

Promoting Cultural Competence
in Preservice Teacher Education
through Children's Literature
An Exemplary Case Study

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In recent years, the prevailing discourse surrounding the challenges of educating marginalized children in the United States has increased its focus on the role of teacher-education programs. In spite of their efforts to address cultural diversity (Dee & Henkin, 2002; Gorski, 2012; Jennings, 2007; Villegas, 2007) and to equip their students with the skills and attitudes required to teach children living in disenfranchised communities (Garmon, 2004; Gorski, 2012), teacher preparation programs face criticism for inadequately preparing preservice teachers to meet the needs of children in twenty-first century American classrooms (Gajda & Cravedi, 2006; Latham & Vogt, 2007; Levine, 2006).

The concerns about preparing teachers for twenty-first century students have been addressed by numerous researchers in studies of both teacher preparation programs and of public school classrooms. Studies highlight the concerned voices of teacher candidates, worried about possessing inadequate skills (Benton-Borghi & Chang, 2012; Castro, 2010; Young, 2010) as well as highlighting their lack of awareness about

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how their limited cultural knowledge and experience will impact their teaching (Malewski et al., 2012; Sleeter, 2008).

In spite of achieving successful results on required state-mandated performance-based assessments that scrutinize their ability to teach low socio-economic and marginalized children groups of children, their concerns are reified when they fail to achieve success with their real-life future students (Benton-Borghi & Chang, 2012; Broido, 2004; Fondrie, 2009), who frequently perform poorly on standardized tests (Comber & Kamler, 2004; NCES, 2010). They enter the teaching profession with minimal understanding of the issues that affect the lives of their future students, and maintain the same biased view of marginalized communities that they held before entering their teacher preparation program (Achinstein & Barrett, 2004; Cooper, 2013; Sleeter, 2008). As a result, studies of public school classrooms reveal that novice teachers frequently attribute student failure to academic deficits among children and families, contributing to their lowered expectations of those students' academic performance (Banks, 2001; Sleeter, 2008), hostile classroom environments and harsh discipline (Irvine, 2003). Given these findings, the high attrition rates for new teachers (Latham & Vogt, 2007) come as no surprise.

Contextualizing This Study

The focus of how to mitigate preservice teachers' poor preparation has remained fairly consistent for two decades. In their continued efforts to prepare teachers to meet the needs of all their students, many teacher education programs across the United States continue to expose their students to theoretical frameworks such as Culturally Relevant Pedagogy and Multicultural Education. As these and similar frameworks espouse, teacher educators stress the importance of incorporating children's cultures into the curriculum and of honoring the languages and identities present in their homes (Moll, 1992; Nieto, 2002). They learn to identify their own values and cultural behaviors and those of unfamiliar groups of people, realizing that "their way" is not "the only way" (Gay & Kirkland, 2003). Preservice teachers also learn that the end goal of each framework, and of their future pedagogy, is to equip all children with the academic knowledge and skills that will enable them to be full participants in a democratic society.

By positioning social consciousness and social action as their ultimate goal, the effective enactment of these frameworks depends on teacher candidates possessing knowledge of social and cultural issues and the intellectual disposition to act as agents of social change in the

face of social injustice (Journell, 2013; Stooksberry et al., 2009). Social consciousness and cultural awareness stand as integral to the process of successfully teaching every child to become fully literate and equipped “to identify problems within society, acquire knowledge related to their home and community cultures and languages... and to take thoughtful individual or collective civic action that will improve the human condition” (Banks, 2013, p. 112).

Research on teacher candidates’ knowledge of specific social and cultural issues is scarce, but related research does suggest a general lack of social consciousness among college-aged Americans (Journell, 2013). And a study by Doppen et al. (2011) revealed that 50% of preservice teachers could not identify their own state senators. While neither of the aforementioned studies offers conclusive evidence about teacher candidates’ knowledge of the social issues that inform political activism, they each point to an overall national profile of a politically disengaged generation. Research partially attributes such disengagement to the inadequate attention paid to social issues prior to entry into teacher preparation programs, while students are still in high school. In 2012, only 24% of 12th-grade students scored at a “proficient” level on tests of civic knowledge, which include questions about the governing bodies and political structure of the United States. These results suggest that the majority of students enter college without understanding the roles afforded to them within the American political system and the designated processes for enacting those rights and responsibilities.

