

**SECOND EDITION**

William A. Howe

Penelope L. Lisi

# Becoming a Multicultural Educator

Developing Awareness,  
Gaining Skills,  
and Taking Action



2013 Recipient of  
Philip C. Chinn Award  
from the  
National Association of  
Multicultural Education

## Develop the skills needed to succeed in diverse, multicultural classrooms.

Providing an essential foundation for pre-service and in-service PK–12 educators, this engaging and practical book focuses on essential questions and theoretical concepts about how to become an effective multicultural educator. Award-winning authors William A. Howe and Penelope L. Lisi bring theory and research to life through numerous activities, exercises, and lesson plans to heighten the reader's cultural awareness, knowledge base, and skill set. Responding to the growing need to increase academic achievement and to prepare teachers to work with diverse populations of students, this text shows readers how to incorporate cultural knowledge into more effective classroom practice. The fully updated **Second Edition** is packed with new activities and exercises to illustrate concepts readers can apply within their own classrooms and school-wide settings.

### Key Features

- **Discussion goes beyond race** to include gender, sexual orientation, gender identity and expression, second language acquisition, poverty, class, religion, and other key categories.
- **Thorough, well-organized coverage of history, theory, and research** gives readers a strong foundation in how the multicultural education field has developed and applies to contemporary classrooms.
- **Chapter-opening vignettes, content questions, and key terms and concepts** provide opportunities for engagement, understanding, and reflection.
- **Two major case examples** in every chapter illustrate the process of becoming a multicultural educator and describe common situations facing teachers and schools as they move toward multicultural education.
- **End-of-chapter study tools** include chapter summaries and *Awareness to Application* features, which offer reflective questions, exercises, and suggestions for applying key concepts in the classroom.
- **An assessment list** shows readers how to develop multicultural lesson plans.
- **Updated Profiles in Multicultural Education features** discuss key figures in the development of multicultural education and now include follow-up questions to encourage readers to engage in critical thinking.
- **New Extended Explorations** added to each chapter ask readers to engage in individual and group problem-based learning or reflections in response to higher-order thinking questions.
- **An evaluation tool**—developed to analyze a school's progress towards a multicultural curriculum and environment

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# **Becoming a Multicultural Educator**

*Developing Awareness, Gaining  
Skills, and Taking Action*

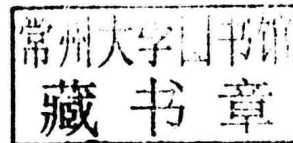
**Second Edition**

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**Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action**  
by William A. Howe and Penelope L. Lisi

Section Assessments

Author Blog

Section Assessments

- Multicultural Education: History & Theory and Education
- What is a Multicultural Educator? A 4-Step Model
- Historical Perspectives on Multicultural America
- Foundational Knowledge for Culturally Responsive Teaching
- Understanding Cultural Identities and their Influence on Teaching and Learning
- Developing Awareness of Others as Cultural Beings
- Curriculum Development & Lesson Planning
- Instructional Strategies favored by Multicultural Educators
- Developing Skill in Language and Linguistic Diversity
- Assessment That is Culturally Responsive
- Assessing Multicultural Educators
- Supporting Diverse Learners on a Schoolwide Level

Welcome to the Companion Website

This site is intended to enhance your use of *Becoming a Multicultural Educator, Second Edition*, by William A. Howe and Penelope L. Lisi. Please note that all the materials on this site are especially geared toward maximizing your understanding of the material.

Providing an essential foundation for pre-service and in-service PK-12 educators, this engaging and practical guide focuses on essential questions and theoretical concepts about developing a multicultural education. Award-winning authors William A. Howe and Penelope L. Lisi bring theory and research to life through numerous activities, exercises, and lesson plans designed to heighten the reader's cultural awareness, knowledge base, and skill set. Responding to the growing need to increase academic achievement and to ensure teachers to work with diverse populations of students, this text shows readers how to incorporate cultural knowledge into more effective classroom practice. The fully updated *Second Edition* is packed with new activities and exercises to illustrate concepts readers can apply within their own classrooms and school-wide settings.

Authors: [William A. Howe](#) and [Penelope L. Lisi](#)  
First Published: January 2016

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We gratefully acknowledge William A. Howe and Penelope L. Lisi for writing an excellent text and for allowing the assets on this site. Special thanks are also due to Maria Garcia, Ph.D., *Social, Community & Equity Coordinator*, Poudre School District for creating the materials on this site.

