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Maritess Gamez

Examining Special Education Teacher Preparation Programs

Maritess Gamez

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Reading Committee:

Kathleen Artman Meeker

Elizabeth West

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Abstract

Examining Special Education Teacher Preparation Programs

Maritess Gamez

Chair of the Supervisory Committee:
Dr. Kathleen Artman Meeker
College of Education

Many researchers have asked the question: Why are so many students of color being placed in Special Education? Data has shown that there is a critical need for interventions to reduce the overrepresentation of students of color being referred to K-12 special education programs. In order to create a change in this disturbing trend of disproportionality, it is imperative that teachers in training take multicultural education content courses before entering the field (Sharma, 2007), practice cultural competency (Ford, 2012), understand that students of color have diverse learning styles (Dyce, 2013)(Sullivan, 2016), accommodate diverse learning styles, and draw on student's strengths.

Thirty-two graduate students in Special Education teacher preparation programs at a University in the North West participated in an anonymous survey about their perception of diversity in

their program. The survey consisted of 15 items. Quantitative data was summarized, and qualitative data was analyzed by theme. Major findings included: 53% of respondents reported a lack of diversity amongst their cohort and faculty, and 56% of respondents feel like they have only been somewhat prepared by the University to work with culturally and linguistically diverse populations. The respondents made suggestions on how to improve the program at the University by better preparing teachers in training to serve culturally and linguistically diverse populations.

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DEDICATION

I want to thank my sons Nathaniel and De-Shiang for opening my eyes to help me see the many adversities young males of color face in society. You have made me aware of the ongoing institutionalized racism young black males deal with on a daily basis. I promise I will continue to do all that I can to support you in your future endeavors, and make sure everyone knows how special, brilliant, creative, loving, and amazing you guys are. I love my Star Children, and I am truly blessed that you have chosen me to help guide you on your path.

I dedicate this research to all the students and families of color in Seattle. I know we can work together to advocate for equity in education, see a policy change implemented sooner than later, and celebrate our many successes and achievements as we strive to make this world a better place for the next generation.

Chapter 1. INTRODUCTION

1.1 WHY ARE SO MANY STUDENTS OF COLOR BEING PLACED IN SPECIAL EDUCATION?

America has always been known as a melting pot of diverse people from many different backgrounds and walks of life. As families continue to migrate to this country the population of minority students has dramatically increased. Between 1989-2009 the number of minority students jumped from 32% to 45% (Ford, 2012). This trend is expected to continue as the 4 main minority groups (Hispanic- American, African- American, Asian- American and Native American) grow and eventually become the numerical majority (Ford, 2012). The high number of immigrants coming to America has been correlated with the growing number of students of color being placed in special education classes.

1.2 EXAMINING EDUCATOR PREJUDICES

Cultural differences among students, families and teachers have been offered as an explanation for excessive referrals because what's seen as disruptive, aggressive, disrespectful or rude behavior may be interpreted differently when viewed by another teacher or parent. Students who are culturally and linguistically diverse are often misunderstood, leading to unnecessary and subjective special education referrals (Ford, 2012). The disproportionate representation of minority groups in special education programs reflects the fact that educational institutions are being increasingly segregated along racial lines, which puts students of color in a position to be oppressed and marginalized in society (Artiles, 2003).

The overrepresentation of minority students in special education can be seen in the National Center for Education Statistics data. From 1998 to 2007, the percentage of 6- to 21-year-olds served under IDEA increased for all races/ethnicities shown, with the exception of Whites. Nine percent of all 6- to 21-year-olds, or 5.9 million people in this age group, were served in 2007. Fourteen percent of American Indians/Alaska Natives in this age group were served under IDEA, compared with 12 percent of Blacks, 9 percent of Hispanics, 8 percent of Whites, and 5 percent of Asians/Pacific Islanders. In addition, 2 percent of Black 6- to 21-year-olds were identified as having mental retardation, while 1 percent or less of 6- to 21-year-olds in other racial/ethnic groups had this disability (Aud, 2010). This data from the National Center for Education Statistics clearly shows that while the diversity amongst students in special education continues to rise, the ethnic demographics of educators in the United States (85% white, and 75% female) has remained relatively unchanged or stable (Ford, 2012).

There has been controversy over the speculation that subjective referrals have led to the misrepresentation of minority students of color being placed in High Incidence Disability categories such as “Mild Mental Retardation,” “Learning Disability,” “Emotional Disturbance,” and “Speech and Language Impairment (Artiles, 2003)(Harry and Klingman, 2006).” In the Low Incidence Disability category, (deaf, blind, orthopedic impairment etc.) no disproportionality exists (Ford, 2012). So it seems High Incidence Disability teachers are most likely to be serving children who are most impacted by overrepresentation as the learning disability category becomes a repository for poor ethnic minorities, many of whom come from immigrant or migrant families (Artiles, 2003).

There are several factors affecting the increasing number of culturally and linguistically diverse students being placed in special education; teachers who lack training on multiculturalism,

teachers with limited exposure to diversity, and teachers with ethnocentric bias (Vázquez-Montilla, 2014) are just a few. Diverse students are often perceived by teachers to be burdensome and having limited ability to perform academically (Vázquez-Montilla, 2014). These kinds of attitudes and expectations have contributed significantly to the overrepresentation of students of color being placed in special education. Research studies have shown bias in referral and placement decisions associated with teacher gender, race, classroom management ability, and beliefs (Artiles, 2003). Educational institutions must acknowledge that cultural differences in values, attitudes, customs and traditions between white teachers and diverse student populations have led to culture clashes, low expectations, and cultural misunderstandings (Ford, 2012).

To create a culture shift and uplift these students who are slipping through the cracks as the educational system fails them, we should first examine how we prepare teachers to work with this population (Dyce, 2013). Scholars have urged teacher education programs to provide more multicultural courses, in-service workshops, conferences, professional development and degrees to prepare special educators to be culturally competent and reduce the amount of referrals student of color are receiving (Ford, 2012). An important starting point for this difficult work is to first ask teachers in training to examine their personal biases. Teachers' disbeliefs towards their students' cultural backgrounds and languages affect all aspects of learning. Critical consciousness of attitudes and beliefs about the increasing culturally and linguistically diverse student population is necessary for aligning individual beliefs with effective teaching practices (Vázquez-Montilla, 2014).

It is imperative to take steps in the direction of understanding multicultural education best practices so that teachers in training are better prepared to enter the field (Sharma, 2007). It has

been recommended that pre-service teachers take courses on cultural competency to help them better understand that students of color have diverse learning styles (Dyce, 2013) (Sullivan, 2016), and that we should draw on those diverse learning styles as strengths.