Other research points to the problematic nature of the cultural knowledge that students obtain in high school, which overemphasizes, distorts, and sanitizes the achievements of members of the dominant cultural group with no discussion of historical perspective, critical inquiry, or social justice (Loewen, 2007). Castro (2010) surveyed contemporary research on preservice teachers’ views of cultural diversity and found a persistent lack of understanding of the roots and the impact of institutionalized racism. Preservice teachers expressed their belief in individualism and meritocracy (Weisman & Garza, 2002), unaware of the inherited privileges afforded to some and the societal inequities that continue to oppress members of marginalized communities.

Many students, therefore, enter college with limited understanding of social and cultural issues and maintain their minimal knowledge in undergraduate teacher preparation programs that continue to minimize sociopolitical content, as well as the sociopolitical aspects of teaching and learning. Preservice teachers rarely are asked to discuss political social, or cultural issues; the inequitable power structures in the American education system and the larger society, or how the school failure

of children from non-dominant communities maintains those inequities (Journell, 2013; Yogev & Michaeli, 2011). They are told that their task is to prepare children for active participation in a democratic society (Darling-Hammond, 2002) and they learn the importance of teaching children to take social action on issues that are relevant to their lives, but they usually leave their university classrooms with a shallow understanding of those issues and how to address them.

The paradox is clear. If teacher educators minimize the substantial ways in which sociocultural knowledge influences teaching and learning, and if they ignore issues of equity (Cochran-Smith, 2005), how can they expect their students to act as agents of change when they become novice teachers? How will those novices teach children to advocate for the needs of their communities when they lack their own knowledge of the social issues facing those communities? How will they maintain their motivation as they face the challenges of teaching in unfamiliar communities if they are not conscious of their important role as agents of change?

The Cultural Competence Framework

An individual's development of cultural competence, a concept that has evolved over the past three decades since its inception in the field of psychology, requires a core body of cultural and social knowledge. Building upon multicultural education and intercultural research, a cultural competence approach offers practical and comprehensive guidelines for teacher educators, who are fostering their students' abilities to teach children from a broad range of cultural, linguistic, and socio-economic backgrounds (Deardorff, 2009; Hargreaves, 2001). The development of cultural competence begins with foundational knowledge of a variety of cultures and societies and an open attitude toward cultural diversity. It continues with the ability to engage in reflection about one's interactions with individuals from a variety of cultures and to learn from those experiences (Deardorff, 2009; Seeberg & Minick, 2012; Zeichner, 1996).

Deardorff's model of cultural competence, which has been widely accepted by scholars across various disciplines, provides a developmental and process-oriented approach, and depicts the process of becoming cultural competent as an interaction among its cognitive, affective, and behavioral components. Deardorff conceptualizes the three components as a pyramid, and positions *cultural knowledge* and *positive attitudes* toward members of all cultural groups and as the foundation for the other components. Building upon those cognitive and affective components, the model names effective and positive internal outcomes and external

behavioral outcomes as empirical evidence of a person's developing cultural competence. Cultural competence is, therefore, conceptualized as moving "from the individual level of attitudes and personal attributes to the interactive cultural level in regard to the outcomes" (Deardorff, 2006, p. 255). By framing the acquisition of cultural competence as a developmental process, Deardorff's model offers teacher education programs a useful approach for preparing their students to work with children from a wide range of identities. By defining a hierarchical series of attitudes and skills, the model requires the learner to pay "sustained attention" (Zeichner, 2003, p. 493) to culture in order to reach the highest level of cultural competence—positive and effective behaviors.

Methods

This article presents an exemplary case study of one elementary education preservice teacher. This exploratory study originated at a large university on the east coast of the United States in the spring semester of 2011, when the student was enrolled in the researcher's class on children's literature. Throughout the course, the instructor noted the student's rapid development of expertise with the course outcomes, and maintained an electronic portfolio of her work. The student then entered the two-year teacher preparation program at the same university and throughout the following two years the student and the instructor continued to maintain an informal professional relationship, meeting to discuss the student's coursework and field experiences. After the student's final year of her teacher preparation coursework and classroom internship, the instructor approached the student about a formal collaboration to explore the student's development of the cognitive and affective aspects of cultural competence. The student enthusiastically agreed to the collaboration, and expressed her willingness to allow her written work from the previous two years to serve as data for the study. Subsequently, the student sent the instructor all of her written assignments that she had completed in her teacher education program that had incorporated children's literature.

