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A Critical Look at Four Multicultural Reform Efforts in One Urban College of Education

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We were told that our cat had fleas; I had never seen a flea in our place, ever! But once you had the fleas down, then sud- denly, every now and then, you would see fleas hopping… —Edward, Faculty Member

The urban college of education where we teach has a strong mission statement that is concerned with diversity. In 2007 a group of education faculty formed a diversity self-study group that engaged discussion around diversity issues as they occurred in our lives, our teaching, our research, and at our college. What was found is that these discussions around diversity and class issues were absent ever-present but invisible, ignored, and/or denied. All of the initiatives created through this self-study group opened up space for discussion and we were able to identify what we called ‘trailblazers’ in the effort to reflexively think about these issues through collaborations within the college.

This analysis encompassed four different projects that were implemented as reform initiatives at the college. Our collaborative work and this subsequent analysis have drawn on insights from Cochran-Smith (2004), who describes teacher education as both a “learning problem and a political problem” (p. 1) that involves the creation of inquiry communities. Grounded in a critical perspective, our work and the projects described in this paper invoked a critical sociocultural theory (Lewison, Enciso, & Moje, 2007), critical race theory (Ladson-Billings & Tate, 2008), and a critical literacy perspective (Shannon, 1990).

Following the descriptions of the individual projects below, we jointly analyze the projects through a lens created by four dimensions of a critical perspective (Lewison, Flint, & Van Sluys, 2002; Van Sluys, Lewison, & Flint, 2006): striving to meet the needs of culturally responsive pedagogy (Leistyna & Woodrum, 1996); extending the projects through a lens created by four domains of critical perspective (Lewison, Flint, & Van Sluys, 2002; Van Sluys, Lewison, & Flint, 2006); the role of the teacher/researcher is to “connect the dots” (Tatum, 2007, p. 39) by bringing both theory and practice from local knowl- edge that advances our college’s mission relating to diversity.

The four projects in question are:
1. Analyses of student responses from an evaluation form about their placement in urban children and urban schools persist
2. Lessons learned from discussions of the faculty diversity self-study group;
3. Teaching and learning issues related to culturally responsive pedagogy in an early childhood methods class; and
4. Teaching and learning issues related to critical literacy in professional development sessions conducted at a local elementary school.

Conceptual Framework

Critical Pedagogy

Critical perspectives on pedagogy examine many ways that unequal rela- tions of power and privilege are entwined through interactions of teachers, parents, children, teacher educators, and pre-and in-service educators in school contexts and beyond (Apple, 2010). This requires a critical exam- ination of perspectives and ideolo- gies, both invisible and visible, frequently identified as “natural” (Anderson, 1989; Lewis, Enciso, & Moje, 2007). The role of the teacher/researcher is to "connect the dots" (Tatum, 2007, p. 39) by exploring the integration of outside forces at play in everyday interactions as well as the agency of participants on the inside to affect change (Moje & Lewis, 2007; Lewis et al., 2007).

Equally relevant to critical pedagogical perspectives is the practice of self-reflec- tion that is engaged by all participants. Children, pre- and in-service teachers, and teacher/researchers should interrogate their histories, practices, and beliefs as well as those of others (Leetyno & Woodrum, 1996, Rogers, 2003). Such self-reflection is co-constructed and provides a basis for deeper learning, the introduction of previ- ously-silenced voices, and the opportunity to extend beyond the personal in order to take action in pedagogical and political realms, thus moving toward social justice (Kubota, 2004; Nino, 1999; Rhee, 1992).

This movement is not linear or pre- scribed but is an unfinished and emerging process (Lueke, 2014; Nieto, 1995), suggesting that such instantiations of a critical pedagogi- cal approach is also unique, co-constructed, and situated in local events and knowledge, which enables children and urban schools to persist and may be reinforced by mentor teachers.

What follows are descriptions of the four projects, which were analyzed using the frame of the four interrelated dimen- sions of a critical perspective suggested by Lewison, Flint, and Van Sluys (2002). For each project, we describe the goals, report relevant data, and provide an analysis using either a priori or emerging themes (Falk & Blumenreich, 2005, pp. 117-118). The first project, which analyzes interns’ written responses to placement in urban schools, crystallizes our overarching concerns and serves as the base for the other projects présentéed here.