1.3 PURPOSE

The long term goal of the researcher is to create a policy change which focuses on enhancing special education teacher preparation programs by better preparing those entering the field so they can work effectively with students from culturally and linguistically diverse backgrounds. As an important first step in achieving this goal, the researcher collected data that will be shared with the University faculty in order to: Understand how special education pre-service teachers perceive diversity in their teacher preparation program and examine the special education teacher preparation programs and their standards related to teachers being trained adequately to serve culturally and linguistically diverse student populations.

1.4 RESEARCHER BACKGROUND INFORMATION

The researcher is a 2nd year Masters students in the Early Childhood Special Education Program, with an undergraduate degree in Social and Human Services. She is also a Certified Prevention Specialist and licensed Minister. She is a mother of two students of color in the Seattle Public School District in Washington State. As a parent, graduate level student, and teacher in training, she noticed a disturbing trend happening in the public education system: Students of color, especially black males being disproportionately placed in special education.

As of September 2014, there were 4,468 African American Males enrolled in the Seattle Public School District and 22% were receiving Special Education services (Rivers, 2015).

In a report published in 2007 by Seattle Public Schools titled: *Special Education:*

Organizational, Program, and Service Delivery Review, several concerns over the special education service delivery were listed including:

-Instruction is often delivered in a manner that supports teacher comfort rather than student needs (Seattle Public Schools, 2007).

-Seattle Public Schools tracks and marginalizes students of color. Students of color (Native Americans and African Americans) are significantly over-identified for special education and overrepresented in special education. In Seattle Public Schools, 25% fewer students with disabilities complete high school than those without disabilities. Students with behavior needs are viewed as the most unacceptable and receive less appropriate instruction and rigor within their educational program. Students of color are especially over-represented in these programs (Seattle Public Schools, 2007).

-The Seattle Public School's model forces special education teachers to begin from a segregated classroom and try to 'get' students with disabilities to spend time with their peers without disabilities within general education classrooms. Conversely, if students with disabilities were to attend the schools they would attend without disabilities, they could go to and from school and be educated with their peers and siblings without disabilities. In addition, the general education classroom base would allow students with disabilities to belong to an integrated community of learners (without having to "earn" their way into such a group) (Seattle Public Schools, 2007).

-The separate programs track and marginalize students of color and students of lower social classes, especially African American students in the Level 3 and 4 classrooms for students with emotional and behavioral needs (Seattle Public Schools, 2007).

-In general, special educators perceive that inclusion of students in general education is an option but not a value; mixed messages come from central office and school leadership. This type of programming is not only ineffective for students and families but, even more importantly, perpetuates the myths that students with disabilities need to be placed in segregated programs and that it is not the responsibility of general educators to own and teach all learners. Even though the description of these programs states that students will be included based on their IEP goals and objectives, there are concerns that little inclusion is occurring and that over 30 percent of the student population with disabilities are not provided with the least restrictive environment (Seattle Public Schools, 2007).

In 2012 the researcher joined the Seattle Public School's Equity & Race Advisory Committee to the Superintendent in an attempt to advocate for students of color and create awareness about the issue of disproportionality in special education, and call for policy changes to help create equity for students of color who are experiencing educational underachievement. In 2014, the researcher enrolled at the University of Washington in the Early Childhood Special Education Masters degree program so she could earn the credentials to one day be a teacher of color, and work with students of color being placed in special education.

1.5 RESEARCH QUESTIONS

Research on educator's perceptions of diversity and what biases they bring with them as they enter the field should be examined thoroughly. In an effort to expand awareness and further develop knowledge in this field, the following research questions were developed and given to pre-service special education teachers in training from a University's Early Childhood Special Education Program, Low Incidence Teacher Education Program, and High Incidence Teacher Education Program.

- How do pre-service teachers perceive diversity in their program?
- To what extent do pre-service teachers define diversity in terms of: race, ethnicity, culture, age, gender, sexuality, SES, ability and disability?
- How are pre-service teachers being prepared to teach in culturally and linguistically diverse classrooms?
- What suggestions do pre-service teachers have on how University teacher preparation programs can better prepare future teachers to teach culturally and linguistically diverse students?

Chapter 2. METHOD

2.1 SETTING AND CONTEXT

The researcher is a graduate student in the College of Education at a University in the Pacific North West. The researcher's program of study is Early Childhood Special Education. The researcher designed a survey as a means of anonymously asking 1st and 2nd year special education teachers in training about their perceptions of diversity in their program. The survey also asked pre-service teachers if they feel like they have been adequately prepared to work with culturally and linguistically diverse students through course content and practicum experience.

2.2 PARTICIPANTS

All participants were enrolled in a two year Masters in Education Program in special education at a research intensive University in the Pacific North West. The researcher attempted to recruit all 1st and 2nd year students from the University's Early Childhood Special Education Program (27 students enrolled Spring quarter), Low Incidence Teacher Education program (17 students

enrolled Spring quarter), and High Incidence Teacher Education Program (4 students enrolled Spring quarter).

Table 1. Self Reported Demographic Information from Respondents

	Early Childhood Special Education Pre-service teachers responses	Low Incidence Disability Pre-service teachers responses	High Incidence Disability Pre-service teachers responses	Program of study unknown, left blank
Question 12- White/ Caucasian (17 responses)	10	4	3	0
Question 12- Mixed (3 responses)	2	0	0	1
Question 12- Other responses (3 total)	1	2	0	0
Question 12- Left Blank (9 total)	5	3	0	1

***53% of students who participated in the survey responded: White/ Caucasian**

***28% of students who participated in the survey left this answer blank**

Table 2. How do you self identify with respect to gender?

	Early Childhood Special Education Pre-service teachers responses	Low Incidence Disability Pre-service teachers responses	High Incidence Disability Pre-service teachers responses	Program of study unknown, left blank
Question 13- Female (15 responses)	10	3	2	0
Question 13- Male (3 responses)	2	0	1	0
Question 13- Other responses (4 total)	1	2	0	1
Question 1- Left Blank (10 total)	5	4	0	1

***46% of students who participated in the survey responded: Female**

***31% of students who participated in the survey left this answer blank**

Table 3. What program are you in?

	Early Childhood Special Education Pre-service teachers responses	Low Incidence Disability Pre-service teachers responses	High Incidence Disability Pre-service teachers responses	Program of study unknown, left blank
Question 14- Program (32 responses)	18	9	3	2

Table 4. Are you in your 1st year or 2nd year of the program?

	Early Childhood Special Education Pre-service teachers responses	Low Incidence Disability Pre-service teachers responses	High Incidence Disability Pre-service teachers responses	Program of study unknown, left blank
Question 15- 1 st year (20 responses)	11	7	2	0
Question 15- 2 nd year (11 responses)	7	2	1	1
Question 15- Left Blank (1 total)	0	0	0	1

***62% of students who participated in the survey marked that they were 1st year students**

***34% of students who participated in the survey marked that they were 2nd year students**

Table 5. Demographic Information for 1st and 2nd Year Special Education Teachers in Training Provided by the University

	Early Childhood Special Education	Low Incidence Disability Pre-service teachers responses	High Incidence Disability Pre-service teachers responses	Total
African American	0	0	0	0
Native American	0	1	0	1
Asian American	1	2	1	4
Caucasian	17	12	3	32
Pacific Islander	1	1	0	2
Latino	4	0	0	4
Other	0	0	0	0
Students of Color	6	4	1	11
International Student	4	1	0	5
Total Enrollment	27	17	4	

2.3 RESPONSE RATE

Thirty five students were present at the time of survey distribution, and 32 out of 35 students participated for a response rate of 91%. Table 6 shows survey response rate by special education program of study.

