

An Infused Approach to Multicultural Education in a Pre-service Teacher Program: Perspectives of Teacher Educators

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The purpose of the research was to examine a 5-year graduate elementary education program which holds the possibility of providing an “*infused approach*” leading to a transformative understanding of multicultural education. Through close evaluation we sought to understand the various learning experiences faculty members implemented to enhance pre-service teachers' understandings of how to teach in diverse contexts. The experiences include community-based experiences, school-based experiences, aesthetic experiences, and storytelling. In addition, we highlight frustrations, barriers, and tensions that teacher educators encountered over time as they participated in discussions and experiences related to multicultural education with pre-service teachers. With this knowledge we can address multicultural issues and enhance and transform pre-service teacher education.

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American classrooms are undergoing dramatic change with regard to cultural diversity. While the public school context continues to become more diverse, the majority of candidates in teacher preparation programs are White and middle class (Irvine, 2003; Banks, 2008; Cochran-Smith, 2004). To address this disparity, researchers are seeking to expand the diversity experiences of pre-service teachers before they enter the teaching profession (Banks, 2008). Another challenge is to help pre-service teachers understand their cultural background; address stereotypical beliefs about urban or rural contexts; and increase their knowledge about racism, discrimination, and structural aspects of inequality (Irvin, 2003). Despite much rhetoric, few programs have substantively addressed these issues or examined closely their programs or the practice of teacher educators (Grant, Elsbree, & Fondrie, 2004).

Ladson-Billings (2004) suggested a new direction in multicultural education and discussed the need to address the five dimensions of multicultural education: content integration, knowledge construction, prejudice reduction, equity pedagogy, and an empowering school culture. Researchers have proposed that in order to achieve this interpretation of multicultural education we must provide diverse experiences within a program: e.g., cross-cultural activities through service learning (Stephan & Vogt, 2004; Solomon & Sakayi, 2007). Irvine (2003) proposed that pre-service teachers need to engage in an “infused approach” to defuse the victim blaming that occurs when “teachers attribute ethnic students' lack of achievement to the students themselves, their parents, and communities” (p. 78). Villegas and Lucas (2002) encouraged teacher education programs to infuse the following characteristics through their coursework: socio-cultural consciousness; an affirming attitude towards students from culturally diverse backgrounds; commitment and skills to act as agents of change; constructivist views of learning; learning about students' past experiences, homes, and culture; and culturally responsive teaching practices. *Infused* implies that we engage pre-service teachers in substantive ways throughout a program to create transformation in their developing practice. *Infused* also implies that the pre-service teachers engage in meaningful experiences in the classroom and community not only throughout the program, but also within the coursework to avoid an add-on curriculum (Banks, 2008). However, an “infused approach” requires interpretation and evaluation in order to clarify its tractability in pre-service teacher education.

Our research examines the kinds of experiences constructed by faculty and the tensions experienced by faculty in their efforts to engage pre-service teachers in a more systematic and substantive experience in courses and fieldwork.

Why Our Program Can Be Considered an Infused Approach

The 50 pre-service teachers of the five-year program encounter a variety of courses, seminars, and field experiences that focus on issues of diversity in a large research institution in a rural area of the United States (see Table 1, Diversity Infused across a Five-Year Elementary Education Program, in [Appendix](#)). For example, in the freshman year they encounter a seminar focused on diversity, examine their own cultural identity, and attend presentations such as the one of Delpit (2005). They also read articles related to culture and equity and participate in fieldwork in a low socio-economic rural context.

The pre-service teachers enroll subsequently in courses that focus on diversity issues. For example, in Social Foundations, they discuss videos and texts or reflect on case studies. In the last semester of their undergraduate program, they complete a course on multicultural issues in which they present a play, connect with the local African American community through tutoring, and explore religious diversity. The pre-service teachers also complete other courses, such as Educational Psychology, Exceptional Learners, Early Literacy, Content Literacy and Social Studies, which include some discussion of diversity issues. In their final year as graduate students, each of the

50 pre-service teachers teach one semester in an ethnically diverse city school and a second semester in a rural, low socio-economic context with a supporting seminar.