Project #1: The Realities of the Field Experience: What Prospective Teachers Are Saying about Urban Field Experiences

by Sashelle Thomas-Alexander

The first project investigated pre-service teachers’ evaluations of field placement in urban and suburban settings. Numerical ratings and written comments on exit questionnaires and other written correspondences were compared and con- trasted. Data for this project was ad- ministered to a sample of urban interns col- lected from an on-line survey, the Intern Evaluation Mentor Teacher Survey, given to interns in the 2008-2009 school year.

Interns’ perceptions of their field experience’s ability to prepare them for a career in education were measured using a Likert scale (Yusko & Moss, 2008). The sample included 273 (56 male and 217 female) pre-service interns. One of the four dimensions interns identified their race as White. Student teachers accounted for 60.1% of the sample; practicum interns, 38.3%; and 2.9% were methods interns. Additional data were collected through written cor- respondence with interns.

Emerging Themes

After analyzing the results, it was concluded there were no statistically signifi- cant differences between interns’ positive ratings of experiences in urban and suburban placement sites. However, interns’ negative comments concerning urban place- ments contradicted the favorable numerical ratings concerning their experiences in classrooms. From the interns’ comments, three overarching themes emerged.

Urban placements are undesirable. Although students are required to complete a major field experience in an urban set- ting, some perceived the urban placement as punishment for attending a university in an urban setting. A typical student wrote, “I don’t think it’s fair that just because we go to college in [the city] we have to stick to teaching in [the city’s] schools.

Roleing entitled to suburban placements. Interns believe they are entitled to receive a suburban placement for one of their expe- rience’s. Even though I requested to do student teaching in a suburb… I was about one day from being placed at an urban high school… again, I was stopped it just in time.”

Although interns in the literature consistently report being inadequately pre- pared to teach in urban schools (Dana, 1992; Ladeau-Billings, 2000), interns in this college expressed disdain about not being prepared for suburban settings. One wrote, “I am not applying to ANY urban schools for employment. I am not interested in work- ing in one and do not feel that placement would be best for me. So pretty quickly I called my university did not help me prepare for the setting I want to be in.”

Although the university’s policy states that all students must be in an urban setting, there is no mention of guaranteeing students’ subur- ban experiences. Many interns stated the thoughts of many: I feel the Office of Field Service did not try as hard as they could to find me an urban setting for my student teaching. I therefore was FORCED to spend both of my teaching experiences (pre-service and student teaching) in a [city] school… My perspectives had to change because I do not appreciate that other interns were allowed a more enjoyable and profitable experience.

Intern bias. One student wrote, “My parents and I drove past the school and none of us felt comfortable with the school and the area it is in. The parking area has a low fence with no apparent security. The neighborhood did not look very safe. My parents are concerned for both my personal safety and the safety of my vehicle in this school.”

Another intern argued that since she was not from Ohio, she trusted her church sponsors when they warned her not to risk her life in such a bad area. Though she had requested the site on her application, she later wrote, “I didn’t request or even thought about the ghetto of [the city]!”

Sometimes intern concerns were about race. “My assistant professor and the students, as in this request for a place- ment change, “I don’t want to teach Black
Cleveland State University is located in a city that is characterized by urban diversity. This diversity is manifested in the lives of its residents, in the educational institutions that serve them, and in the urban settings where students are placed for their field experiences. The city of Cleveland is a place where the realities of the field experience—both positive and negative—must be understood in order to create a more equitable and inclusive urban education system.

**The Realities of the Field Experience: What Prospective Teachers Are Saying about Urban Field Experiences**

**Adrienne Thomas-Alexander**

The first project investigated pre-service teachers' evaluations of field placements in urban and suburban settings. Numerical ratings and written comments on exit questionnaires and other written correspondence were compared and contrasted. Data for this project was gathered and an online, self-administered survey, the Intern Evaluation Mentor Teacher Survey, given to 93 internship students in 2007. Interns' perceptions of their field experiences' ability to prepare them for a career in education were measured using a Likert scale (Yauko & Moss, 2008). The sample included 273 (56 male and 217 female) pre-service interns. One hundred and seventy-eight respondents identified their race as White. Student teachers accounted for 60.1% of the sample; practical interns, 38.3%; and 2.9% were methods interns. Additional data were collected through written correspondence with interns.

**Emerging Themes**

After analyzing the results, it was concluded there were no statistically significant differences between interns' positive ratings of experiences in urban and suburban placements. However, interns' negative comments concerning urban placements contradicted the favorable numerical ratings concerning their experiences in classrooms. From the interns' comments, three overarching themes emerged.