Table 6. Survey Response Rate

Program Specialization	Total Enrollment Spring Quarter 2016	Number of enrolled students who took the survey	Percentage of enrolled students who took the survey
Early Childhood Special Education Teacher Education Program	27	18	66%
Low Incidence Teacher Education Program	17	9	52%
High Incidence Teacher Education Program	4	3	75%
Respondent did not identify a program specialization		2	
Total	48	32	66.7%

2.4 INSTRUMENTS

A survey was developed by the researcher who is a 2nd year Masters level student in the College of Education. The researcher designed a 15 question survey with quantitative and qualitative questions to collect data about participant's experiences and perspectives on diversity in their teacher preparation program.

The researcher received feedback on 3 drafts of the survey before it was finalized and distributed. Community members from the University who contributed to the editing of questions included two faculty members in the Area of Special Education and four graduate students from various programs at the University including the College of Education, and the

Evans School of Public Policy and Governance. The four graduate students belonged to a group called NET Impact which has a goal of promoting racial equity and social justice on college campuses. The advisor of the NET Impact group also provided feedback and that advisor is not a student or faculty member at the University. The survey and methods were approved by the University's Institutional Review Board.

2.5 PROCEDURE

Surveys were distributed to first and second year students enrolled Spring quarter as teachers in training in the Early Childhood Special Education Program, Low Incidence Disability Teacher Education Program and High Incidence Disability Teacher Education Program at a University in the Pacific North West. The researcher requested permission from instructors to recruit participants from a cross-program seminar. All 1st and 2nd year students from the 3 programs were together for the seminar class the day the surveys were distributed. The researcher was not present while the survey participants were recruited, or while the survey was distributed and collected. Faculty members and instructors were also not present during survey distribution and collection. The surveys were distributed and collected by 2 students from University programs unrelated to the research participant population.

2.6 DATA ANALYSIS

Quantitative data was analyzed by calculating summary statistics. An analysis was done to identify themes through careful review of written responses. The responses were sorted into themes and coded by the researcher and a faculty member in the Special Education Program. Consensus discussions were held between the two coders and a third party Doctoral student from the University's Special Education Program. Meetings were held weekly to discuss common

themes found in the survey participant's responses and the team came to agreement on all themes and categorization of responses.

Chapter 3. RESULTS

3.1 RESEARCH QUESTIONS 1 AND 2

How do pre-service teachers perceive diversity in their programs? How do pre-service teachers define diversity?

Respondents were asked to characterize diversity in two ways: (A) amongst their program of study cohorts and (B) amongst program faculty. Two survey questions (see Tables 7& 8) asked respondents to describe diversity in their cohort and to indicate whether they believed there needed to be more diversity in their cohort. Across programs, 53% of respondents indicated there was "very little" or "a lack of" diversity in their cohort. Open ended responses were analyzed to determine how respondents characterized diversity. Respondents identified 10 facets of diversity: Gender- male/ female, race/ ethnicity, International student status, background, ideas, values, beliefs, traditions, culture and sexuality- LGBTQ.

Respondents were then asked whether they felt there needed to be more diversity in their cohorts (Q2). Across programs 46% of respondents indicated: Yes, there needs to be more diversity in their cohort. An additional 15% of respondents replied in a way that implied an affirmative (i.e. "more is always better"). Open-ended responses to the question, "Why or why not?" were analyzed. Responses included emphasis on a need for gender and racial diversity as well as a broader perspective.

Questions 3 and 4 asked about pre-service teacher's perception on diversity among program faculty. Across programs, 53% of respondents indicated faculty was lacking diversity (Q3). In addition, 40% of respondents indicated yes, the faculty needs to be more diverse (i.e. "It would be great to see more diversity among our instructors as well. Specifically more racial & class diversity, as these groups so often have teachers from backgrounds different from their own," another participant commented "Yes, as teachers we strive to be culturally responsive. More diversity could help," an additional respondent wrote "Yes! I feel like I would be better prepared to work w/ diverse families if someone could offer perspectives from other cultures," another participant commented "Yes, there is very little, if any diversity," and one person wrote "Yes, I think that more people of color should be teaching classes"), and 12% of respondents implied a more diverse faculty was needed (i.e. described that instructors were all white women).

There were several responses to question 2, and question 4 from survey participants that the researcher put into the category: microaggressions. The microaggressions downplayed the importance of factors such as diversity. Examples of respondent's answers in this category included:

"It doesn't affect me personally so it doesn't matter either way"

"Cohorts should be made up of most qualified candidates regardless of race, culture or gender"

"I don't think recruitment should focus on anything other than finding people who are ready to do the job"

"I'm more interested in teaching skill than diversity"

"Doesn't matter to me"

"Should be made up of most qualified candidates regardless of race, culture or gender"

"Faculty should be chosen on skill & research accomplishments"

3.2 RESEARCH QUESTION 3

How are pre-service teachers being prepared to teach in culturally and linguistically diverse classrooms?

Respondents were asked to complete five questions evaluating their preparation to serve culturally and linguistically diverse students. Three questions (Questions 5, 6 and 7) asked about the multicultural education or ESL content course requirement. Respondents were asked how many multicultural or ESL content courses their programs require (Q5), and only 34% of students wrote the correct answer to the question: all special education programs require 1 multicultural or ESL content class. Additionally, 34% of students who participated in the survey were unsure about what the multicultural or ESL content class requirement was for their program. When asked whether their program of study should require more than 1 multicultural or ESL content education course (Q7), 75% of students who participated in the survey responded: Yes my program should require more than 1 multicultural or ESL content class. Questions 8, 9 and 10 asked about working with culturally and linguistically diverse populations. Question 8 asked students to consider their future careers: Do you plan to work with a culturally and linguistically diverse population in your future career? Across programs, 84% of students who participated in the survey responded: Yes, I plan to work with culturally and linguistically diverse populations in the future.

Next respondents were asked to consider their preparation to serve students who are culturally and linguistically diverse. They were asked about two facets of the program: course work (Q9) and practicum experiences (Q10). Only 25% of students felt these two experiences had adequately prepared them. In response to question 9: In your program of study, do you feel like your faculty/ instructors and assigned coursework has adequately prepared you to work with

culturally and linguistically diverse populations, only 25% of students who participated in the survey responded: Yes, I have been prepared by the University to work with culturally and linguistically diverse populations. 56% of students who participated in the survey responded: I have been somewhat prepared by the University to work with culturally and linguistically diverse populations. In response to question 10: Do you feel your practicum experience has adequately prepared you to work with culturally and linguistically diverse populations? Only 28% of students who participated in the survey responded: Yes, my practicum experience has prepared me to work with culturally and linguistically diverse populations. 19% of students who participated in the survey responded: My practicum experience has somewhat prepared me to work with culturally and linguistically diverse populations.

