

HISTORY OF MULTICULTURAL EDUCATION

VOLUME 6

TEACHERS AND TEACHER EDUCATION

EDITED BY

CARL A. GRANT AND THANDEKA K. CHAPMAN

History of Multicultural Education, Volume VI

Teachers and Teacher Education

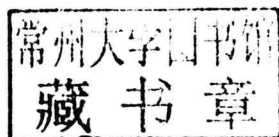
Edited by

Carl A. Grant

University of Wisconsin, Madison

Thandeka K. Chapman

University of Wisconsin, Milwaukee



First published 2008
by Routledge
270 Madison Ave, New York, NY 10016

Simultaneously published in the UK
by Routledge
2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2008 Taylor & Francis

Typeset in Sabon by
RefineCatch Limited, Bungay, Suffolk
Printed and bound in the United States of America on acid-free paper by
Edwards Brothers Digital Book Center

All rights reserved. No part of this book may be reprinted or reproduced or utilized in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

Trademark Notice: Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

Library of Congress Cataloging in Publication Data

History of multicultural education / edited by Carl A. Grant and Thandeka K. Chapman.
p.cm.

Includes bibliographical references and index.

ISBN 978-0-8058-5439-8 (hardback, volume i : alk. paper) – ISBN 978-0-8058-5441-1
(hardback, volume ii : alk. paper) – ISBN 978-0-8058-5443-5 (hardback, volume iii :
alk. paper) – ISBN 978-0-8058-5445-9 (hardback, volume iv : alk. paper) – ISBN
978-0-8058-5447-3 (hardback, volume v : alk. paper) – ISBN 978-0-8058-5449-7
(hardback, volume vi : alk. paper)

1. Multicultural education—United States. I. Grant, Carl A. II. Chapman, Thandeka K.
LC1099.3.H57 2008
370.1170973—dc22 2008016735

ISBN10: 0-8058-5449-5 (hbk)
ISBN10: 0-415-98889-6 (set)

ISBN13: 978-0-8058-5449-7 (hbk)
ISBN13: 978-0-415-98889-6 (set)

History of Multicultural Education, Volume VI

Teachers and Teacher Education

History of Multicultural Education

Edited by Carl A. Grant and Thandeka K. Chapman

Volume I: Conceptual Frameworks and Curricular Issues

Volume II: Foundations and Stratifications

Volume III: Instruction and Assessment

Volume IV: Policy and Policy Initiatives

Volume V: Students and Student Learning

Volume VI: Teachers and Teacher Education

PREFACE TO THE SIX-VOLUME SET

How we came to this work

We were invited by a large publishing house to create a multi-volume set on what we are calling the history of multicultural education. A change within the organizational structure of the publishing house resulted in the discontinuation of the initial project. However, over the course of the last seven years, the project was embraced by a second publishing house that later merged with our first publishing home. Our 360 degree turn has been both a professional challenge and an amazing opportunity. The project has grown and expanded with these changes, and given us the opportunity to work with many different people in the publishing industry.

We relate this series of events for multiple reasons. First we want to encourage new scholars to maintain their course of publication, even when manuscripts are not accepted on the first or second attempt to publish. Second, we would like to publicly thank Naomi Silverman and Lawrence Erlbaum Associates for throwing us a necessary lifeline for the project and for their vision concerning this project. Lastly, we would also like to thank Routledge Press for warmly welcoming us back to their publishing house and providing ample resources to support the publication of the six-volume set.

What we got out of it and what we saw

Over the course of six years, we have worked to complete these volumes. These volumes, separately or as a set, were marketed for libraries and resources rooms that maintain historical collections. For Thandeka it was an opportunity to explore the field of multicultural education in deep and multifaceted ways. For Carl, it was a bittersweet exploration of things past and an opportunity to reflect on and re-conceptualize those events and movements that have shaped multicultural education. Collectively, the time we spent viewing the articles, conceptualizing the volumes, and writing the introductions was also a meaningful chance to discuss, critique, lament, and celebrate the work of past and present scholars who have devoted time to building and expanding the literature on equity and social justice in schools.

Looking across journals and articles we noticed patterns of school reform that are related to political and social ideas that constantly influence and are influenced by the public's perceptions of the state of education and by professionals working

in the field of education. We would also like to recognize authors who have made consistent contributions in journals to multicultural education. These authors have cultivated lines of inquiry concerning multicultural education with regard to teachers, students, parents, and classroom events for decades. Although we would like to list these scholars, the fear of missing even one significant name keeps us from making this list.