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- Carefully selected **video links** feature relevant interviews, lectures, personal stories, inquiries, and other content.
- **Web resources** are included for further research and insights.
- A link to the **author's blog** is provided so students can explore his "sources and resources on Multicultural Education."

# **Becoming a Multicultural Educator**

Second Edition

Without the support and encouragement of family and friends, the completion of this second edition of our textbook would not have been possible. Dianne, my wife of 37 years now, has been my biggest cheerleader. This text is dedicated to her and to our two children—Christopher, a successful magazine publisher, and Katy, a licensed clinical social worker. Both are doing very important work and have made their parents proud.

—WAH

This book is dedicated to my family. In particular, I am blessed to have my wonderful husband, Peter, and our beautiful daughter, Isabelle, in my life. Thank you for your inspiration, sincere belief in me, and unending support. In addition, much of my motivation in life to do the things I do in the way I hope to do them is inspired by my parents, Gordon and Jessie Leitner.

—PLL





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## Changes in the New Edition

The second edition of this book represents an exciting opportunity for us to reconsider what we worked so hard to include in the first edition and the ways in which we addressed the content. Based on reviewer and reader comments and suggestions, we have retained many of the same features from the first edition that appear to be serving our audience so well. At the same time, we have refined the presentation of the material in ways that we believe will add even greater depth to discussions of and engagement in becoming an effective multicultural educator. As with the first edition, our approach to working on the second edition meant that both of us reviewed and rewrote, individually and collaboratively, all 12 chapters. The revision process is informed by the fact that our own work in multicultural education continues to evolve. We hope you, our readers, find the result even more useful than the first edition!

## New to the Second Edition

**Extended Explorations**—This feature was added as a means for engaging students in graduate education programs in particular. It certainly can be used with other audiences, including undergraduates and inservice educators. The feature is included multiple times in each chapter and asks students to engage in individual and group problem-based learning or reflections in response to higher-order thinking questions that are posed. Each chapter includes at least three Extended Explorations, each of which is associated with an important learning objective in that chapter.

**Profiles in Multicultural Education**—In the first edition, one leading scholar/practitioner in the field of multicultural education was featured in each chapter. The profiles have been updated in the second edition. Also, to support our readers in an extended consideration of each author's work, at least one follow-up question for the reader has been added to each profile. These questions encourage the reader to engage in higher-order thinking responses that are connected to the authors' scholarship.

**References, Annotated Resources, Relevant Organizations, and Associations**—All references and annotated resources have been reviewed and updated. New references and resources have been added to each chapter.

**New Trends**—For each chapter, consideration has been given to new trends related to that chapter's content. Second edition chapter additions reflect current activity in a variety of areas such as language diversity, gender diversity, Common Core State Standards, social skills and language diversity, professional development, and school cultures of collaboration.

**Thinking Ahead**—Each chapter's Thinking Ahead sections serve as advanced organizers for each learning objective. Several reflection questions for each Thinking Ahead section have been revised to engage readers in higher-order thinking. For example, readers are asked to respond to the questions through application, analysis, evaluation, or synthesis. Readers may be asked to compare, classify, summarize, develop, predict, critique, or design.

**The Appendix**—This feature has been updated to reflect current resources, including a list of over a dozen videos available online at no charge.

**Learning Objectives**—Each chapter begins with an introduction to the chapter's important learning objectives. In the second edition, at the end of each chapter, a detailed summary of important information addressed in each chapter's learning outcomes is included.

## Why This Text?

Too many educators struggle to find a good textbook on multicultural education that provides a balance of theory and practice. The authors of this text have worked together collaboratively in the field of multicultural education for over 20 years in both the preK–12 school system and higher education teacher education. Their experience has produced a text that both teachers-in-training and veteran educators will find highly readable and practical. *Becoming a Multicultural Educator:*

*Developing Awareness, Gaining Skills, and Taking Action* includes an important grounding of information, theories, and research, as well as exercises, case studies, and reflective experiences that will enhance your capacity in multicultural education.