3.3 RESEARCH QUESTION 4

What suggestions do pre-service teachers have on how University teacher preparation programs can better prepare future teachers to teach culturally and linguistically diverse students?

Question 11 asked survey participants for suggestions on how to better prepare teachers in training to work with culturally and linguistically diverse populations. In response to Question 11: What experiences can prepare teachers in training to serve culturally and linguistically diverse populations? Students shared various ideas including: Bring in diverse guest speakers, facilitate conversations among diverse groups, share personal stories, opportunities for more hands on experience, diverse practicum settings, social events, exposure to diverse people, diverse perspectives, diverse classes, readings by people of color, more focus on diversity and impact, cultural presentations, home visits with diverse families, focus on foreign language, traveling, research, more classes and experiences.

Chapter 4. DISCUSSION

According to the results of the survey given to pre-service teachers, the majority of respondents identified that there is very little diversity in their cohort, citing that most of the people in their program are white females. Other forms of diversity mentioned were: Gender- male/ female, race/ ethnicity, International student status, background, ideas, values, beliefs, traditions, culture and sexuality. Survey responses related to being prepared to teach in culturally and linguistically diverse classrooms revealed that only 25% of pre-service teachers feel like they have been prepared by the University to work with culturally and linguistically diverse populations.

When survey respondents were asked for suggestions on how the University teacher preparation programs can better prepare future teachers to teach culturally and linguistically diverse students, several recommendations were made. Many of the suggestions made by the participants have been mentioned in past research as ways to learn skills related to cultural competency. For example Artiles mentions the importance of focusing on language and culture and the influence that has on children's learning (Artiles, 2003). Focusing on language was one of the suggestions made by a 1st year student in the Low Incidence teacher preparation program as a way to better prepare teachers to work in culturally and linguistically diverse classrooms. Ford says not to ignore or negate cultural differences, or penalize children for their cultural difference (Ford, 2012). An anonymous survey participant wrote that they would like to hear more personal stories & experiences to better prepare teachers. This opinion aligns with what Ford suggested in his research. Vázquez-Montilla says that all teachers should be prepared to effectively interact and instruct culturally and linguistically diverse students (Vázquez-Montilla, 2014). Survey participants recommendations aligning with Vázquez-Montilla's point of view about working

with culturally and linguistically diverse students included: engaging in experiences and conversations among diverse groups (anonymous 2nd year student), being surrounded by diverse people and perspectives in classes (Early childhood 1st year student), having course readings written by people of color (Early childhood 1st year student), more focus on diversity and impact (Early childhood 1st year student), opportunities for hands on experience (Early childhood 1st year student), cultural presentations (Early childhood 2nd year student), placements in other areas of the district with more culturally diverse populations (Early childhood 2nd year student), exposure to wide range of students (Early childhood 2nd year student) and home visits to households of families who do not share the same culture as me (Early childhood 2nd year student). 53% of survey respondents wrote suggestions on how to improve teacher preparation programs which hopefully will be considered by the University as ways to create a more culturally responsive educational system.

The researcher acknowledges that as a 2nd year student in the Early Childhood Special Education Program she has received poor training over the last 2 years on the influence of language and culture in children's learning, very little information about working with ELL students being placed in special education, experienced minimal explorations of customs and cultures in required classes other than the dominant white privilege culture of faculty at the University, and zero mention of the effects of stigmatization on students of color from being placed in special education.

4.1 RECOMMENDATION

There is an urgent need to conduct more research on disproportionality in special education.

Low expectations for students of color labeled as having a disability (Artiles, 2003) has equated

to poor outcomes and dramatic and negative effects. We need to figure out how to work with diverse students and families, understand future teacher's have the ability to impact performance outcomes positively and negatively, talk about the importance of pre-service teachers having an opportunity to experience working with culturally and linguistically diverse populations and provide specific recommendations to school systems that may enhance and strengthen their professional development training for teachers (Vázquez-Montilla, 2014). Researchers recommend creating a culture of change which embraces inclusiveness, support, and understanding the customs of a culture and exposing teachers to more diversity trainings so that they will hold more positive views on culturally and linguistically diverse student populations (Vázquez-Montilla, 2014).

There needs to be a call to action for social justice, revision and refinement in teacher education programs (Vázquez-Montilla, 2014). There should be more of an effort to increase the presence of teachers of color in the classroom. More people of color are needed in the teaching profession (Dyce, 2013). There should be an active effort to hire and retain faculty and students of color in special education programs. Over the past two years, the researcher has only had white female instructors in her program of study at the University. As one of the only students of color in the program, she was made to feel unfit to be going into the field of teaching, and pushed by the wayside in classroom and practicum settings. If diversity, cultural competency, multicultural education, and support from a faculty member of color were available, perhaps her experience would have been more positive. But many of the white female faculty members in the special education program have marginalized her in the same way certain K-12 students of color have been marginalized by their white, female instructors. The researcher is asking white middle-class faculty and future teachers to acknowledge that they have a specific vantage point and also

to realize that the mainstream system of values and beliefs on which their identity is grounded can be used to oppress other groups (Artiles, 2006).

4.2 QUESTIONS AND SUGGESTIONS FOR FUTURE RESEARCH

How do we make a cultural shift toward being more supportive and understanding when it comes to working with culturally and linguistically diverse students? Teachers can support students of color by making an effort to be more understanding of cultural differences and learn about student's personal strengths and draw on those strengths as assets that contribute to a diverse, positive learning environment. Instead of pointing out why we are all so different, we could try to figure out what we have in common and build a community that feels more inclusive to students and families of color.

How do we integrate multicultural education into teacher preparation programs? If teachers were better prepared to work with culturally and linguistically diverse students when they entered the field, perhaps they would begin to see and understand that just because someone looks different, talks different, walks and dresses differently that does not mean they need to be segregated and put in special ed. Being different is not wrong, and being white is not right.

While white privilege has benefited many people historically, there have always been people of color who have been oppressed, marginalized and mistreated simply because of the amount of melanin in their skin. By educating those in teacher preparation programs about other cultures, languages and diverse communities, perhaps we can create a culture shift where people of color will begin to feel more respected, understood, and loved for all of the unique and wonderful things they can contribute to learning environments.