Moreover, we recognize that a good deal of the significant work in the field was not published in journal articles or that articles were greatly altered (titles, tone, examples, word choice) to suit the editors and perceived constituents of the journal. There are many stories that are told between the lines of these articles that may go unnoticed by readers who are less familiar with the field, such as the difficulty authors had with finding publication outlets, and questions and criticism from colleagues about conducting research and scholarship in the areas of multicultural education. Although these pressures cannot be compared across groups, scholars of color, white scholars, men and women all felt marginalized because they chose to plant their careers in the rich but treacherous soil of multicultural education.

Just as we can see career patterns, we also saw patterns of journals that were willing to publish articles that focused on multicultural education. While many journals have created an *occasional* special issue around topics of equity, social justice, and students of color, there are journals that have consistently provided outlets for the work of multicultural scholars over the past three decades.

Our hopes for the use of the volumes

We began this project with the desire to preserve and recount the work conducted in multicultural education over the past three decades. As scholars rely more heavily on electronic resources, and funding for ERIC and other national databases is decreased, we are concerned that older articles (articles from the late 60s thru the early 80s) that may never be placed in this medium would eventually be lost. The volume set is one attempt to provide students, teacher educators, and researchers with a historical memory of debates, conceptualizations, and program accounts that formed and expanded the knowledge-base of multicultural education.

GENERAL INTRODUCTION TO THE VOLUMES

Multicultural education's rich and contested history is more than thirty years old; and is presently having an impact on the field of education, in particular, and society in general. It is time to provide a record of its history in order that the multiple accounts and interpretations which have contributed to the knowledge base, are maintained and documented. Whereas this account is not comprehensive, it nevertheless serves as a historically contextualized view of the development of the field and the people who have contributed to the field of multicultural education.

The paradigm of multicultural education as social reconstruction asserts the need to reform the institutional structures and schooling practices that maintain the societal status quo. These reforms are fashioned by socially reconstructing the ways that educators and politicians approach issues of equity and equality in our public schools. Multicultural education has become the umbrella under which various theoretical frameworks, pedagogical approaches, and policy applications are created, shared, critiqued, and implemented through on-going struggles for social justice in education. These campaigns for educational reform influence and benefit all citizens in the United States.

As a movement, multicultural education has brought forth an awareness of and sensitivity to cultural differences and similarities that continues to permeate the highest institutional infrastructures of our nation. Although the movement is rooted in struggles for racial equality, multicultural education readily includes physical disabilities, sexual orientation, issues of class and power, and other forms of bias affecting students' opportunities for academic and social success. The inclusion of other forms of difference beyond skin color is one way that multicultural education acknowledges diversity in a myriad of forms and dismantles the assumptions of homogeneity within racial groups.

The purpose of this set of volumes on the history of multicultural education is to locate, document, and give voice to the body of research and scholarship in the field. Through published articles spanning the past thirty years, this set of books provides readers with a means for knowing, understanding, and envisioning the ways in which multicultural education has developed; been implemented and resisted; and been interpreted in educational settings. By no means consistent in definition, purpose, or philosophy, multicultural education has influenced policy, pedagogy, and content in schools around the United States and the world. In addition, it has stimulated rigorous debates around the nature and purpose of schooling and how students and teachers should be educated to satisfy those purposes.

This set of volumes draws attention to how scholars, administrators, teachers, students, and parents have interpreted and reacted to various political and social events that have informed school policy and practices. Each volume in the set documents and tells a story of educators' attempts to explicate and advocate for the social and academic needs of

xii *General introduction to the volumes*

heterogeneous and homogeneous communities. Through their struggles to achieve access and equity for all children, different scholars have conceptualized the goals, roles, and participants of multicultural education in numerous ways. Through the academic arena of scholarly publications, and using diverse voices from the past thirty years, the *History of Multicultural Education* acknowledges the challenges and successes distinguished through struggles for equity in education.

Methods for collecting articles and composing the volumes

It is because of the multifaceted nature of multicultural education that we have taken multiple steps in researching and collecting articles for this volume set. Keeping in mind the many ways in which this set of volumes will enrich the study and teaching of education, we have approached the task of creating the texts using various methods. These methods reflect the spirit of inclusion intrinsic to scholarship in multicultural education and respect for diversity in the academic communities that promote and critique multicultural education. This was a multiple step process that included the following stages of data collection.