- **Urban placements are undesirable.** Although students are required to complete a major field experience in an urban setting, some perceived the urban placement as punishment for attending a university in an urban setting. A typical student wrote, “The reality of this is just because we go to college in [the city] we must get stuck teaching in [the city].”

- **Racially segregated urban placements.** Interns believe they are entitled to receive a suburban placement for one of their experiences. As this intern wrote in response, “Even though I requested to do student teaching in a suburb... I was about one day from being placed at an urban high school... again, I stopped it just in time.”

Although intern experiences vary, consistently it has been reported that urban intern placements be made available. In her comments, one intern stated, “I do not appreciate that other interns were allowed a more enjoyable and profitable experience.”

**Intern bias.** One student wrote, “My parents and I drove past the school and some of us felt comfortable with the school and the area it is in. The parking area has a low fence with no apparent security. The neighborhood did not look very safe. My parents are concerned for both my personal safety and the safety of my vehicle to go to.”

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**Sometimes intern concerns were about racism in the urban setting, not the students, as in this request for a placement change,** “I don’t want to teach Black
Project #2
Exploring Diversity Learned from an Education Faculty Self-Study Group in an Urban College of Education
by Grace Hui-Chen Huang
Recognizing the importance of preparing teacher candidates with a sociopolitical awareness from an Education Faculty Self-Study Group in an Urban College of Education, this project investigated whether a self-study group, consisting of focused group work sessions, would facilitate open dialogue culture in the U.S., especially concerning societal stereotypes. The definition of kidwatching was expanded to “taking note of what [children] know and can do in school, at home, and in community settings, attempting to understand the development of future teachers, and pressing knowledge” along with others, in all three settings, and “using what [we] learn to show students how to develop in instruction.”

Participants also explored how gender and ethnicity factors impacted on candidates and voters. For example, Edward commented, “I have a very little difference between Barack Obama and Hillary Clinton on the issues that are very important to me and how it’s been portrayed in this cultural lane. A Black man is more likely to make decisions similar to my own.”

During different phases of discussion, the group initiated several action steps. Participants identified fragmentation within and across programs impacting the delivery of clear messages about diversity and transformed the group into an ad hoc committee examining college-wide practices. The committee initiated a discussion on the curriculum and the academy of teaching processes. The project focused on faculty need and coordinated diversity presentations and workshops. Some white faculty collaborated in a publication team to prepare manuscripts and proposals for presentations about their own research around diversity.

A Priorti Themes
The self-study group, designed to disrupt the commonplace, examined members’ practices by challenging views and bringing about new lenses to analyze. Participants identified a gap between the college’s mission and classroom and urban practices. They proposed打破the commonplace, examined members’ practices by questioning views and bringing about new lenses to analyze. Participants identified a gap between the college’s mission and classroom and urban practices. They proposed

The composition of this self-study group created a diversity mindset, with the gender breakdown of 11 females and three males. Approximately five American; the gender breakdown was 11 females and three males. Approximately five American, 24 White, and one Jordanian American. Students completed 20 hours in a classroom with one assignment involving kidwatching.

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Project #3
Kidwatching and Culturally Responsive Teaching: An Action Research Project
by Dinah Volk
This project investigated whether a kidwatching assignment would facilitate students’ ability to practice culturally responsive pedagogy (Gay, 2002). There were two goals with this assignment. However, students were not explicitly oriented toward the sociopolitical implications of their claims and actions. They commented on students’ learning of diversity and the development of different trajectories, acknowledging that students should be respected for where they were in the trajectory.

In the context of the politically-correct dialogue culture in the U.S., it was challenging to have authentic dialogue concerning societal stereotypes (Banks, 2009). However, during the 2008 presidential election, the group discussed the interwoven nature of sociopolitical issues. This campaign facilitated open dialogue concerning hidden issues of student’s knowledge, gender, and politics. Edward, an African-American male faculty member, used “Our boys” as “other” in describing his experience. (Oswick & Goodman, 2002, p. 3). All students got to know two children through conversations with parents and grandparents. Students conducted “family and community engagements,” taking a learner’s stance versus the view of “me teaching the children. We found an instance of disruption: two teachers verbalized they would disrupt the commonplace: two teachers verbalized they would disrupt the commonplace.