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APPENDIX A: SURVEY INSTRUMENT

Survey Questions for Teachers in Training

- 1) In your program of study, what does diversity look like in your cohort?
- 2) In your program of study, do you feel there needs to be more diversity in your cohort? Why or why not?
- 3) In your program of study, what does diversity amongst the faculty/ instructors look like?
- 4) In your program of study, do you feel their needs to be more diversity amongst the faculty/ instructors? Why or why not?
- 5) How many multicultural education or ESL content courses does your program require?
- 6) How many multicultural education or ESL content courses have you taken?
- 7) Do you think your program of study should require more than 1 multicultural or ESL content education course? Yes or No. Please explain why
- 8) Do you plan to work with a culturally and linguistically diverse population in your future career? Yes or No.
- 9) In your program of study, do you feel like your faculty/ instructors and assigned course work has adequately prepared you to work with a culturally and linguistically diverse populations? Yes, No, Somewhat? Please explain
- 10) Do you feel your practicum experience has adequately prepared you to work with culturally and linguistically diverse populations? Yes, No, Somewhat? Please explain
- 11) What experiences can prepare teachers in training to serve culturally and linguistically diverse populations?
- 12) How do you self identify with respect to race/ ethnicity
- 13) How do you self identify with respect to gender?

14) What program are you in? Early Childhood Special Education, Low Incidence Teacher Education, High Incidence Teacher Education

15) Are you in your: 1st year, 2nd year

APPENDIX B: TABLES WITH THEMATIC ANALYSIS OF SURVEY RESPONSES

Pre-service teacher's perception on diversity in their program

Table 7. Question 1: In your program of study, what does diversity look like in your cohort?

Themes	Early Childhood Special Education Pre-service teachers responses	Low Incidence Disability Pre-service teachers responses	High Incidence Disability Pre-service teachers responses	Program of study unknown, left blank
Question 1- Very little diversity in my cohort (17 responses)	12	4	0	1
Question 1- Cohort is somewhat diverse (2 responses)	1	0	0	1
Question 1- Other responses (11 total)	4	5	2	0
Question 1- Left blank (2 total)	1	0	1	0

53% of students who participated in the survey responded: There is very little diversity in their cohort.

Question 1 definitions of diversity included: Gender- male/ female (13), race/ ethnicity (22), International student status (2), background (5), ideas (1), values (1), beliefs (1), traditions (1), culture (2) and sexuality (2)- LGBTQ (2)

Table 8. Question 2: In your program of study, do you feel there needs to be more diversity in your cohort? Why or why not?

Themes	Early Childhood Special Education Pre-service teachers responses	Low Incidence Disability Pre-service teachers responses	High Incidence Disability Pre-service teachers responses	Program of study unknown, left blank
Question 2- Yes the cohort needs to be more diverse (15 responses)	9	3	1	2
Question 2- No, the cohort is already diverse (2 responses)	1	0	1	0
Question2- Answer implies the cohort is lacking diversity (5 responses)	3	2	0	0
Question2- Answer implies the cohort is not lacking diversity (4 responses)	2	1	1	0
Question 2- Other responses (1 total)	0	1	0	0
Question 2- Left blank (2 total)	1	1	0	0

*** 46% of students who participated in the survey responded: Yes there needs to be more diversity in their cohort.**

*** 15% of students who participated in the survey implied: there needs to be more diversity in their cohort.**

Pre-service teacher's perception on diversity among program faculty

Table 9. Question 3: In your program of study, what does diversity amongst the faculty/instructors look like?

Themes	Early Childhood Special Education Pre-service teachers responses	Low Incidence Disability Pre-service teachers responses	High Incidence Disability Pre-service teachers responses	Program of study unknown, left blank
Question 3- Faculty is lacking diversity (17 responses)	10	3	2	2
Question 3- Implies faculty is lacking diversity (4 responses)	3	1	0	0
Question 3- Implies faculty is diverse (4 responses)	0	3	1	0
Question 3- Other responses (3 total)	2	1	0	0
Question 3- Left blank (4 total)	3	1	0	0

* 53% of students who participated in the survey responded: The faculty is lacking diversity.

Table 10. Question 4: In your program of study, do you feel there needs to be more diversity amongst the faculty/ instructors? Why or why not?

Themes	Early Childhood Special Education Pre-service teachers responses	Low Incidence Disability Pre-service teachers responses	High Incidence Disability Pre-service teachers responses	Program of study unknown, left blank
Question 4- Faculty needs to be more diverse (13 responses)	10	0	1	2
Question 4- Implies yes the faculty needs to be more diverse (4 responses)	0	2	2	0
Question 4- Implies no the faculty does not need to be more diverse (1 responses)	0	1	0	0
Question 4- Other responses (2 total)	0	2	0	0
Question 4- Left blank (10 total)	6	4	0	0

***40% of students who participated in the survey responded: Yes, the faculty needs to be more diverse.**

***12% of students who participated in the survey implied: The faculty needs to be more diverse.**

Multicultural education or ESL content course requirement

Table 11. Question 5: How many multicultural education or ESL content courses does your program require?

Themes	Early Childhood Special Education Pre-service teachers responses	Low Incidence Disability Pre-service teachers responses	High Incidence Disability Pre-service teachers responses	Program of study unknown, left blank
Question 5- My program requires 0 classes (3 responses)	3	0	0	0
Question 5- My program requires 1 class (11 responses)	8	2	0	1
Question 5- My program requires 2 classes (2 responses)	0	2	0	0
Question 5- Not sure what the program requirement is (11 responses)	5	2	3	1
Question 5- Topic has been discussed in all classes (2 responses)	0	2	0	0
Question 5- Left blank (3 total)	2	1	0	0

***only 34% of students wrote the correct answer to question 5: The program requires 1 multicultural or ESL content class.**

***34% of students who participated in the survey were unsure about what the multicultural or ESL content class requirement is.**

Table 12. Question 6: How many multicultural education or ESL content courses have you taken?

Themes	Early Childhood Special Education Pre-service teachers responses	Low Incidence Disability Pre-service teachers responses	High Incidence Disability Pre-service teachers responses	Program of study unknown, left blank
Question 6- Taken zero classes (8 responses)	7	1	0	0
Question 6- Taken one class (10 responses)	6	1	2	1
Question 6- Taken two classes (5 responses)	1	3	0	1
Question 6- Taken three classes (1 response)	0	0	3	0
Question 6- Topic discussed in multiple classes (5 responses)	3	2	0	0
Question 6- Other responses (2 total)	1	1	0	0
Question 6- Left Blank (3 total)	2	1	0	0

***25% of survey participants reported that they have taken 0 classes to meet the multicultural or ESL content class requirement.**

***31% of survey participants reported that they have met the requirement to take 1 multicultural or ESL content class.**

Table 13. Question 7: Do you think your program of study should require more than 1 multicultural or ESL content education course?