There were two primary reasons the authors felt this work was necessary. First, many teacher preparation programs offer either a course or unit on the topic of multicultural education. For many years, the National Council for the Accreditation of Teacher Education (NCATE) served as the primary accreditation body for teacher preparation programs, specifically requiring that preservice teachers have training in this area. In July 2013, the Council for the Accreditation of Educator Preparation (CAEP) became fully operational as the sole accrediting body for educator preparation providers, and CAEP accreditation standards were fully implemented in 2016. CAEP standards also include requirements that address educator capacity in serving diverse populations. And yet, a review of the syllabi for courses taught under the name of multicultural education or intergroup relations found a wide variance in the content. In addition, our experiences indicate that many of these courses are quite theoretical and lack sufficient content that could be immediately applied in a classroom setting. Students leave without adequate preparation to teach in culturally responsive ways. Very specifically, all teachers need a firm understanding about culture and its influence on teaching and learning.

This text is very timely in that recent studies about levels of student achievement in the United States raise critical questions about whether or not teachers have been effectively prepared in how to teach. On a national level, new calls for raising levels of student performance raise concurrent calls to hold teachers and schools more accountable. State legislatures are passing regulations that call for dismissing principals and wholesale firing of teachers in failing schools. This text will address the need to train teachers in how to work with diverse populations, offering solid theory and research, but with a very user-friendly component that shows teachers how to apply that theory and research effectively in the classroom.

One author works in a university school of education and the other is recently retired from a state educational agency. In the course of working together on publications and teacher inservice programs, grant projects, and implementation of multicultural conferences, the authors searched extensively for a text that explained in practical terms approaches to supporting teachers and administrators in becoming multicultural educators. It became apparent that a more user-friendly text than the ones currently available was needed.

This text is grounded in a solid research base as well as over 20 years of intensive work in multicultural education by the authors in urban, suburban, and rural schools. The experience of the authors is that teachers need a text that starts with essential questions and theoretical concepts about multicultural education. The text should then lead them through experiences to heighten their own awareness, knowledge base, and skill set and then describe for teachers how to apply those concepts in classroom and school settings. A common question asked by teachers is, "I understand the need to be more knowledgeable about other cultures, but how do I incorporate that knowledge in my classroom?"

*Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action* specifically focuses on the development and application of research-based curriculum, instruction, and assessment strategies for multicultural education in the preK–12 classroom. The major conceptual framework supporting this approach is a 4-step model for personal development in multicultural education developed by the authors in 1994 in an article on how to train adults. This model was conceptualized early on in the authors' collaboration to serve as the basis for teaching about multicultural education. The four steps are awareness, skills, knowledge, and action.

Although the first three are not original in and of themselves, it is the placement of action within a circular model of steps that flow from one to another that makes the model unique. The action step is a critical one since it appears the issue concerning educators the most is not whether or not to engage in multicultural education or even to learn multicultural concepts and knowledge, but once teachers have learned critical knowledge and skills, how they should integrate culture into their daily practice. For school leaders (and this includes teacher leaders), a significant challenge becomes how to establish a learning community in which educators are learning strategies for multicultural education from and with each other. An additional challenge for building and teacher leaders is how to institutionalize multicultural education and secure the full support of teacher colleagues, parents, community, and school board members. In the section on action, this book will provide practical strategies and model personal and institutional action plans.

## Audience

This text should be a primary text in the training of all teachers and in professional development for practicing educators at all levels. This text was created to meet the needs of each teacher preparation program. Since many teacher preparation

programs in the United States work toward NCATE—now CAEP—accreditation, they understand the need to address NCATE/CAEP standards that specifically focus on preparing teachers for becoming multicultural educators. In fact, for the new CAEP standards, diversity and technology are themes that cut across all standards! This means that educator preparation programs need to include courses that specifically support multicultural education. From the CAEP website comes the following statement:

No single candidate preparing for an education position can reflect, from his or her own location and personal experience, all facets of diversity. Regardless of their residence, personal circumstances and preparation experiences, candidates need opportunities to develop professional capabilities that will enable them to adjust and adapt instruction in appropriate ways for the diversity they are likely to encounter in their professional lives.