Referring to Deardorff's (2006, 2009) model as a framework for the study, the following research questions emerged:

1. How do the course content and pedagogical practices in a children's literature class impact one student's development of cultural competence?
2. How does the student express her developing cultural competence?

The student described in this case study is a white English speaking woman in her early twenties, who had attended high school in a predominantly white area, and who had expressed her desire to work with low-income children from marginalized communities. The instructor is a white English-speaking woman on the faculty of a college of education, with 18 years of prior experience teaching language arts to children in low-income communities.

Building a Cultural Competence Framework into a Course on Children's Literature

Knowledge of cultures sits at the foundation of culturally competent teaching. Courses that are offered early in the sequence of teacher preparation courses, therefore, offer opportunities for the acquisition of that knowledge to begin. Recognizing that children's literature offers a rich source of information on culture, history, and social issues; coupled with the fact that Children's Literature was a prerequisite for elementary education majors' acceptance into the College of Education, the first author redesigned this course to facilitate pre service teachers' cognitive aspects of cultural competence.

To facilitate the attainment of the student outcomes, the instructor addressed the cognitive aspects of cultural competence throughout the entire fifteen-week semester by imbedding the acquisition of cultural and historical knowledge into all class discussions and assignments (see Appendix A). The instructor selected six non-dominant identity groups that preservice teachers would likely encounter in their future classrooms, and provided opportunities for students to explore their literary and social contributions to American society as well as the ways in which they have been subjected to marginalization and exploitation. Students also analyzed the representation of each group in children's literature and children's media, learning to identify stereotypes, historical misinformation, and literary portrayals of lifestyles and power dynamics that subjugated or dismissed characters from non-dominant identity groups.

Students worked to achieve the cognitive outcomes as they learned about the internment of Japanese Americans, the kidnapping and confinement of American Indian children into government boarding schools, the remarkable contributions of African Americans (the Free Africa Society) during the American Plague, the continued exploitation of children as migrant farm workers, the high rates of suicide among LGBT children and teenagers, and the social alienation of children with disabilities. As they read *Esperanza Rising* (Ryan, 2000), *Voices from the Fields* (Atkin,

2000), and various picture books about migrant farmworkers, they learned about the Mexican American War, Caesar Chavez, and read current news articles and watched documentaries about the continued plight of migrant farmworkers in the United States. As they read *The Watsons go to Birmingham* (Curtis, 1995), they also explored, archived articles reporting on the Birmingham church bombing and learned about the life of the author, Christopher Paul Curtis, and his concern about the lack of literature that depicts African American children. When they read *Kira Kira* (Kadohata, 2004), they researched the Japanese internment camps established after Pearl Harbor through picture books and informational texts for upper elementary school children. As they explored Native American folktales, and authors such as Sherman Alexie and Joseph Bruchac, they learned about the efforts to “kill the Indian to save the man” of the Carlisle Boarding Schools, and about the current struggles of Native American communities as a result of their physical and cultural annihilation. And as they discussed the novel, *Rules*, they explored the social struggles experienced by children with disabilities and their families.

Throughout their acquisition of new information, and as they engaged in analyses of literature, they were asked to think about how misrepresentations of cultural groups might impact children from those groups. They were expected to reflect on their role as an advocate for all children, explaining how their classroom would contain high quality literature that accurately represented all children, honored their cultures, acknowledged their roles in American history, and that represented authors from non-dominant cultural groups. With an understanding of the historical struggles faced by so many families, they also learned the importance of using children’s literature to illustrate the current power structures that perpetuate the inequality and inequities among identity groups in the United States (Ching, 2005; Vasquez, 2010). Learning how to invite children to talk about how such issues affect their lives, students were introduced to the idea that books can help build a foundation of trust and respect among all members of a classroom community, while preparing children for full participation in American society (Collier, 2001; Nathenson-Mejia & Escamilla, 2003; Whittaker, 1997).