All were challenged to understand diversity and the strengths of an African-American boy. In this project, three 2nd grade teachers and one literacy coach in an urban school to help teachers learn critical literacy tools and how to use critical literacy to engage urban students. This project involved intensive monthly on-site work and school participated in a park clean up, asked him to teach the class the names of tools. In the context of the politically-correct dialogue culture in the U.S., it was challenging to have authentic dialogue concerning societal stereotypes (Banks, 2009). However, during the 2008 presidential election, the group discussed the interwoven nature of sociopolitical issues. This campaign facilitated open dialogue concerning hidden issues of students’ knowledge, gender, and politics. Edward, an African-American male faculty member, used “Our boys” as “other” in describing his experience. (Oswick & Goodman, 2002, p. 3). All students got to know two children through conversations with parents and grandparents. Students conducted “family and community engagements,” taking a learner’s stance versus the view of “me teaching the children.”

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Emerging Themes
Making strengths visible and valued.

With these children expecting deficits… because [they] did not know how to see their strengths” (p. 3). The kidwatching assignment taught by Dinah Volk and her colleagues in this commonplace gives and viewing many of the skills and confidence to see children in new ways. The comments of Edie, who was White, were typical. I think this is such an amazing, amazing experience. It’s one of the few times who was listless and disengaged in the classroom. She commented, “I have such a different personality on the court. He’s very socially with the other kids. He’s lively and energetic… He goes down and beyond what’s expected.”

A number of students began the process of taking action by using information learned in their lessons. Basheera discovered a child making books at home and asked him to share during a book-making project. Talia learned that a child helped his father build work and, when the school participated in a park clean up, asked him to teach the class the names of tools. In the context of the politically-correct dialogue culture in the U.S., it was challenging to have authentic dialogue concerning societal stereotypes (Banks, 2009). However, during the 2008 presidential election, the group discussed the interwoven nature of sociopolitical issues. This campaign facilitated open dialogue concerning hidden issues of students’ knowledge, gender, and politics. Edward, an African-American male faculty member, used “Our boys” as “other” in describing his experience. (Oswick & Goodman, 2002, p. 3). All students got to know two children through conversations with parents and grandparents. Students conducted “family and community engagements,” taking a learner’s stance versus the view of “me teaching the children.”

Data collected included responses to questionnaires, audio-recordings of discussions, field notes, and observations. Questions asked how the students perceived school mates through the strengths of an African-American boy. In this project, three 2nd grade teachers and one literacy coach in an urban school to help teachers learn critical literacy tools and how to use critical literacy to engage urban students. This project involved intensive monthly on-site work. The 2nd grade class was instructed to take children in expanding literacy skills. This project involved intensive monthly on-site work. The 2nd grade class was instructed to take children in expanding literacy skills. This project involved intensive monthly on-site work. The 2nd grade class was instructed to take children in expanding literacy skills. This project involved intensive monthly on-site work.

These sessions targeted a variety of topics including “best practices” in literacy instruction as well as specific instructional activities encouraging the use of authentic pictures and discussions. Science teachers through team-based action research studies with their current students involved in the project. The project was designed to disrupt the commonplace: two teachers verbalized they would disrupt the commonplace.

We found an instance of disruption from one team consisting of Barak Obama and Hillary Clinton to a class of 2nd grade students in an urban school to help teachers learn critical literacy tools and how to use critical literacy to engage urban students. This project involved intensive monthly on-site work. The 2nd grade class was instructed to take children in expanding literacy skills. This project involved intensive monthly on-site work. The 2nd grade class was instructed to take children in expanding literacy skills. This project involved intensive monthly on-site work. The 2nd grade class was instructed to take children in expanding literacy skills. This project involved intensive monthly on-site work. The 2nd grade class was instructed to take children in expanding literacy skills. This project involved intensive monthly on-site work. The 2nd grade class was instructed to take children in expanding literacy skills. This project involved intensive monthly on-site work. The 2nd grade class was instructed to take children in expanding literacy skills. This project involved intensive monthly on-site work. The 2nd grade class was instructed to take children in expanding literacy skills. This project involved intensive monthly on-site work. The 2nd grade class was instructed to take children in expanding literacy skills. This project involved intensive monthly on-site work. The 2nd grade class was instructed to take children in expanding literacy skills. This project involved intensive monthly on-site work. The 2nd grade class was instructed to take children in expanding literacy skills. This project involved intensive monthly on-site work. The 2nd grade class was instructed to take children in expanding literacy skills. This project involved intensive monthly on-site work. The 2nd grade class was instructed to take children in expanding literacy skills. This project involved intensive monthly on-site work. The 2nd grade class was instructed to take children in expanding literacy skills. This project involved intensive monthly on-site work. The 2nd grade class was instructed to take children in expanding literacy skills. This project involved intensive monthly on-site work. The 2nd grade class was instructed to take children in expanding literacy skills. This project involved intensive monthly on-site work. The 2nd grade class was instructed to take children in expanding literacy skills.
children." Another requested a change stating, "Black kids want to be taught by Black teachers and White kids want to learn from White teachers." These and other statements of interns often concern the policy of responding to Black teachers and White kids want to learn from White teachers. Another requested a change (Wiggins, Follo, & Eberly, 2007).