Themes	Early Childhood Special Education Pre-service teachers responses	Low Incidence Disability Pre-service teachers responses	High Incidence Disability Pre-service teachers responses	Program of study unknown, left blank
Question7- Yes (24 responses)	14	6	2	2
Question7- No (7 responses)	4	2	1	0
Question7- Left Blank (1 total)	0	1	0	0

*** 75% of students who participated in the survey responded: Yes my program should require more than 1 multicultural or ESL content class.**

Working with culturally and linguistically diverse populations

Table 14. Question 8: Do you plan to work with a culturally and linguistically diverse population in your future career?

Themes	Early Childhood Special Education Pre-service teachers responses	Low Incidence Disability Pre-service teachers responses	High Incidence Disability Pre-service teachers responses	Program of study unknown, left blank
Question 8- Yes (27 responses)	15	9	2	1
Question 8- No (1 response)	1	0	0	0
Question 8- Other responses (3 total)	1	0	1	1
Question 8- Left Blank (1 total)	1	0	0	0

*** 84% of students who participated in the survey responded: Yes, I plan to work with culturally and linguistically diverse populations in the future.**

Table 15. Question 9: In your program of study, do you feel like your faculty/ instructors and assigned course work has adequately prepared you to work with culturally and linguistically diverse populations?

Themes	Early Childhood Special Education Pre-service teachers responses	Low Incidence Disability Pre-service teachers responses	High Incidence Disability Pre-service teachers responses	Program of study unknown, left blank
Question 9-Yes (8 responses)	2	5	1	0
Question 9- No (2 responses)	1	0	0	1
Question 9- Somewhat (18 responses)	12	3	2	1
Question 9- It was touched on in multiple classes (4 responses)	3	1	0	0

*** Only 25% of students who participated in the survey responded: Yes, I have been prepared by the University to work with culturally and linguistically diverse populations.**

*** 56% of students who participated in the survey responded: I have been somewhat prepared by the University to work with culturally and linguistically diverse populations.**

Table 16. Question 10: Do you feel your practicum experience has adequately prepared you to work with culturally and linguistically diverse populations?

Themes	Early Childhood Special Education Pre-service teachers responses	Low Incidence Disability Pre-service teachers responses	High Incidence Disability Pre-service teachers responses	Program of study unknown, left blank
Question 10- Yes (9 responses)	4	3	2	0
Question 10-No (3 responses)	2	1	0	0
Question 10- Somewhat (19 responses)	12	4	1	2
Question 10- Left Blank (1 total)	0	1	0	0

*** Only 28% of students who participated in the survey responded: Yes, my practicum experience has prepared me to work with culturally and linguistically diverse populations.**

*** 19% of students who participated in the survey responded: My practicum experience has somewhat prepared to work with culturally and linguistically diverse populations.**

Suggestions from survey participants on how to better prepare teachers in training to work with culturally and linguistically diverse populations

Question 11- What experiences can prepare teachers in training to serve culturally and linguistically diverse populations?

Summary of responses- Bring in diverse guest speakers, facilitate conversations among diverse groups, share personal stories, opportunities for more hands on experience, diverse practicum settings, social events, exposure to diverse people, diverse perspectives, diverse classes, readings by people of color, more focus on diversity and impact, cultural presentations, home visits with diverse families, focus on foreign language, traveling, research, more classes and experiences.

APPENDIX C: THEMATIC ANALYSIS OF SURVEY RESPONSES

Survey Respondents Answers to Questions 1-15

All responses were copied verbatim from the surveys turned in by research participants

Any illegible responses are represented by this “ ___? ___ ”

Question 1- In your program of study, what does diversity look like?

*Not much- 17 total respondents (53%, 17/32)

Not much

Not very

Very limited

Very little. It's mostly white women

There is very little diversity

Very little mostly white women

Admittedly my cohort is not terribly diverse. We are a small group though. The cohort consists of 7 individuals, with only 1 male and a majority of similar ethnic backgrounds

Some international students but mostly white females

Mostly female, one male, some Asian ethnicity

Mixed but predominately white female

Mixed, predominately white

Very limited mostly white

Not a lot

Not much

Not much! Mostly white women, 1 male, a few international students

Not much diversity, only a few Asian students

Diversity is not something you see. There are diverse ideas and backgrounds, values, beliefs, tradition

Question 1

*Somewhat diverse- 2 total respondents

It is somewhat diverse

2/9 ethnic, 1/9 sexual

Question 1

*Other responses- 11 total respondents

It's fairly diverse experience wise and a bit culturally diverse but could be more so

Asian & Hispanic, many Asian

1 male and a few students from Asia, the rest are female

1 is male, 14 are female, 4 or 5 people of color, the rest are white, 1 or 2 are LGBTQ, some have native languages other than English, from working class or lower income

There is some diversity in age, very little gender diversity and some racial/ ethnic diversity although most of the cohort is white

Males/ females different races

People from different walks of life. People of varying genders, ethnicities, religions and age groups etc

Diversity of backgrounds, interests, knowledge, lifestyle

Students from different backgrounds- educational, ethnic, socio economic

There are only 2 of us. Male and female, Caucasian and Asian

A group of people from a variety of different backgrounds- ethnic, culture, sexuality, etc

Question 1

*Left blank- 2 total

Question 1 definitions of diversity included:

Gender- male/ female

Race/ ethnicity

International student status

Backgrounds

Ideas

Values

Beliefs

Traditions

Culture

Sexuality- LGBTQ

Native languages-not English

SES- working class, lower income

Walks of life

Age

Education

Question 2- In your program of study, do you feel there needs to be more diversity in your cohort? Why or why not?

*Yes- 15 total respondents (46%, 15/32)

Yes every individual has a story and perspective

Yes

Yes

Yes, to represent the population we'll be serving

Yes, most of things are based on American culture background

Yes, more

Yes!!!! Because kids deserve to see people who look/ act like them in positions of authority

Yes- specifically more racial and class diversity as these groups so often have teachers from backgrounds different from their own

Yes, as teachers we strive to be culturally responsive, a more diverse cohort could help

Yes, I feel like issues around diversity are often ignored because they aren't relevant to people in my cohort

Yes, I think people from different backgrounds should be representative

Sure, more diverse pre service teachers means more diverse certified professionals

Yes because different aspects backgrounds are needed

Yes- more males- not enough in this line of work

Yes, more men, more people of color

Question 2

*No- 2 total

No

No I don't think so because I think we already formed a diversity

Question 2

*Implied yes- 5 total respondents (15%, 5/32)

It would be nice to have different perspectives

I have heard the importance of students identifying with their teachers, particularly of achievement in African American communities... but there are also needs to be more special ed. teachers in general

I think it would be helpful to hear perspectives of other teacher candidates from different cultures

I would like to see more male students in the program

More is always better, I think it could bring in more ideas and perspectives and develop a broader tool set

Question 2

*Implied no- 4 total respondents

I don't particularly feel like there needs to be but just the knowledge that other cultures are out there

I feel that people are diverse in many ways and bring their own set of skills and perspectives to the group

There is a wide range of ability, interest, and ethnicity in my cohort

I'm new to this cohort but in the limited exposure I have experienced it seems diverse

Question 2

*Other responses- 1 response

I hope everyone is here because they want to be here, hope all who want to be here are able to be here

Question 2

*Microaggressions- 3 total respondents

It doesn't affect me personally so it doesn't matter either way

Cohorts should be made up of most qualified candidates regardless of race, culture or gender

While I would embrace/ appreciate more diversity, I don't think recruitment should focus on anything other than finding people who are ready to do the job

Question 2

*Left blank- 2 total

Question 3- In your program of study, what does diversity amongst the faculty/ instructors look like?