Data Sources and Analysis

Data sources included selected written work from the course assignments in Children’s Literature (see Appendix B), her written assignments that incorporated children’s literature from her senior year Language Arts methods course, and her personal teaching journal. The

three sources of data represented the student's work over the course of her two-year teacher education program.

The first set of data included a Reading Response Assignment for *The Watsons Go to Birmingham* (Curtis, 1995). The assignment asked for a general response to the book, a selection of a personally meaningful passage, an explanation of why the passage was selected, and two discussion questions to bring to the class. The first data set also included a picture book analysis, requiring students to analyze four award-winning picture books, specifically winners of the Caldecott Medal, the Boston Globe-Horn Book Award, the Coretta Scott King Award, and the Pura Belpre Award. Their analyses were based on the text, the illustrations, and their reflection of social content. In addition, the data set included a written and oral report on an author of the students' choosing. Finally, an analysis of a Disney film completed the first set of data. Students were required to identify stereotypes in a Disney film and to discuss whether the story reflects or challenges social inequalities.

The second source of data included an assignment from the student's Language Arts Methods class, completed during the first semester of her senior year. The assignment required the student to conduct a discussion about a book with her students and to write a reflection about the discussion. Lastly, the third source of data was the student's personal teaching journal, which she penned during her senior year.

Based on guidelines for qualitative inquiry as outlined by Miles, Huberman and Saldana (2014), the investigator read each source of data multiple times, and noted that across all her written assignments, the student conveyed knowledge of historical and sociopolitical challenges faced by marginalized families, demonstrating evidence of the impact of course material. For example, after reading *The Watsons Go to Birmingham* and reading primary sources that documented the church bombing in 1963, the student was able to discuss the historical events and how they represented the oppression of African Americans. Beyond the evidence that she had acquired cognitive knowledge, the student often followed expressions of knowledge with an affective response. The researcher coded the articulations of her feelings, which represented an organic reaction that surpassed the requirements of the assignment. Continued analysis of the data in which she had linked cognitive and affective statements revealed sub themes within those affective responses, which the researcher coded using descriptive notations that captured the essence of their content. The strength and validity of the themes were determined by triangulating across data sets from her assignments in the course in children's literature and all subsequent coursework that integrated literature for children. Themes that were evident across data

sets were subsequently included in the findings. Coded units of data that were not evident across data sources were not included.

Results

Coding revealed three themes: Conveying anger and frustration about the social and cultural marginalization of children and families; expressing empathy for the social and cultural marginalization of children and families; and, using children's literature as a foundation for actively advocating on behalf of socially and culturally marginalized children and families.

Anger and Frustration

The first theme emerged when the student conveyed her anger and frustration about the social and cultural marginalization of children and families for the conclusion of her literary analysis of picture books:

A lot of the rhetoric surrounding education reform discusses closing the "achievement gap." Well, perhaps the "achievement gap" would close when curricula stopped solely favoring white children.

Her anger and frustration occurred again during the same course on children's literature when she responded to Disney's *The Princess and the Frog* by analyzing the movie's racial and ethnic portrayals as insulting and damaging:

Disney's representation of Princess Tiana perpetuates cycles of racism. Even though Princess Tiana is the protagonist ... the first Black princess does not hold very much social power. Disney portrays her as a "striving minority" while her white friend, Charlotte, is rich and powerful. To add insult to injury, Tiana vigorously scrubs floors all day (reinforcing the myth of meritocracy—that success is only possible via hard work and no other social structures inhibit access to it) while Charlotte enjoys the privilege she simply inherits from her wealthy father.

Empathy

After conveying her awareness of the historical foundation of the book, *The Watsons Go to Birmingham*, the student discussed opportunities presented by Curtis for children to address their feelings about the bombing as well as about their personal traumas. She related the story to an account that a child had shared with her:

This makes me think about some of the horrific things my students have faced. One of my students watched his mother as she was beaten, dragged out of the house, tossed in the middle of the street, run over with a car. I wonder he thought that day. Did his stream of conscious

resemble Kenny's? Was he disconnected from reality like Kenny was? I can't imagine how a child interprets such a tragedy... If I ever taught this book, I would incorporate it into a unit about Civil Rights. But I would also use this book therapeutically, specifically the scene of the church bombing. I would ask my students to write privately in journals how they would imagine they'd feel if they witnessed the church bombing. (Reading Response)