Therefore, colleges of education like ours are concerned with the issue of positive numerical ratings about their experience in urban classrooms, negative comments written by interns about urban schools, and yet I still survived. The self-study group, designed to engage students in the urban mission. Though he was aware of the importance of helping education students "see" race and other aspects of diversity issues and yet I still survived. Dawson (2002, p. 3). All students were three inter-related goals informed the group members collaboratively organized university presentations and workshops. Some

A Priori Themes

The self-study group, designed to disrupt the commonplace, examined members’ practices by challenging views and bringing about new knowledge to analyze. Participants identified a gap between the college’s urban mission and the urban school place settings remain a cause for concern. Research provides evidence that students’ attitudes and perceptions about working with culturally diverse groups range (Wiggins, Follo, & Eberly, 2007). Therefore, there is a need to investigate pro-service programs and field experiences to assure that there are processes for engaging in this change.

Project #2

Exploring Diversity Learned from an Education Faculty Self-Study Group in an Urban College of Education by Grace Hui-Chen Huang

Recognizing the importance of preparing teachers to deal with multicultural related challenges (Martin, 2010), a group of faculty education formed a diversity self-study group to examine how a college group has continuously changed year to year. The goal of this project was to analyze and compare the findings from the first year of the study group (2007-2008).

Fourteen members from four of the college's departments attended bimonthly meetings. Among these 14 participants were four African Americans, nine White Americans, and one Asian American; the gender breakdown was 11 females and three males. All college members came to each session. Grounded in qualitative methodology, data collection and analysis involved using open group discussions, categorizing patterns, and identifying a priori themes drawn from the literature (Lewison, Flint, and Van Sluys, 2002) critical literacy model (Miles & Huberman, 1994).

The project investigated whether a kidwatching assignment would facilitate students’ ability to practice culturally responsive pedagogy (Gay, 2002). There were two research questions: (a) how do urban teaching interns, however color blind approaches, lacking the ability to self-refer, and emphasizing subject area content while ignoring diversity issues. After discussions of student “deficits,” participants began to see the importance of viewing students through the “lens” and the "Fix". They commented on students’ learning of diversity and urban teaching; in different trajectories, acknowledging that students should be respected for where they are in the trajectory.

Integrating multiple perspectives was an ongoing process in this group. Participants described students as lacking diversity knowledge, using deficiency labels and however the concept of “visibility” (Gere, Buehl, Dallavis, & Haviland, 2009) masking children's strengths visible and valued, helping education students “see” race and other aspects of diversity as teachers; and “using what [we] know” to “inform” students’ learning trajectories. In an Early Childhood methods class with 30 undergraduates and eight graduate students, we noted how to use critical incident teaching (Owocki & Goodman, 2002, p. 3). All students engaged in a class with one assignment involving kidwatching.

The definition of kidwatching was expanded to “taking note of what children know and can do” in school, at home, and in community settings, “attempting to undo the taken for granted knowing” of mainstream U.S. students and “using what [we] know” to “inform” students’ learning trajectories. In an Early Childhood methods class with 30 undergraduates and eight graduate students, we noted how to use critical incident teaching (Owocki & Goodman, 2002, p. 3). All students engaged in a class with one assignment involving kidwatching.

A Priori Themes

The particular texts presented generative themes leading to dialogue designed to disrupt the commonplace. An example of this was inspired by the status quo was expressed by two teachers in an initial professional development session. Although the teachers verbalized they would not incorporate books like The Other Side by Woodson, they described the story of interaction between a White girl and an African-American girl over a fence separating their families. The group members expressed that their first and second graders “loved each other” and they did not want to disrupt the students’ perceptions.