In terms of a primary audience, this text is designed to be a primary text in the preparation of preservice teachers at the undergraduate level who are majoring in teacher education. It would also be useful in graduate programs in teacher education. In different university settings, similar courses are offered, but under slightly varied names. Therefore, rather than citing one example of a primary course for which this text is designed, examples of specific courses for which this text could be used include the following:

- Curriculum Development in Multicultural Education
- Education and Teacher Leadership in Diverse Settings
- Methods and Curriculum for Diverse Settings
- Assessment, Instruction, and Curricular Adaptations
- Developing Instructional Materials
- Effective Elementary Teaching
- Applied Learning Theories
- Multicultural Education in PreK–12 Schools
- Teaching Culturally Diverse Students
- Multicultural Diversity in Education
- Diversity in the Classroom and School Community
- Culture and Intergroup Relations

These courses are taken by preservice teachers once they are accepted into the teacher preparation program, following their successful completion of a variety of general education courses and requirements. As part of the general education requirements, students take coursework in arts and humanities, social sciences, behavioral sciences, and natural sciences. They often are required to demonstrate skill in communication skills, mathematics, and foreign language proficiency. Thus, they have a solid knowledge base prior to entering the teacher preparation program. Participation in the teacher preparation program engages them in developing the knowledge and skill necessary for teaching, as well as provides reflection on critical dispositions for teachers.

Interestingly, these courses have changed in recent years in significant ways from courses that offered preservice teachers some strategies for “tinkering around the edges” in changing teaching and learning, to a solid commitment to preparing teachers to become multicultural educators. Current courses engage students in considering critical issues, developing a deeper understanding of themselves as cultural beings, and acquiring a deep knowledge base and skills in multicultural education. These changes are the result of teacher preparation program accreditation requirements, as well as recognition by educators at all levels that this is the right thing to do. What is needed are instructional materials in preservice courses that engage students in meaningful learning experiences and prepare them to address the needs of culturally diverse students on a daily basis in all courses and all disciplines.

The vast majority of working educators would benefit from this text since it provides key information and strategies on how culture affects learning. The veteran teacher working in this high-stakes testing era will find the text has very useful illustrations, examples, and exercises that can be applied immediately in the classroom. The authors believe strongly that closing the achievement gap is not possible without knowledge of how to incorporate the culture and experiences of students into teaching and learning. And in the ever-growing global economy where all workers must develop cultural competence, this text will help teachers prepare all students for successful careers and lives working with diversity.

## Secondary Markets/Courses

The authors have found that educators in early childhood, social work, and nursing have been attracted to their work. There has been a very encouraging trend among professional groups to include requirements for diversity training or cultural competence both in initial training and in ongoing coursework to maintain licensure or certification.

Students in educational leadership would also merit from use of the textbook, particularly the sections on action planning. The increasingly diverse school population has demanded more knowledge and skills from its administrators in working with diverse students and preparing all students for a diverse workplace.

The authors have experience in overseas educational environments. Multicultural education is an increasingly popular topic in Australia, China, South Korea, South Africa, Iceland, Azerbaijan, New Zealand, England, and many other countries. Educators in international and American schools abroad would merit from use of the teachings in the textbook as they grapple with increasingly diverse student populations and a global economy.

## Organization of the Text

### Section I: Background

The text is organized under five primary sections. The first section, Background, includes two chapters that focus the reader on exploring what multicultural education is and on what a multicultural educator is.

The first chapter introduces the concept of multicultural education and presents the rationale for multicultural education. Important issues in the argument for multicultural education are raised. These include classroom issues (teaching in a culturally responsive and responsible manner, assessing student learning in a variety of ways, expanding the curriculum to be culturally inclusive), school issues (closing the achievement gap, prejudice and discrimination issues, the digital divide, climate), community and society issues, and teacher preparation issues (recruitment, teacher workforce issues, role of parents, teacher shortages, and credentialing and recruitment).

Major conceptual models of multicultural education, including those of Carl Grant and Christine Sleeter and of James Banks, are explained. Definitions of key terms in multicultural education are presented. In particular, multicultural education is defined as a process; it is basic education important for all students and is critical for the achievement of equity and social justice. Beyond definitions, educators must also understand the goals of multicultural education. A review of common myths or misconceptions is presented. While most people who have been accepted into a teacher preparation program may believe they have received a fairly adequate education to that point, instruction about the wide variety of cultural groups who comprise the United States of America is generally limited. Chapter 1 describes the Eurocentric nature of the American school curriculum and the negative effects on children because of a lack of multiple perspectives in the curriculum.