Methods

We studied the perspectives of teacher educators and what they viewed to be important within the courses that they taught, the field experiences they provided, and their views about the support within the institution. The faculty interviewed included three males and 10 females, ranging from assistant to full-professor, who taught in Child Development, Literacy, Educational Psychology, Science Education, Special Education, Social Studies, and Social Foundations. Two faculty members were African American and 11 Caucasian. We also interviewed five doctoral students who taught and mentored the pre-service teachers during their field placements. Three were female and two male; four were Caucasian and one African American.

The following research questions guided the study: (a) What experiences within a teacher education program did faculty include in their courses? (b) What tensions or problems does an infused approach to diversity create for teacher educators?

Data Collection

Data came from two sources, individual interviews with faculty members and focus group interviews with the doctoral students. To prevent undue influence and to circumvent any potential inhibition of the teacher educators' candid responses, we hired a research assistant with experience in conducting interviews. Interviews were conducted at the university, usually in a private space and lasted from 30-60 minutes. Consent forms were signed by faculty and doctoral students who volunteered to be part of the study. The research assistant asked of each participant: (a) What experiences (in your course or field experience) do you think were beneficial in enhancing pre-service teachers' understandings of diversity? (b) What do you perceive to be the frustrations and barriers to such work?

The researchers conducted the focus group interview at an informal end-of-year gathering with the five doctoral graduate assistant mentors who worked with the pre-service teachers in the year-long school placement. Questions were given ahead of time, so that they would be prepared to comment within our limited two-hour meeting time: (a) How do you think the field experiences and seminars help prepare our pre-service teachers to work in diverse contexts? (b) What are the tensions, frustrations, and barriers to such work?

Analysis

Audio-taped interview transcripts were analyzed using constant comparative analysis (Strauss & Corbin, 1990). Together, the researchers read each interview transcript, noting themes that occurred and recording them. We began to recognize themes and discussed similarities and differences in order to create a label, or

construct, which seemed to fit these themes. Halfway through the study we had eight categories and continued to analyze new transcripts, coding them with category labels, while revisiting old transcripts to search for exemplars of the categories and revise the categories. For example, we initially had a category labeled *Tensions with Other Faculty*. However, as we continued our analysis, we recognized that there were tensions expressed about the university curriculum, institutional misunderstandings, and working with other faculty. Thus, the category was better defined as *Tensions at the University*.

Relationships between categories soon became apparent and were grouped into subcategories. For instance, many professors emphasized the importance of providing students with experiences; initially we had a wide range of experiences listed. These were then grouped into four subcategories: community-based experiences, school-based experiences, aesthetic experiences, and storytelling. However, as data analysis progressed, storytelling became a salient category. Our analysis culminated with six categories: experiences, storytelling, tensions at the university, relationships with schools, getting to know our pre-service teachers, and religion.

Learning Experiences for Students

The results show that teacher educators provided various learning experiences to enhance pre-service teachers' understandings of how to teach in diverse contexts. Experiences were defined as aspects of a course or seminar not bound by textbooks, lectures, or more traditional aspects of course design. These included community-based experiences, other professionals' perspectives, aesthetic experiences, and storytelling.

Community-based Experiences

Community-based experiences were an important factor for a faculty member who taught the multicultural course. She recognized and emphasized that being immersed in a community experience was essential for developing diversity understanding. She explained:

...I decided not to go with the textbook, I knew there were things in the book by Banks that were important ...But teaching to the head, cognitive information is not really the long-range goal of multicultural education. I felt it was more a problem of the heart than a problem with the head. I wanted to have students engage with a community, where they would have an experience with a culture that's different from their own and so I made arrangements for the students to be tutors at a community center.

Other faculty members thought that school community experiences had an impact on pre-service teachers' understandings. One teacher educator commented that some students were encountering poverty for the first time as they volunteered in a low socio-economic rural school. This field experience challenged pre-service teachers'

assumptions about school communities, homes, and families in rural, low socio-economic areas. According to the faculty member, pre-service teachers experienced:

...the poverty and having difficulty dealing with that, and blaming parents for not taking the children to the dentist or the doctor...the pre-service teachers felt the parents were failing. So there was a good chance to work through that and say, if you were that parent and this was your income how would you...