Analyzing the teacher action research projects, we found an instance of disrupting the commonplace: one team read Grandfather’s Journey by Allen Say to a class of special education children. Students identified with the main character, but it was not an everyday notion that a person could move from one country to another and ye to be in both places. This experience is far from commonplace in the lives of mainstream U.S. children, especially these special education students.

We found an instance of considering multiple viewpoints when one team used the multicultural book series The Other Side and Angel Child, Dragon Child by Surat and Mai, both about children displaced to the United States. These books brought to the attention of non-immigrant second graders a new viewpoint. The 2nd grade class examined the book Multiple Children developed questions to find out about the lives of Somali 2nd grade schoolmates; this project provided a forum for the immigrant children to talk about their lives before and after displacement. The 2nd grade class also met children to schoolmates through a more sociopolitical frame. The analysis of this project was accomplished both focusing on the sociopolitical and taking action that promoted social justice as illustrated in their comment, such as the following.

It was clear that both sets of students valued these additional issues as books that they shared many similarities. The homogeneity of the student interviewees and interviewers was that these students and newfound acceptance and understanding finding The discussions sparked by anterior road were catalysts for positive attitude changes.

Discussion:

Four Projects Related to Students’ Ethnography

The analysis offered in this article
is based on the four critical dimensions (Lewison, Flint, & Van Sluys, 2002; Van Sluys, Lewison, & Flint, 2006) with the intention of exploring the relationship of the teaching and learning occurring in the teacher education program at one urban college so as to inform the practice of teaching. We do so by focusing on the pedagogical and field experiences, and professional development efforts in an urban setting. Next we look across our four projects using the magnifying glass provided by these four critical dimensions.

Disrupting the Commonplace

Considered first in this study was the reality of the Field Experience project because it clearly articulated the need for the overall study's goal: honest dialogue leading to positive change. To facilitate the need for honest dialogue, we stressed the importance of being in the forefront of the gap between the stated mission of the urban college of education and the “real-time” negative comments of some students focused on disrupting the commonplace views, facilitating healthy action. By bringing to light the inadequacies in our preparation, teachers were given the opportunity to discuss the sociopolitical. The need for multiple perspectives is one way to disrupt the commonplace views.

In the study group meetings, we endeavored to respect whatever ideas and feelings were brought forward. The study group was a safe space to talk frankly, the classroom in the Nurturing Critical Literacy project was places where culturally responsive teaching could also be openly explored. In the former, both the instructor and students were able to bring their experiences into the conversation and, in the latter, perspectives were voiced in two of the five teacher action research projects focusing on the sociopolitical. Focusing on disrupting the commonplace views, and taking action.

Final Thoughts

In the study group, participants were able to engage in multiple viewpoints, and focus explicitly on the sociopolitical, and take action.

References


cultural responsiveness and achieve- ment. Finally, two teachers in the Nurturing Critical Literacy study engaged immigrant students to learn about their culture and their experiences before and after coming to the US to break down barriers between children and mainstream students.


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We also noted that in both the Explor- ing Diversity and the Kidwatching projects African Americans and White students frequently shared similar reflections on personal and group experiences. The African Americans often brought their personal reflections to a critical sociopo- litical analysis. We found that students commented on more general societal viewpoints, moving themselves away from personal perspectives.

Final Thoughts

If change is to be programmatic, it is imperative to have critical and ongoing analyses spanning across teacher education programs that can be mined for insights into challenges and thus create action plans and directions for deep-seated change that will go beyond the mere “tweaking” of ac- cess/approach.

It is important to appreciate and help students understand the aim of culturally responsive teaching and the need for multiple perspectives is one way to use children’s interests and strengths to increase their achievement in and in nurturing culturally responsive teaching. The teacher took on the role of a child who broke down barriers between immigrant children and mainstream children.

In the Kidwatching project, the ability of some students to make the leap from personal and pedagogical analyses to a sociopolitical was highlighted even while the teacher had difficulty making a personal and pedagogical analysis explicit. Ancillary re- sources to help students understand chal- lenges and biases with a systemic analysis were used in other studies, as researchers, faculty, and students sometimes colluded to avoid these more challenging issues (Cochran-Smith, 2004; Marr, 2006).

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