In Chapter 2, the reader explores the notion that most teachers lack knowledge and understanding of other cultures and learning styles—a fact that impacts negatively on classroom teaching and learning. In this chapter, the authors introduce their own model for the personal development of multicultural educators. This model is the result of the authors' engagement over several years in inservice workshops and research on teacher growth as multicultural educators. The model leads educators through four stages of development. These stages reflect critical knowledge, skills, and dispositions as defined by various standards-setting organizations. Descriptions are offered of educators prepared in a more traditional program as well as educators who are prepared to be multiculturalists.

### Section II: Knowledge

When confronted with questions about their knowledge of cultures or groups of people other than those with which they identify, educators are often amazed to realize the limited exposure they have had to learning such information. In order to become resources for our students, we need to commit to expanding our knowledge base about people who are different from us. This includes knowledge of beliefs and values, communication and interaction patterns, histories, attitudes, and behaviors. This is a lifelong effort. Two chapters are included in this section.

Chapter 3: Historical Perspectives on a Multicultural America reviews the history of activities and movements of different societies and cultures in America. Through a study of immigration and trans-migration patterns, teachers can develop a better understanding of the experiences and influences of different peoples, the common experiences of immigrants, early beginnings, and discrimination.

In Chapter 4: Foundational Knowledge for Culturally Responsive Teaching, the reader explores the fundamental knowledge about others that is required of educators. This fundamental knowledge is now encapsulated in multiple sets of standards and knowledge bases—expectations of what teachers should know and be able to do. While the knowledge base as described may seem daunting, educators must remember that becoming a multicultural educator, or an effective educator, for that matter, is a lifelong process.

Also in this chapter, educators are engaged in exploring the connections between culture and teaching and learning. In addition to extensive descriptions of learning styles, readers will explore ways to understand and apply their knowledge of learning styles in the classroom.

### Section III: Awareness

This section includes two chapters that help the reader to understand that education is value laden. Often as educators we are not aware that we operate under a given set of beliefs and values. To be able to work with diverse students, we must first examine our own beliefs, biases, and prejudices and become aware of our own cultural essence. Then we can begin becoming more aware of the value of the various dimensions of diversity in ourselves and others. Sensitivity, understanding, tolerance, and compassion about differences are key constructs. In Chapter 5: Understanding Cultural Identities and Their Influence on Teaching and Learning, the reader is engaged in exploring his or her own cultural identities. In order to be effective in helping students understand their own and others' cultural identities, educators must be well aware of their own cultural backgrounds. This process of self-exploration can be particularly challenging for White educators.

Cultural identities (race, ethnicity, gender, sexual orientation, class, religion, persons with disabilities, speakers of different languages, age, physical size) in the United States are described, along with an exploration of the common beliefs and assumptions and biases associated with that cultural identity.

In Chapter 6: Developing Awareness of Others as Cultural Beings, the readers explore their perceptions of and interactions with others as people who also have unique cultural identities. In this chapter, we discuss how individuals relate to people who have cultural backgrounds different than their own. Frequently teachers have said that they want to focus on the similarities among people because a focus on the differences seems to exacerbate the conflicts. Our contention is that teachers must focus on the differences, understand and appreciate the differences themselves, and then be adept at leading students to understand and value differences if we are to achieve equity in our society.

A critical component of exploring cultural differences is to explore personal biases, prejudices, assumptions, and perceptions around race, ethnicity, gender, sexual orientation, and other common cultural groups. While educators may believe they are well intentioned and need to focus their teaching practice on the content, assumptions grounded in faulty information about what people are “supposed to be like” strongly influence our interactions with learners. Multicultural educators must learn the lifelong skills of challenging assumptions and uncovering biases. These are needed in order to learn about other peoples—their cultures, perspectives, and experiences. We must examine and understand the roots of hate and bias in our society and the effects they have had and continue to have on the lives of others.

### Section IV: Skills

Working effectively with those who are different means learning new skills, including communication, lesson planning, integration of knowledge about motivation and diversity and multiple intelligences, and so forth. We need to learn gender-neutral language that is inclusive and to intercept statements and actions that are prejudicial. Teachers must also learn the various ways of infusing multiculturalism into the curriculum and pedagogical strategies. Four chapters are included in this section.

Chapter 7: Curriculum Development and Lesson Planning explains those aspects needed to create a multicultural curriculum. Steps are outlined on how to write multicultural lesson plans, including procedures for examining texts for



bias. This chapter presents some of the most distinctive contents of this text. A key step in the authors' 4-stage model is skill development. In this stage, teachers are engaged in developing multicultural lesson plans in light of the standards, models, instructional strategies, and knowledge previously covered. In this chapter, teachers are engaged in practicing and developing skill in constructivist teaching and curriculum development and analyzing texts and materials for bias. A rubric for writing multicultural lesson plans is introduced, and several samples of multicultural lessons are provided.