The faculty member emphasized that it was reflection through dialogue that assisted pre-service teachers. He surmised, "I think it is through that reflection that they go 'wow' and their lens begins to change." The combination of the school experience and being immersed in the community (supported by seminar discussions) was an essential component of the program to these faculty members.

One faculty member worked with an African American Center with the pre-service teachers; this included tutoring the children, archiving for an African American Institution, and cleaning up a community graveyard. The faculty member became involved in the work with the pre-service teachers. She explained "...I did as much grunt work as the students ...hauling mulch, pulling weeds." Investment of time and effort by this faculty member and working alongside pre-service teachers supported their commitment.

Professional Perspectives and Aesthetic Experiences

Other faculty members sought the perspectives of principals, classroom teachers, and specialists who were often guest speakers on diversity topics, such as poverty, inclusion, and culturally responsive pedagogy. For example, four teachers from city and rural schools were invited to be part of a panel presentation to discuss working in multicultural contexts. During the panel presentation, pre-service teachers heard stories of the veteran teachers' practice and their immersion into their communities. Particularly insightful was the story told by an African American teacher who taught in an all White rural school. She shared her difficulties in becoming a part of the community and the kind of interactions she developed to connect with the rural White parents. She noted, "Parents can come around, if you love their children." By being an advocate for the children in her care, she believed she could overcome racial issues and access parents through their children.

Aesthetic experiences were also integrated into course work through visual representation including music, drama, or poetry, both as a common language and as a way to come together and share perceptions and thoughts. Aesthetic experiences were an integral part of one teacher educator's course. The faculty member stated:

Another 12 students read a play, *Hard Times Blues*. It is the story of the *Gobbler* and of an African American child who originated the Gobbler, who trained the Gobbler to gobble when the football team would make a touchdown. That was the only way the child could have been allowed in the stadium. ...the pre-service

teachers presented this play...so in their life for a while they became those people...

The faculty member thought that the play helped the pre-service teachers understand the perspectives of others by acting out these roles.

In an effort to infuse diversity into literature circles, a faculty member selected books that covered multiple genres and addressed ethnicity: for example, *Maniac McGhee* (Spinelli, 1999) that focuses on different ethnicities and racial tensions, *The Short Stories* (Hughes, 1997), *Yolanda's Genius* (Fenner, 1997) with a female African American antagonist, and a variety of poetry. The faculty member used these texts to emphasize why "people who discriminate against others cause great pain" and to challenge the pre-service teachers' beliefs.

Storytelling

Faculty shared life stories about developing cultural awareness and how these experiences changed their pedagogy. One faculty member stated:

...I had an opportunity to see Bobby Kennedy in an airport not long before he was shot and killed. And then in April, when Martin Luther King was shot and killed, I think it was a turning point in my life where I realized that something had to change... But I was so moved by it that it affected me forever.

This faculty member felt passionately that change must occur in our society. She embedded this strong desire within her praxis as a teacher educator, telling pre-service teachers about her life experience stories that aided her understanding.

Another context for storytelling was provided in a voluntary book circle. Pre-service teachers gathered for a Friday lunch together five times during the fall semester of their graduate program. As coordinators of the field experiences, the teacher educators told stories from their practice as teachers. Storytelling became a catalyst to assist pre-service teachers to share their stories from their past life experiences and current experiences in the school contexts to address cultural bias.

Faculty emphasized how personal experiences changed and influenced their pedagogy in the university context. These stories related teaching experiences in urban schools and action projects in other communities. One faculty member stated, "I taught in the lowest performing schools in the State." As a result of this experience, he came to believe that teachers must pay attention to the individual differences in children. He claimed that weaving stories of pertinent professional experiences into courses enhanced dialogue. He perceived that, "...the [pre-service teachers] answer it from their perspective and then I share with them perspectives that have been offered to me from city school students."

Another faculty member related how important it is to integrate past experiences into a current course and to share one's own prejudice openly in story form. As a final task in her course, the pre-service teachers wrote a reflection paper entitled "What Are My Prejudices?" Prior to this task the faculty member related:

I once had a student who had a tongue piercing, when she talked in class it was a barrier. I had a hard time giving her direct eye contact and that made it difficult for me to interact with her. I found that I didn't want to call on her, and she was a very verbal student, and I realized this was a real prejudice of mine of having a student with a tongue piercing.