*Not diverse- 17 total respondents (53%, 17/32)

Not much

Seldom

Very limited

Only white women and men

Not very diverse

Very little diversity, mostly white females

Not much! Mostly white women, 2 males, everyone seems hetero

White women

All white female instructors

Very little diversity

Not much, mostly white female

There is very little diversity in my personal experience. All of the teachers I had were white women except for one class on diversity that was taught by an Indian woman

Not very

I've only had female instructors and no people of color

Very limited

I'm more interested in teaching skill than diversity but it is not very diverse

Very little diversity

Question 3

*Implied yes- 4 total respondents (12%, 4/32)

People from different walks of life. People of varying genders, ethnicities, religions and age groups etc

Similar to students, expertise and experience

We have an advisory with a study of areas of focus on diversity as well as professors of varying ages and genders

A group of people from a variety of different backgrounds- ethnic, culture, sexuality etc

Question 3

*Implied no- 4 total respondents

There's a male

Similar to cohort, mostly white female

The diversity of ideas was not huge, I think because most the professors come through the UW program and they all learned the same thing

I notice higher ethnic diversity among TA's than among faculty

Question 3

*Other responses- 3 total respondents

I feel like I'm being highly respected

I am not sure, it appears to be a fairly homogenous group as well

Women, men

Question 3

*Microaggression- 1 total

I'm more interested in teaching skill than diversity but it is not very diverse

Question 3

*Left blank- 4 total

Question 4- In your program of study, do you feel there needs to be more diversity amongst the faculty/ instructors? Why or why not?

*13 total respondents (40%, 13/32)

Yes, every individual has a story & perspective

Yes- so we can engage in more diverse learning communities and richer conversations about the people we serve

Yes

Yes

It would benefit me to have more diverse instructors to get a broader perspective

Yes! I would love unique perspectives

It would be great to see more diversity among our instructors as well. Specifically more racial & class diversity, as these groups so often have teachers from backgrounds different from their own

Yes, as teachers we strive to be culturally responsive. More diversity could help

Yes! I feel like I would be better prepared to work w/ diverse families if someone could offer perspectives from other cultures

Yes, there is very little, if any diversity

Yes, I think that more people of color should be teaching classes

More diverse is always better. I think it could bring in more ideas and perspectives and develop a broader tool set

Yes

Question 4

*No- 0 total respondents

Question 4

*Implied yes- 4 total respondents (12%, 4/32)

Probably... wider perspectives

I feel the existing faculty do a good job at highlighting cultural competence & fostering sensitivity/ awareness. I would not turn down diversity, but I know the existing faculty do whatever they can

Faculty should be chosen on skill & research accomplishments. Diversity should improve but driven for supports for diversity in undergrad & graduate work

Haven't met them all, but there seems to be some lack of representation

Question 4

*Implied no- 1 respondent

We have diversity represented in our faculty

Question 4

*Other responses- 2 total respondents

People from different walks of life. People of varying genders, ethnicities, religions & age groups etc

Very limited

Question 4

*Microaggressions- 3 total

Doesn't matter to me

Should be made up of most qualified candidates regardless of race, culture or gender

Faculty should be chosen on skill & research accomplishments. Diversity should improve but driven for supports for diversity in undergrad & graduate work

Question 4

*Left blank- 10 total

Question 5- How many multicultural education or ESL content courses does your program require?

*My program requires 1 class- 11 total (only 34% of respondents answered correctly, 11/32, 15% of survey participants gave answers that were not accurate)

Question 5

*My program requires 2 classes- 2 total respondents (Answers not accurate)

2

Two

Question 5

*Not sure what the program requirement is- 11 total respondents (34% of students who participated in the survey were unsure about what the requirement is, 11/32)

Not sure but I've elected to take 2

Unsure

Maybe one? I am not sure

Unsure

One? I think

1 I think

Unsure

None that I'm aware of

Not sure

?

I don't know

Question 5

*It is discussed in all classes- 2 total respondents

Discussed in all classes

There is ESL and multicultural content in numerous course (501/ 507)

Question 5

*Zero classes required- 3 total respondents (**answers not accurate**)

Question 5

*Left blank- 3 total

Question 6- How many multicultural education or ESL content courses have you taken?

*8 total respondents (25% of survey participants have taken 0 classes, 8/32)

None

None

None

None

None

Zero (mentioned in many, never the main focus)

None so far. I would love to take more

None

Question 6

*Has taken 1 class- 10 total respondents

1

1-

1

One

1, there is little room for electives

1

1 but it has been touched on in every course I have taken

At University?

One

One

Question 6

*Have taken 2 classes- 5 total respondents

Two

Two

2 so far

2

Two

Question 6

* Have taken 3 classes - 1 respondent

3 courses

Question 6

*Other responses- 2 total respondents

1-2

A few (undergrad here at University)

Question 6

*Discussed in multiple classes- 5 total respondents

Zero (mentioned in many, never the main focus)

Courses include info on ESL and different cultures, no specific courses on it

1 but it has been touched on in every course I have taken

Discussed in all classes

It has been addressed in almost every course I've taken, but not focused on

Question 6

*Left blank- 3 total

Question 7- Do you think your program of study should require more than 1 multicultural or ESL content education course?

*Yes, my program should require more than 1 class- 24 total respondents (75%, 24/32)

Yes, I think that this is embedded in other classes but more information is always beneficial

Yes, most of us work with incredibly diverse populations

Yes

Yes

Yes because that's the population we will be working with

Yes to have better understanding about those ___?___ as a personal experience

Yes more ___?___ the real world, not just on the US

Yes I am still not sure how to deal with dual language learners

Yes

Yes can I say duh? Children deserve to have aspects of their individual family and community's experiences reflected back on them at school. Teachers have a lot of power & there is so much ___? ___ when we are unfamiliar with the cultures of our students- race. Class, language, gender and sexuality

Yes

Yes

Yes I think there should be a multicultural and ESL class. I only took an ESL one but taking a class on culturally-responsive teaching would be beneficial

Yes multicultural perspectives cover a range of topics that could not be covered in 10 weeks

Yes we need to be prepared to serve a wide variety of students & families

Yes because the populations I hope to teach will be diverse and the information from more classes will be beneficial

Yes for better understanding

Yes important topic especially it is something we will come across in our profession

Yes a course dedicated to cultural competence w/ individuals who have severe disabilities would be helpful

Yes essential for practice

Yes we are most likely going to work w/ students who qualify for ES? Services

Yes

Yes the students you teach will benefit as their culture might become more focal with the training

Yes

Question 7

*No- 7 total (21%, 7/32)

No

No I think 1 would be enough

No I don't feel like it is a major part of why we are here

No I don't particularly like taking classes where the information is the same just have one really good class on multicultural education

No there's already so many course required that we don't take

No in LID the needs of our student are so significant, I would rather have the course build awareness, add resources on my own to work with diverse learners and families, but also would rather focus on other areas

No

Question 7

*Left blank- 1 total

Question 7- microaggression

*No I don't feel like it is a major part of why we are here

Question 8- Do you plan to work with a culturally and linguistically diverse population in your future career?