In Chapter 8: Instructional Approaches Needed by Multicultural Educators, the readers investigate approaches to teaching that are relevant to diverse student populations. The negative characteristics of a reliance on a more traditional behavioral approach to teaching are explained. The authors then explore constructivism as a more promising approach—an approach that supports culturally responsive teaching and learning—to engage students in deep learning. Constructivism supports the teacher in beginning with the students, engaging in themes and problem solving with key concepts, as opposed to teaching content and process determined by the teacher alone. The importance of multiple teaching strategies is reviewed. Traditional versus nontraditional or more current teaching methods are discussed with a strong emphasis on constructivism.

In Chapter 9: Developing Skills in Language and Linguistic Diversity, the readers explore the topic of linguistic differences. Any discussion on best practices in education must include coverage of second language acquisition. The topic of how to best educate English language learners is hotly contested, and even a full chapter will seem inadequate in light of all that needs to be known. Chapter 9 explains the circumstances facing students learning English and reviews key strategies and methods used in a multicultural context.

In Chapter 10: Assessment That Is Culturally Responsive, the focus on constructivism in Chapter 8 as a promising instructional practice is followed by a discussion in this chapter of the need to alter assessment practices so that the needs and learning styles of diverse learners are addressed. How does a teacher know if a student is learning? What are the traditional methods of determining this? What are more reliable and authentic means for doing so? This chapter will address issues of bias in testing and review the debates on standardized tests.

## Section V: Action

Two chapters are included in this section. In order to make sure action happens, teachers must learn how to develop individual and organizational action plans in order to implement education that is multicultural. They must also learn how to develop support networks and collaborations with other teachers. Strategies are offered to encourage institutional supports for change efforts.

In Chapter 11: Becoming a Multicultural Educator, teachers consider ways to continue their own growth and development when entering their profession. Steps and strategies are outlined to make this transition easier. Pitfalls, barriers, and obstacles are raised. The importance of developing a lifelong self-improvement plan is stressed. This process will require a close examination of skills, attitudes, and experiences.

Exercises help the readers identify and address potential barriers and obstacles to the implementation of their action plans. Checklists are offered to help the readers assess progress in integrating multicultural education into teaching and learning in the classroom as well as in the school. Finally, in Chapter 12: Supporting Diverse Learners on a Schoolwide Level, the readers consider the need on a schoolwide basis for an action plan. The readers are engaged in developing not only an individual action plan for a multicultural classroom, but also a school action plan. Chapter 11 provides critical information on how to analyze an institution and how to develop and change a plan. Too often teachers are left to develop innovations on their own in virtual isolation. Multicultural education will truly impact teaching and learning when accomplished within the context of a learning community. In this chapter, teachers plan how to analyze school readiness for change, how to build a multicultural workforce, how to develop a multicultural resource library, and how to assure ongoing and focused staff development in achieving multicultural education.

Change to becoming a multicultural institution is an intentional act. Understanding school institutional culture is a key step toward making this change happen. Teachers must be knowledgeable about school culture as they participate in the school transformation process as teacher leaders. There are both supports and obstacles, and teachers must be able to know where and how allies can be found, how change is made, and who holds power.

## Key Features of the Book

In order to make this text as accessible, useful, and highly readable as possible for all readers, several distinctive features are included.

**Opening Quote:** These were carefully selected to begin guiding the reader into thinking about the purpose of the chapter. A relevant photo follows to further illustrate the theme of the chapter.

**Learning Objectives:** The content of each chapter is developed under the heading of Learning Objectives. Individual chapters begin with the listing of the three to five objectives. Accompanying each objective are two to three questions to prompt thinking. The reader will know immediately what the chapter will cover and what specific issues will be addressed.

**Chapter Opening Summary:** This is a brief overview provided for the reader to create a foundation of understanding and to encourage critical thinking.

**Opening Case Study:** A case study is offered at the beginning of each chapter to engage the reader in an initial consideration of key concepts that will be addressed in that chapter. Following each case study, questions are posed to the reader in a component titled *Your Perspectives on the Case*.