In the Spring of 2000, we began collecting articles using an electronic data bank called the *Web of Science*. This program allows the Editors to discover the number of times articles have been referenced in a significant number of refereed journals. We submitted proper names, article titles, and subject headings to create lists of articles that have been cited numerous times. The number of citations gave us an initial idea of how frequently the article had been cited in refereed journals. Using the *Web of Science* we established a list of articles, which because of their extensive referencing, have become seminal and historical works in the field of multicultural education. The authors cited in these pieces generated the names of over forty scholars who are both highly recognized or not immediately recognized for their scholarship in the area of multicultural education.

To extend the breadth and depth of these volumes, we returned to the *Web of Science* and used various subject headings to uncover other articles. The articles found in our second round of searching were also highly referenced by various scholars. The two searches were then cross-referenced for articles and authors. Through this process we attempted to reveal as many significant articles that dealt with multicultural education as possible. Some articles are foundational pieces of literature that have been copiously cited since their publication, while other articles represent a specific area of scholarship that has received less attention. For example, articles specific to early childhood and middle school education were not as easily identified as conceptual pieces that articulated various aspects of multicultural education.

The *Web of Science* program has some limitations. Articles that were published in less mainstream or more radical journals may not appear. The creation of a list of articles based solely on this program begs the questions of "What knowledge is of most worth?" and "How do we validate and acknowledge those significant contributions that have been marginalized in educational discourses?"

As multicultural educators, we were cautious not to re-instantiate those very discourses and practices that marginalize academic conversations. Therefore we used other educational and social science databases and traditional library-stack searches to present a more comprehensive set of texts that represent the field of multicultural education. For example, the reference sections in the first two searches were cross-referenced for articles that may not have appeared on-line. These articles were manually located, assessed, and used for their reference pages as well.

The main program limitation that haunted us was the lack of articles from the late 1960s and early 1970s that appeared in the electronic searches. We realized that educational research is lacking a comprehensive knowledge of its history because many scholars only

cite articles written in the last ten to fifteen years when reporting their findings in academic journals. The lack of citations from the early years of multicultural education scholarship forced us to take a third approach to researching articles.

Using the ERIC files from 1966–1981 and manually sifting through bounded journals from the 1960s and 1970s, we were able to uncover other significant articles to include in the volumes. The decision to include or exclude certain articles rested primarily on the editors and other scholars who reviewed earlier drafts of the introductions to each volume and the references cited for that volume. We used the feedback from these scholars to complete our search for articles.

The volumes are a reflection of the field of research in multicultural education as well as a reflection of the community of scholars who contribute to the discourse(s) concerning issues of equity and equality in public schools. Our concern with shouldering such an awesome responsibility and our desire to include the voices from the many communities of multicultural education scholarship lead us to the final approach to finding quality articles. We solicited the opinions of over twenty multiculturalists. We asked them to choose the articles they believed belong in the volumes and suggest articles or areas that were not represented. Several scholars such as Sonia Nieto, Carlos Ovando, and Christine Sleeter answered our request and provided us with valuable feedback.

Polling various academic communities made the project a more inclusive effort, but also served as a tool to communicate the work of multicultural scholars. We appreciated the opportunity to engage with other scholars during the creation of these volumes. The multi-step research methodology for this project strengthens and enhances the finished product, making the volumes a valuable contribution to the field of education. This set of volumes, because it represents the voices of many scholars, is a spirited set of articles that reflects the tenets of multicultural education, its history, its present, its ideas for the future, and the people who believe in equity and social justice for all citizenry.

Features of the volumes

Each volume in the set includes a diverse group of authors that have written in the field of multicultural education. The array of work is based on the article's contribution to educational scholarship; they represent well-known and lesser-known points of view and areas of scholarship. The volumes do not promote one scholar's vision of multicultural education, but include conflicting ideals that inform multiple interpretations of the field.

Many of the articles from the early 1970s and 1980s are difficult for students to obtain because technology limits the number of years that volumes can be accessed through web databases. Volumes in the set provide students with access to the foundational articles that remain solely in print. Students and veteran scholars doing historical research may be especially interested in the volumes because of the rich primary sources.