Admitting and sharing her own prejudice story was important to this educator.

Frustrations, Barriers, and Tensions

Although teacher educators successfully engaged pre-service teachers in discussions and experiences related to multicultural education, they encountered a variety of frustrations, barriers, and tensions at the institutional level, in relation to the school community, and in interaction with pre-service students.

Tensions at the University

The teacher educators reported tensions at the university, which they perceived hindered their abilities to address diversity issues fully. These hindrances included the lack of communication amongst faculty, the lack of support at the university level, and constraints of the curriculum.

Faculty members' perceptions were that even though the program focused on addressing issues related to diversity, the frequent turnover of faculty was problematic. For example, in the first year the multicultural course was taught by a professor and four graduate students. In the following two years, a former Social Studies teacher and then a faculty member with a background in Social Foundations taught the course. The lack of faculty continuity within this course encouraged another faculty member to teach the course for the following two years. Thus four different instructors taught the required multicultural education course in five years.

A key issue was the lack of support from the institution. Some of the faculty stated that there needed to be more commitment and resources from the institution related to diversity. One faculty member stated that the administration needed to "...hire people who have an understanding and commitment to train teachers to deal with the issues and challenges that diversity is going to bring to them." Another faculty member supported this premise and remarked pointedly that the people who are hired need to have an "understanding of diversity within the public schools."

Another faculty member perceived that the university climate needed to be changed as illustrated in the following quandary, "...we are still a white middle-class

University, just as blind as a bat, although we are sitting in the midst of beautiful African-American history.” Another educator commented that the university was filled with “uninformed people” with regard to diversity and also that the administration believed the diversity issue will be resolved if we “give them a class and make sure they are getting a course in diversity.” She supported this view by commenting on the number of instructors who had taught the multicultural course in the past four years: “we need to hire a person who has a focus on addressing diversity for that position, not just rely on someone to offer to teach it.”

One faculty member struggled with the issue of the diversity curriculum in educational institutions and how it is proposed as month-long projects, “... we celebrate Black History, Hispanic, and Women’s Month....multiculturalism should be all year.” The emphasis of this faculty member was that multiculturalism is an integral part of teaching and if transformation is going to occur, then it should “not be just an add-on curriculum issue that we address sporadically.”

Some faculty commented that the pressure to prepare the pre-service teachers for mandated tests was problematic. One faculty member thought that preparing for tests, such as the Praxis II, in methods classes affected the time available to address issues related to diversity.

Relationships with Schools

Many teacher educators commented on the importance of having a good relationship with the local schools. However, they also related some tensions in working within the school curriculum and with cooperating teachers.

The school curriculum and the ways that teachers accommodate children's learning and the training had troubled several faculty members, one in particular:

...Okay, this Ruby Payne training ... so these are the strategies for working with this poor child, this African American child... When kids are poor, they may not speak or say their words this way, but you are in the classroom and you are thinking about what makes this child behave or communicate in that way. Fine, but the bottom line is, I can try all kinds of interventions and strategies, but diversity is not a step-by-step procedure, it is me understanding a whole lot deeper than what Ruby Payne can tell me about how to work with that child in the classroom.

This faculty member reinforced the principle that teachers must grasp a deeper knowledge of the issue of poverty, “...to go back a little bit and understand what has created this situation” so that they can realize that “diversity is a matter of the heart, and you have got to be able to connect with it there.” The faculty member proposed that addressing content curriculum, and developing strategies, must be supported with a deeper understanding of diversity.

Therefore, faculty who worked with pre-service teachers in school contexts thought it important to find cooperating teachers who were culturally responsive to children. A faculty member stated "... I think it's real important you find cooperating teachers who are going to provide the type of experience you want. African American teachers must understand how they have reinforced society's views and norms on their kids and how they are now advocates... and so I have been talking to African American teachers a lot about what kids really need to be successful."