**Body of the Chapter:** As each learning objective is discussed, each one is preceded by a feature called *Thinking Ahead*, which is a statement about the objective followed by questions for the reader to consider prior to reading about that objective.

At the end of the presentation of material for each learning objective, another feature—*Reflecting Back*—is shared. This feature is a statement about what was discussed accompanied by questions designed to guide personal clarifications. These features serve to prompt higher-order thinking.

**Profiles in Multicultural Education:** Highlighted in each chapter is a profile of a leading scholar/practitioner in multicultural education. Each individual responds to two questions: (1) What would you say is your most important contribution to the field of multicultural education? and (2) What is your most persuasive argument that you could give to preservice teachers as to why they should be multicultural educators? In the new edition, a follow-up question is provided to engage the reader in considering the impact of the scholar's work on the world of practice.

**Closing Case Study:** A culminating case study is offered to illustrate key themes raised in the chapter. Key issues are outlined at the beginning. Discussion questions follow at the end.

**Chapter Summary:** A brief review of the contents of the chapter is offered for important information presented in each "Learning Objective" section. This is designed to help the reader solidify the awareness, knowledge, skills, and important actions.

**Application: Activities and Exercises:** Activities are provided at the end of each chapter as extensions of learning.

**Glossary:** Key terms are highlighted in bold the first time they are raised in each chapter. Explanations are provided in the glossary at the end of each chapter.

**Annotated Resources:** Links to organizations and websites relevant to the content of the chapter are listed to provide the reader with more in-depth and current information.

## Additional Key Features

A major feature of this text that should make it very attractive to both teachers in training as well as experienced educators is the numerous activities, exercises, and lesson plans that help bring the theory of multicultural education to life. These elements help bridge theory and practice. They provide opportunities to solidify understanding and resources to apply immediately to the classroom. Teacher educators, professional development staff in the preK–12 system, curriculum directors, and school administrators will find the text an invaluable guide in training and education.

**Assessment List**—There are several other distinctive features in the text. An assessment list created by the authors for developing multicultural lesson plans is incorporated into the text in the chapter on multicultural curriculum development. This assessment list was developed in collaboration with teachers and has been refined to meet the needs of both novice and experienced educators. It has been adopted for use in teacher preparation programs to show students how to develop multicultural lesson plans.

**Analyzing School Progress**—Another major feature is an evaluation instrument to be used to analyze a school's progress toward a multicultural curriculum and environment. This instrument was developed in response to requests from teachers for an instrument designed to ascertain school progress in achieving equity and multicultural education and what additional steps need to be taken. As schools move more and more in the direction of developing collaborative approaches to their work, particularly through the development of professional learning communities, they are looking for assessment instruments to help them collect data that they can discuss collaboratively and in public forums about their progress in key areas related to teaching and learning and school improvement. Teachers are being empowered and trained to engage in action research, self-evaluation, and data-based decision making.

**Major Assessments**—Major assessments have also been developed for each of the five primary sections. These assessments can be found at the end of each major section and engage students in multilayered, multi-issue problem solving.

**Appendix: The Vital Multicultural Classroom: Resources, Organizations, and Associations** offers a wealth of information on where to seek help. This appendix lists extensive references to books, journals, videos, professional organizations, cultural associations, and Internet sources.

## Ancillaries and the Technology

The vast resources on the Internet are illustrated. These resources focus on the areas in which teachers most often ask for help, including definitions, applications, and lesson plans. Major multicultural education organizations and Listservs (Internet email discussion groups) will be of great help to teachers in learning about and applying the principles. For ethnic content infusion, various Internet sites will be listed that provide knowledge and skills as they relate to specific cultures. A website with additional material and teaching instructions and PowerPoints is offered.

## Instructor Teaching Site

A password-protected site, available at [study.sagepub.com/howe2e](http://study.sagepub.com/howe2e), features resources that have been designed to help instructors plan and teach their courses. These resources include a test bank, chapter-specific PowerPoint presentations, lecture notes, sample syllabi, class assignments, discussion questions, links to SAGE journal articles and multimedia resources.

## Student Study Site

A web-based study site is available at [study.sagepub.com/howe2e](http://study.sagepub.com/howe2e). This site provides access to study tools including eFlashcards, web quizzes, full-text SAGE journal articles, multimedia resources, and a link to the authors' blog on multicultural education.