The volumes are delineated by six subject groupings: *Conceptual Frameworks and Curricular Content*, *Foundations and Stratifications*, *Instruction and Assessment*, *Policy and Governance*, *Students and Student Learning*, and *Teachers and Teacher Education*. These six, broadly defined areas reflect the diversity of scholarship dealing with issues of equity and social justice in schooling. The articles illustrate the progression of research and theory and provide a means for readers to reflect upon the changes in language and thought processes concerning educational scholarship. Readers also will see how language, pedagogical issues, policy reforms, and a variety of proposed solutions for equity attainment have been constructed, assimilated, and mutated over the thirty year time period.

Volume I: Conceptual Frameworks and Curricular Issues

The articles in this volume illustrate the initial and continued debates over the concepts, definitions, meanings, and practices that constitute multicultural education. The authors articulate how best to represent the history and citizens of the United States, what types of content should be covered in public schools, and the types of learning environments that best serve the needs of all students. For example, this volume shows how multicultural education challenged the representations of people of color that are presented or ignored in textbooks. Conversely, articles that challenge conceptions of multicultural education are also included. Content wars over the infusion of authors of color, the inclusion of multiple historical perspectives, and an appreciation for various scientific and social contributions from people of color that reflect challenges to Eurocentric knowledge and perspectives are presented in this volume.

Volume II: Foundations and Stratifications

This volume presents theoretical and empirical articles that discuss the institutional factors that influence schooling. Issues such as the historical configurations of schools, ideologies of reproduction and resistance, and administrative structures that often maintain imbalances of power and equity in schools are discussed. In addition, articles explicating the various ways that students and educational opportunities are racially and socio-economically stratified are present in this volume.

Volume III: Instruction and Assessment

The articles in this volume elucidate general pedagogical approaches and specific instructional approaches with consideration given to content areas and grade level. Diverse instructional practices and the relationships between students and their teachers are discussed. Although content and pedagogy are difficult to separate, the work in this volume addresses the dispositions of the teacher and his/her awareness of learning styles, and his/her ability to incorporate aspects of students' culture and community affiliations into pedagogy. Also included in this volume are theories and models of multicultural assessment tools that reflect the needs of diverse learning communities.

Volume IV: Policy and Policy Initiatives

This volume on policy and governance explores the effects of federal and state mandates on school reforms dealing with equity in education. The articles in this volume show how educational organizations and associations have attempted to influence and guide school policy, instructional practices, and teacher-education programs. In addition, the volume presents articles that discuss how interest groups (e.g., parents and concerned teachers) influence enactments of education policy in schools.

Volume V: Students and Student Learning

This volume on "Students and Student Learning" focuses on students as individuals, scholars, and members of various social and cultural groups. The articles highlight different aspects of students' lives and how they influence their academic behaviors and includes students' affective responses to their schooling and their beliefs about the value of education. The articles also address how schools socially construct student learning through the lenses of race, class, and gender. In addition, the articles show how students act as political agents

to structure, direct, and often derail their academic progress. Arguing that multicultural education is necessary for everyone, the articles highlight specific racial and cultural groups as well as offer generalizations about the academic needs of all students.

Volume VI: Teachers and Teacher Education

The teacher education volume addresses issues of multicultural education for preservice and experienced teachers. The articles cover the racial and social demographics of the past and current teaching force in the United States and the impact of these demographics on the structure of multicultural teacher education programs. Several articles speak to the role(s) of the university concerning multicultural preservice and in-service education classes, field placements, and institutional support for veteran teachers. These articles explore the nature of teaching for social justice in higher education, the desire to attract teachers of color, and the juncture between theory and practice for newly licensed teachers.

ACKNOWLEDGEMENTS

There are many who deserve a public thank you for their support of and participation in this project. We would like to thank the many colleagues and graduate students who offered constructive criticism, suggested articles, read drafts of the introductions, and helped to conceptualize the placement of articles in the different volumes. These people include: Barbara Bales, Anthony Brown, Keffrelyn Brown, Nikola Hobbel, Etta Hollins, Gloria Ladson-Billings, Sonia Nieto, Carlos Ovando, Christine Sleeter, and Michael Zambon.

We would like to offer a special thank you to the journals that, because of the nature of the project, reduced or forgave their fees for re-printing.

Thanks to Director JoAnn Carr and the staff in the Center for Instructional Materials and Computing (CIMC) for putting up with our large piles of bound and unbound journals that we pulled from the shelves and made unavailable for others for days at a time. Thank you for re-shelving all the publications (sometimes over and over again) and never reprimanding us for the amount of work we created.