One of the African American doctoral student mentors was also concerned that African American teachers may perpetuate assumptions about African American males. In a recent encounter, as he entered the classroom of one of the pre-service teachers in their field placement, the children were disrupted by his presence as a university mentor. The teacher stated that "the children were not used to seeing an African American male in that role, but in jail." The university mentor found this stereotypical comment from an African American teacher problematic and further stated, "I don't think you can presuppose anything about a person, so that comment made me terribly uncomfortable."

Getting to Know our Pre-service Teachers

All of the teacher educators believed it is important to get to know the pre-service teachers in order to scaffold their understandings of diversity. Some made assumptions about the pre-service teachers, while others were challenged to abandon their assumptions.

There were assumptions raised by the faculty about the community of pre-service teachers. One faculty member stated, "... my assumptions are that they attended multicultural schools, in a diverse area of the State. They feel like they have had that experience and the pre-service teachers claim, 'I don't need multiculturalism; I don't need a class in multicultural issues.'" However, after a visit to an African American museum in a nearby city, one student wrote in her paper "...if the goal was to take me out of my comfortable zone it certainly achieved that."

Another faculty member recognized that a group of the pre-service teachers from a middle class suburban area of the state would not understand the culture found in local rural schools. She stated, "Many students have not dealt with Appalachian culture and some of the values ...that would be a real shock for them. So I don't know how prepared they are." Both of these faculty members perceived that pre-service teachers from suburbia would have a "shock" working in the local rural or city schools.

Knowing and observing the pre-service teachers was important, and one faculty member perceived that pre-service teachers know what professors want to "hear" in response to questions and in their written reflections. She perceived that pre-service teachers "...wrote exactly what they thought the faculty member wanted to read. I didn't think they were honest." She claimed a way to discern real transformation is to observe it in "...their eyes; it's in their eyes." Or, "When the course is over and the student

comes and says, "I want to volunteer some more next semester." These comments by the pre-service teachers were more meaningful indicators of their transformation than the writing of papers as a course assignment. The need to "get to know" the pre-service teachers through interaction was important in order to know if transformation was occurring.

Accepting the pre-service teacher's perspective on issues related to diversity created a tension for one faculty member in particular when the pre-service teachers stated, "You know these people have come to this country to live and therefore they should assimilate themselves, rather than our trying to reach out to them." The faculty member found such discussions challenging. Allowing the pre-service teachers to share their perspective and knowing when to interject or hold back was also a tension. The following African American teacher educator integrates diversity into a science methods course and makes sure to include other cultures. "...I choose a different case study every time. And so the last one was about an Asian second language learner, and some of the pre-service teachers were in tears ...it was a very sad story." The reason behind the choice of articles was to promote all cultures and not just African American culture; the teacher educator did not want to be perceived as "the vigilante ...I am not riding on the white horse trying to save my people, you know." Understanding that the pre-service teachers were at different places in their acceptance of issues created a tension for several faculty members.

Discomfort of Addressing Religion

Some faculty shared a discomfort when addressing religion because of the issue of separation of church and state in educational contexts. They were uncomfortable addressing religion during courses, using religious images through the language, and relating experiences to the pre-service teacher that had a religious tone.

Other faculty members felt compelled to address the issue because of the benefits to children and families. One faculty member requested that pre-service teachers attend "two faith-based activities" and maintained that such an assignment gave "students an opportunity to gain more awareness of faiths other than that with which they grew up. I asked them attend a church, synagogue, mosque or other African American churches..." This faculty member was adamant that we need to address these issues and stated, "We can't teach religion" because "they will be teaching students who come from different religions, and Muslim children do not eat Jell-O or Gummy Bears. They need to know where children need to go when they need privacy for prayer time...."

Discussion and Suggestions

This study challenged our examination of the complexity of establishing an "infused approach" to teacher education. Some of the experiences provided by the faculty were consistent with other researchers' views on what is beneficial in addressing diversity issues in a program (Ladson-Billings, 2004; Irvine, 2003; Cochran-Smith,

2004). Other aspects of the program were clearly problematic as suggested by some of the responses of the faculty to our research question about the tensions an infused approach provided.

What Experiences Enhance Our Attempts at an Infused Approach?

