace Canada, a doctorate student at Pepperdine University School of Education and Psychology under the supervision of Dr. Nancy Harding.

2. I understand that the purpose of this student is to examine the teachers' and principals' attitudes toward and skill level with multicultural education.

3. I understand that my participation in this study is because I am a teacher in a [redacted] Charter School and my participation in this study is strictly voluntary. I also understand that I will be asked to complete a survey. I understand that my name or school name will not be used in the final document of this study.

4. I understand that my participation in the study will be for approximately 30-60 minutes. The study shall be conducted in Los Angeles.

5. I understand that the possible benefits to myself or society from this research is the identification of qualities and characteristics of teacher fit by looking specifically at Teacher and Principal attitudes about multicultural, or cultural relevant and responsive education, and teacher competency in multicultural education.

6. I understand that there are certain risks and discomforts that might be associated with this research. These risks include:
    - the risk of stress and/or distress that may accompany the completion of the survey instruments.
    - reflecting on your own attitudes and competency in multicultural education.
    - may also begin to compare themselves to other teachers and administrators.

8. I understand that I may choose not to participate in this research.

9. I understand that my participation is voluntary and that I may refuse to participate and/or withdraw my consent and discontinue participation in the project or activity at any time without penalty or loss of benefits to which I am otherwise entitled.

10. I understand that the investigator(s) will take all reasonable measures to protect the confidentiality of my records and my identity will not be revealed in any publication that may result from this project. The confidentiality of my records will be maintained in accordance with applicable state and federal laws. Under California law, there are exceptions to confidentiality, including suspicion that a child, elder, or dependent adult is being abused, or if an individual discloses an intent to harm him/herself or others. I understand there is a possibility that my medical record, including identifying information, may be inspected and/or photocopied by officials of the Food and Drug Administration or other federal or state government agencies during the ordinary course of carrying out their functions. If I participate in a sponsored research project, a representative of the sponsor may inspect my research records.

11. I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Dr. Nancy Harding Pepperdine University (310)568-5644 if I have other questions or concerns about this research. If I have questions about my rights as a research participant, I understand that I can contact I will contact Dr. Doug Leigh, chairperson of the Pepperdine University Graduate and Professional School's Institutional Review Board (GPS IRB) at (310)568-2389.

12. I will be informed of any significant new findings developed during the course of my participation in this research which may have a bearing on my willingness to continue in the study.

13. I understand that in the event of physical injury resulting from the research procedures in which I am to participate, no form of compensation is available. Medical treatment may be provided at my own expense or at the expense of my health care insurer which may or may not provide coverage. If I have questions, I should contact my insurer.

14. I understand to my satisfaction the information regarding participation in the research project. All my questions have been answered to my satisfaction. I have received a copy of this informed consent form which I have read and understand. I hereby consent to participate in the research described above.

_____ _____

Participant's Signature Date

I have explained and defined in detail the research procedure in which the subject has consented to participate. Having explained this and answered any questions, I am cosigning this form and accepting this person's consent.

_____ _____

Principal Investigator Date

APPENDIX F

Confidentiality Agreement

The Confidentiality of your participation in Grace Canada's dissertation research project is protected by the following Confidentiality and Non-Disclosure policy and procedure:
In accepting any information provided by you, as part of a dissertation research project, we agree that:

- All information provided in the course of the research project is considered confidential, unless it is explicitly not confidential or is public information;
- We will not disclose or acknowledge the fact of your participation or your company's participation in the project unless we are given express written permission;
- We will not attribute to you any information provided by you in the course of the research project; specifically you will not be identified in any published research related communications, such as research data, reports or other publications;
- We will only use the information you provide for the specific purposes of the project;
- We will not use your contact information or share your contact information with any other party;
- If we wish to have an exception to this Confidentiality and Non-Disclosure Agreement, you will have sole discretion to grant such an exception, and such exception will be provided in writing;
- A signed Confidentiality and Non-Disclosure Agreement is available upon request

By continuing with this survey, I accept the terms of this confidentiality agreement.

APPENDIX G

Researcher's Participant Recruitment Script

Hello my name is Grace Canada and I am a doctoral student at Pepperdine University. I am working on my dissertation to determine teacher fit in urban charter schools based on teachers' and principals' attitudes about and competency in multicultural education. I stand before you to ask for your assistance.

I have received authorization from [redacted] to conduct this study with current [redacted] teachers and principals. Prior to completing the survey, I would like for you to complete the participant agreement form and the confidentiality form. These forms will provide you with pertinent information necessary for you to determine if you would like to continue your participation in this study. Your participation in this study is voluntary and your participation in the study does not affect your employment status at [redacted].

I would like to thank those who are willing to participate in this study. Your participation in this study will be used to improve the hiring processes in urban charter schools.

APPENDIX H

IRB Approval to Conduct the Research

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

November 18, 2013

Grace Canada

Protocol #: E0913D07
Project Title*:* Finding the Right Fit: Multiculturalism and Low-Income Urban Schools

Dear Ms. Canada:

Thank you for submitting your application, *Finding the Right Fit: Multiculturalism and Low-Income Urban Schools*, for expedited review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your advisor, Dr. Nancy Harding, have completed on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. As the nature of the research met the requirements for expedited review under provision Title 45 CFR 46.110 (Research Category 7) of the federal Protection of Human Subjects Act, the IRB conducted a formal, but expedited, review of your application materials.

I am pleased to inform you that your application for your study was granted **Full Approval.** The IRB approval begins today, **11/18/2013,** and terminates on **11/18/2014**. In addition, your application to waive documentation of informed consent, as indicated in your **Application for Waiver or Alteration of Informed Consent Procedures** form has been **approved.**

Please note that your research must be conducted according to the proposal that was submitted to the GPS IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For ***any*** proposed changes in your research protocol, please submit a Request for Modification form to the GPS IRB. Please be aware that changes to your protocol may prevent the research from qualifying for expedited review and require submission of a new IRB application or other materials to the GPS IRB. If contact with subjects will extend beyond **11/18/2014,** a **Continuation or Completion of Review Form** must be submitted at least one month prior to the expiration date of study approval to avoid a lapse in approval.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If

an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details

egarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at http://www.pepperdine.edu/irb/graduate/).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact me. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,

Thema Bryant-Davis, Ph.D.
Chair, Graduate and Professional Schools IRB
Pepperdine University

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives
Ms. Alexandra Roosa, Director Research and Sponsored Programs
Dr. Nancy Harding, Faculty Chair