A super big thank you to Jennifer Austin for compiling, organizing, and maintaining our files of publishers' permission requests. Jennifer also contacted and reasonably harassed folks for us until they gave her the answers we needed. Brava!

Thank you to our families for their support and only occasionally asking "Aren't you finished yet?"

STATEMENT CONCERNING ARTICLE AVAILABILITY AND THE CONFLICT WITH REPRINT COST

During this insightful, extensive process, the goal was to share re-printings of all the articles with our readers. However, as we moved to the end of our journey, we discovered that it was financially unfeasible to secure permissions from the publishers of all the articles. We found most publishers more than willing to either donate articles or grant us significant breaks on their re-printing prices. Other publishers were more intractable with their fees. Even if the budget allowed for the purchasing of the 200-plus articles, the price of the books would have become prohibitive for most readers. Therefore, the printed articles found in the volumes do not represent all the articles that met the criteria outlined in the Preface and are discussed in each of the volumes' introductions.

At first we decided not to summarize these articles and use them solely as support for the rest of the volume(s). As we refined our introductions and re-read (and read again) the articles, we could not discount how these pieces continued to provide significant knowledge and historical reflections of the field that are unique and timely. Therefore, if the volumes are to represent the most often referenced examples and keenly situated representations of multicultural education and paint a historically conceptualized picture of the field, we had no choice but to include the works of these scholars in our introductions. Unfortunately, for the reasons explained here, some of these articles are not included in these volumes. In Appendix 2, we have provided a list of all the publishers and publishing houses so that individuals and organizations may access these articles from their local or university libraries or web services free of charge.

LIST OF JOURNALS REPRESENTED IN THE SIX-VOLUME SET

Action in Teacher Education
American Association of Colleges for Teacher Education
American Educational Research Association
American Journal of Education
American Sociological Association
Anthropology and Education
Association for Supervision and Curriculum Development
Comparative Education Review
Curriculum and Teaching
Education
Education and Urban Society
Educational Horizons
Educational Leadership
Educational Research Quarterly
Educators for Urban Minorities
English Journal
Exceptional Children
FOCUS
Harvard Educational Review
Interchange
Journal of Curriculum Studies
Journal of Curriculum and Supervision
Journal of Teacher Education
Journal of Research and Development in Education
Journal of Negro Education
Journal of Literacy Research (formerly Journal of Reading Behavior)
Journal of Educational Thought
Journal of Teacher Education
Language Arts
Momentum
Multicultural Education
National Catholic Educational Association
National Council for the Social Studies
National Educational Service
Negro Educational Review
Peabody Journal of Education

Phi Delta Kappan

Race, Class, and Gender in Education

Radical Teacher

Researching Today's Youth: The Community Circle of Caring Journal

Review of Educational Research

*Southeastern Association of Educational Opportunity Program Personnel
(SAEOPP)*

Teacher Education and Special Education

Teachers College Record

The American Scholar

The Educational Forum

The High School Journal

The Journal of Educational Research

The New Advocate

The Social Studies

The Teacher Educator

The Urban Review

Theory into Practice

Viewpoints in Teaching and Learning

Young Children

CONTENTS

<i>Preface to the six-volume set</i>	ix
<i>General introduction to the volumes</i>	xi
<i>Acknowledgements</i>	xvii
<i>Statement concerning article availability and the conflict with reprint cost</i>	xix
<i>List of journals represented in the six-volume set</i>	xxi
Introduction to Volume VI	1
PART 1	
Teacher Dispositions	9
1 Teacher expectations and race and socioeconomic status (1978)	11
<i>Wendy Leebov Gollub and Earline Sloan</i>	
2 Measurement of multicultural attitudes of teacher trainees (1982)	19
<i>Mary B. Giles and Thomas M. Sherman</i>	
3 Implementing multicultural education: Elementary teachers' attitudes and professional practices (1982)	29
<i>Valora Washington</i>	
4 Cultural Pluralism: Implications for teacher education (1979)	40
<i>Robert Rueda and Alfonso G. Prieto</i>	
5 Prospective teachers' perspectives on teaching diverse children: A review with implications for teacher education and practice (1993)	49
<i>Mary Louise Gomez</i>	
6 Cross cultural competency and multicultural teacher education (2000)	63
<i>Gretchen McAllister and Jacqueline Jordan Irvine</i>	
PART 2	
Teacher Preparation	83
7 Multicultural teacher preparation: An attitudinal survey (1981)	85
<i>James Mahan and Virginia Boyle</i>	