The study illuminates some of the experiences that faculty perceived to be beneficial to pre-service teachers. Many pedagogical experiences created by the faculty reaffirmed our premise that the pre-service teachers need to have a variety of experiences. These can provide a context for discussion, because one experience in a school with children who are low socio-economic status, or culturally diverse, is only going to enhance the “shock factor” and not provide understanding. If we place pre-service teachers in diverse schools and in several different contexts over time and with support of frequent discussions with faculty who have gained experience working with such children, then we will reduce the “shock.” To support these discussions we reconfirmed our commitment that time was an important factor in the development of understanding. By engaging pre-service teachers in a five-year program, we are better able to “avoid the curriculum approach” and can begin to address the “developmental nature of understanding culture across time” as suggested by Irvine (2003, p.17). Also we can develop pre-service teachers’ understanding of a transformative approach towards curriculum (Banks, 2008).

Another important issue raised by faculty was the need to emphasize and allow time for pre-service teachers’ experiences within cultural communities and the time for discussions that followed. The faculty members believed that this socially-constructed process provided an affective scaffold for the pre-service teachers. Through these discussions, pre-service teachers had the supportive environment necessary to reflect on their cultural past and to relate the issues to their present experiences in communities and schools. Some of the faculty felt that the understanding of culture was a matter of the “heart,” not the “head,” and focused their own pedagogy on the scaffolding of more affective experiences within their courses. However, for these experiences to be successful, the faculty have to be “sensitive and knowledgeable.” Irvine (2003) states further that “although these cultural immersions are very beneficial, they require significant time to organize and implement” (p. 84). So, while we recognize the importance of experiences and extensive discussions, there needs to be a structure in place, at the institutional level, to support such work.

It was apparent that storytelling took many forms and was an important communication process. Faculty related stories from their own journey of understanding diversity by sharing aspects of their life histories. Stories became a way for one faculty member to share and address a bias within her practice. Structured opportunities for storytelling, like the teacher panel and book groups, became opportunities for challenge and growth. It was also perceived that the telling of stories can create relationships with families and schools and can provide insights about culture.

What Were the Tensions in our Attempts at an Infused Approach?

The analysis of the data broadened our views of the essentials of developing a program and affirmed the fact that we need to critique what is lacking and engage in critical reflection (Cochran-Smith, 2004). Examining the tensions within the faculty responses, we recognized the need to move towards action to embed more experiences that connect the pre-service teachers with families and cultures other than their own through advocacy work. Also, pre-service teachers must explore issues more consistently within methods courses. For example, in social studies they should address not only the history of racism but the current day events that continue to perpetuate racial tensions in our society. In literacy courses they need to realize, through examination of pop-culture and media literacy, the disparity in the reporting of current day events.

Likewise, we learned that we must be willing, as teacher educators, to deal with our assumptions about pre-service teachers and how they affect our work. As researchers, we had to be open to the various perspectives expressed by our pre-service teachers and by teacher educators. For example, we are acutely aware of the current critique of the work of Ruby Payne and the view that Ruby Payne may “oversimplify the context of poverty” (Gorski, 2005). However, the pre-service teachers reacted favorably to a presentation of Payne’s work, and its utility in their training was affirmed by a principal who taught in the program. Apparently, the presentation stimulated the pre-service teachers’ future discussions about issues related to poverty and therefore was considered to be beneficial.

Another place of discomfort for the teacher educators was the issue of faith-based activities and the implications for understanding culture. Our tendency as teacher educators was to refrain from including aspects of religion in seminar discussions. However, it was apparent from the research that pre-service teachers need to realize that embedded within the understanding of faith are all the nuances of culture. Therefore, we have reconsidered our previous stance.

Aspects of the study confirm that resources need to be available to identify and maintain partnerships with schools where there is a culturally diverse student body and where teachers are viewed as knowledgeable about children, families, and communities. To provide meaningful experiences, there is a need to seek out community members and parents within and around the school community as a resource to access the “funds of knowledge” and to better understand the culture of children attending the school (Moll, 2005; Jones, 2002). One suggestion from this study has enhanced the field experience, where the pre-service teachers now engage in a social action project and must research the needs of the school in relation to school and home connections. With the assistance of school faculty, the pre-service teachers in each school develop a project to connect families and schools.