*Yes- 27 total respondents (84%, 27/32)

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes, hope so!

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Question 8

*No- 1 respondent

Question 8- other responses

*3 total respondents

Not specifically, but not restrictively

Maybe

I 'm already a teacher, it is diverse

Question 8

*Left blank- 1 total

Question 9- In your program of study, do you feel like your faculty/ instructors and assigned course work has adequately prepared you to work with a culturally and linguistically diverse populations?

*8 total respondents (25%, 8/32)

Yes

Yes

Yes, assignments and practicum

Yes

Yes

Yes

Yes, for the 2 courses I took they did

Yes

Question 9

*No- 2 total respondents

No, I'm glad I've had many job opportunities we need a course on cultural sensitivity that only talks about it

No

Question 9

*Somewhat- 18 total (56%, 18/32)

Somewhat, I would like to know more or have guest speakers talk about their experiences as diverse families/ students

Somewhat

Somewhat

Somewhat

Somewhat, I think they've given a solid foundation of things to think about

Somewhat

Somewhat

Somewhat, not a lot of info given on it

Somewhat

Somewhat

Somewhat

Somewhat, much of this knowledge will be learned in experience, not in exam, papers and textbooks

Somewhat, my practicum placement has had good trainings and cooperating teachers to support that

Somewhat, it's difficult to say because I'm a first year student

Somewhat

Somewhat

Somewhat

Somewhat

Question 9

*It was touched on- 4 total respondents

Somewhat, thankfully this is something I see our faculty be sure to mention and address in every class so far. I would like to take a class specifically focused on multicultural pedagogy or race, class, ethnicity shape or influence our experiences @ school

Somewhat, it was talked about a fair amount in courses. Having a course geared towards teaching in the populations would have been helpful

Somewhat, there is a focus on its importance but much of this info is surface level

Yes/ Somewhat, it is a topic discussed in all classes- only ½ way through program

Question 9

*Left blank- 0 total

Question 10- Question 10- Do you feel your practicum experience has adequately prepared you to work with culturally and linguistically diverse populations?

*Yes- 9 total (28%, 9/32, less than one third)

Yes, children from different culture and country

Yes, I work with a wide range of families and feel this experience has been more effective than coursework

Yes

Yes, my practicum placement has had good trainings and cooperative teachers to support that

Yes, I have been in various placements (ages, abilities, locations)

Yes, we have many ESL students (Russian and Spanish)

Yes

Yes, my placements have been very diverse. It is invaluable first-hand experience. More valuable than a lecture

Yes, the three courses I took have taught me many techniques

Question 10

*No - 3 total respondents

No

No, I have been in white, middle class dominated placements so far

No

Question 10

*Somewhat prepared - 19 total respondents (59%, 19/32)

Somewhat, I would like to have more resources

Somewhat

Somewhat

Somewhat

Somewhat

Somewhat, children in my practicum are quite diverse. But I'm not sure how to work with them adequately

Somewhat

Somewhat, contact with diverse students but not very much contact with families

Somewhat, sort of, but not enough

Somewhat, just depends on who's in the class at the time

Somewhat

Somewhat

Somewhat, my placements have been somewhat diverse- not very

Somewhat, the teachers I have worked with are very open to discussing these topics and sharing these strategies

Somewhat, in the room we don't any ESL this year

Somewhat

Somewhat, the classes are diverse, but I have not seen especially culturally aware practices

Somewhat, there are still many populations I have little or no experience working with, but I've had the opportunity to work with several in my practicum

Somewhat, I don't think it's adequate entirely for the range of experiences one has as a teacher.

Classes should embed more issues of race, culture, ethnicity in their readings

Question 10

*Left blank- 1 total

Question 11- What experiences can prepare teachers in training to serve culturally and linguistically diverse populations?

*17 respondents total

Summary of responses- guest speakers, experiences, conversations among diverse groups, personal stories, hands on experience, diverse practicum settings, social events, exposure to diverse people, diverse perspectives, diverse classes, reading by POC, more focus on diversity and impact, cultural presentations, home visits with diverse families, focus on foreign language, traveling, research, more classes, more personal stories & experience unfortunately Seattle is not incredibly diverse, experience and conversation among diverse groups, hands-on experiences,

practicum work or more social events, working in classrooms, be surrounded by diverse people/ perspectives/ classes, readings from people of color, more focus on diversity and impact hands on experience, cultural presentations, placements in other areas of the district with more culturally diverse populations, exposure to wide range of students, home visits to households of families who do not share the same culture as me, more hands on or real life situations, a lot of experience, discussion, language courses! I don't have time to improve my Spanish as intended, raveling, working in culturally diverse areas, research-, hands on experience, personal experience in other cultures, more classes, personal stories, practicum placements that are diverse

Question 11

*Left blank- 15 total

Question12- How do you self identify with respect to race/ ethnicity?

*White/ Caucasian- 17 respondents (53%, 17/32)

Question12

*Mixed- 3 total respondents

White with Native heritage

Mixed

White/ Jewish

Question12- Other answers

*3 total respondents

I believe and practice mu cultural beliefs daily. It has been both a challenge and privilege. My perspective is unique. I am open to others ideas and opinions. I respect other's ideas and beliefs.

I value diversity and what it brings to our world

Not sure what you are asking here

I am interested in gaining more experience. I'm volunteering at an Autism center this summer already

Question 12

*Left blank- 9 total (28%, 9/32)

Question 13- How do you self identify with respect to gender?

*Female- 15 total respondents

Question 13

*Male- 3 total respondents

Question 13- Other

*4 total respondents

Queer

Female/ gender queer

Not sure what you are asking here

I am interested in gaining more experience. I'm volunteering at an Autism center this summer already

Question 13

*Left blank- 10 total

Question 14- What program are you in?

*Early Childhood- 18 total respondents

Question 14

*Low Incidence- 9 total respondents

Question 14

*High Incidence- 3 total respondents

Question 14

*Left blank- 2 total

Question 15- Are you in your 1st year or 2nd year of the program?

*1st year- 20 total respondents

Question 15

*2nd year- 11 total respondents

Question 15

*Left blank- 1 total