In conclusion, faculty should build connections across the program so that there is continuity. Likewise, all faculty members should make a commitment to multicultural

pedagogy, including those who teach methods courses, not just the foundation course or the multicultural course. Connections and commitment should be built purposefully over time, not in a “hit and miss” fashion, like our multicultural course built on one faculty member’s agenda, since that can fade when that person retires. Transformative experiences and discussions need to be “infused” into all courses and field experiences. This would seem attainable in a program that spans five years as in this study. However, the program was fraught with inconsistency, and it was the personal experiences and agenda of faculty that appeared to drive the direction of conversations and experiences. It has been noted that faculty should recognize the importance of examining their practice (Solomon & Sakayi, 2007). However, such attention to the design of curriculum continuity is time consuming and not always recognized as valued work at the university. We argue that just as the pre-service teachers need discussion over time, the same applies to faculty members who desire to develop a program that will effect change in pre-service teachers’ understanding about diversity issues.

Forums should be established where faculty can meet and discuss what they are doing in their classes, can share materials they use, and can describe how the pre-service teachers respond to the materials and the environment established. Prolonged connections with the school community should be developed so that both faculty and pre-service teachers work side by side within this context.

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Appendix

Table 1. Diversity Infused Across a Five-Year Elementary Education Program

Undergraduate	Graduate
HD 2984 Seminar	EDCI 5414 Early Literacy Instruction
HD 2964 Field Study in The Public Schools	EDCI 5964 Field Studies
HR 4004 Professional Seminar	EDCI 5784 Graduate Seminar: Issues in Elementary Education
HD 2224 Middle Childhood and Adolescence	EDCI 5244 Advanced Curriculum & Instruction in Elementary/Middle Science
HD 3204 Principles of Working with Children and Parents	EDCI 5554 Exceptional Learners
HD 3324 Family Relationships	EDCI 5224 Advanced Curriculum & Instruction in Elementary/Middle Social Studies
HD 3244 Observation and Assessment of Children	EDCI 5754 Internship in Education
EDCI 3024 Social Foundations of Education	EDCI 5784 Graduate Seminar: Reflections on Elementary Teaching
EDCI 4124 Psychological Foundations of Education	EDCI 5424 Theory & Practice in Content Literacy
EDCI 4964 Senior Field Experience (Multicultural Education)	

	Fall 2001 Freshmen	Spring 2002	Fall 2002 Sophomore	Spring 2003	Fall 2003 Junior	Spring 2004	Fall 2004 Senior	Spring 2005 Graduate	Fall 2005 Graduate	Spring 2006 Graduate
Seminars	HD 2984 Seminar Focus on diversity past experiences	HD 2984 Seminar Focus on diversity/ past experiences					HR4004 Seminar Focus on Diversity and the classroom		Graduate Seminar: Issues Neighborhood connections Reflection papers Book Circle	Graduate Seminar: Reflections papers Diversity teacher panel Culturally Responsive pedagogy lesson
Field Experi- ences		HD 2964 Public school Experience In a low SES rural school	Public school Field component of HD 2224	Public school Experience Field component of HD 3204	University Preschool Experience Field Component Of HD 3244	University Preschool Experience Field Component Of HD 4124	Community Experience Field Component Of EDCI 4964		EDCI 5964 Field Studies In Ethnically Diverse City School	EDCI 5754 Internship In Low-SES Rural School
Courses			EDCI 3024 Social Foundation Case studies Texts: i.e., <i>Lives on the Boundary;</i> <i>White- washing Race</i> Videos- <i>Color of Fear</i>		EDCI 4124 Psych Foundation Texts Videos- <i>Skin Deep</i> Reflection papers: <i>Culture of Poverty</i> <i>What Are My Prejudices?</i>		EDCI 4964 Multicultural Course Tutoring in African American community center Faith-based activities Aesthetic experiences	EDCI 5554 Exceptional Learners Differentiation Inclusion videos: i.e., <i>Educating Peter,</i> Discussion	EDCI 5424 Content Literacy EDCI 5414 Early Literacy Instruction Children's literature and poetry focused on diversity: i.e., Langston Hughes Understanding children who are learning in two languages	EDCI 5244 Science Methods Case studies of non- mainstream students who were not encouraged to be scientists