The student also expressed empathy when she wrote about the importance of including multicultural authors in the classroom. She articulated her awareness that many children feel alienated and alone within the school culture:

Learning about multicultural authors and their writing...helps them feel safe, reduces "otherness" and fosters a sense of belonging. (Author Assignment)

Advocacy

Based on the knowledge she had obtained in the course on children's literature, the anger she felt after learning about the oppression of marginalized groups, and the empathy she had developed, the student began to position herself as a social advocate on behalf of her students. As she researched books for an assigned paper in the children's literature class, for example, she noted the lack of books about non-dominant children in Barnes and Nobel bookstore. She wrote:

I challenged the manager of my local Barnes and Nobel when she admitted that she had never heard of the Pura Belpre or Coretta Scott King Awards, and also when she indicated that no area Barnes and Nobel's carried the books...I displayed my disgust when I told her I'm boycotting her store until she orders more multicultural literature and I would just find my books on Amazon.

The student continued to recognize children's perspectives two years after completing the course on children's literature by incorporating literature that reflected the lives of her students (Collier, 2001; Nathenson-Mejia & Escamilla, 2003). Upon reading *Smoky Night* by Eve Bunting to her students in her senior year internship placement, she provided a space for the children to analyze and form meaningful connections with the characters. The children examined a historical event, the L.A. Riots, as well as the interactions of various characters in the text, and related it to their own experiences dealing with racism. The student recognized the immediate need to provide forums for the children to further grapple with their experiences regarding discrimination and created opportunities for the children to express their thoughts

on institutionalized biases and education. Following is an excerpt from a paper she wrote in her senior year Language Arts Methods Class:

My students shared their own experiences with racism and discussed how they could identify with the characters in the story. Some students spoke about the characters with empathy, and other students marked the characters with scorn. The space to converse about the story allowed students to become personally involved in determining the various story elements.

Her level of advocacy continued when she assumed the role of a classroom teacher. In her teaching journal, she wrote:

The...curriculum troubled me...(It) left no room for class discussions to enrich the text and facilitate a deeper and more complex comprehension. And the books the curriculum instructed me to teach couldn't have been more removed from the experiences of my students... In an attempt to make (the books) relevant for my students... I asked my class to consider the feeling of having people who know nothing about their culture scrutinize every move they make... I wanted my students to use their own experiences as an entry point into the text, and a framework for interpreting the story. Our class discussions from then on became forums for my students to analyze and express frustrations with stereotypes... I gave my students a text that discussed their community because I wanted them to critically evaluate how the author chose to represent their community. I mostly wanted my students to exercise their tremendously powerful voices and engage in an analytical discourse about the issues that affect their schools and their neighborhoods.

While preserving the objectives of the curriculum, the student exercised her sense of self-determination to adjust assignments to fit the cultural needs of her students.

Discussion

This explorative study also suggests that the content and pedagogical approaches of the course described facilitated the student's developing cultural competence, revealing the powerful potential that exists when we integrate cultural competence content into literacy teaching and learning. Through the content analysis of the student's written responses and identifying how course material impacted the development of cultural competence, we offer recommendations for structuring assignments that will facilitate the development of cultural competence in all students.

The findings also suggest that the ways in which the student's responded to her assignments can be placed within Deardorff's (2006) developmental model of cultural competence, suggesting that Deardorff

offers a useful framework for assessing cultural competence in preservice teachers. Based on the content and pedagogical approaches of the course in children's literature, the student acquired "knowledge and comprehension" of non-dominant identity groups including American Indians, Asian Americans, African Americans, Migrant Farm Workers, Individuals with Disabilities, and LGBT Children and Families. While her acquisition of knowledge and her comprehension of the material was a direct result of the curricular content, she also reacted in ways that indicated she was developing cultural competence.

In response to her newly acquired knowledge, she experienced anger and frustration at the lack of respect being afforded to members of the identity groups she studied, both within their historical and current social contexts. She also expressed empathy for her students who were members of those and other marginalized communities. These responses were not prompted by the assignments; they were organic reactions to the course material, which, according to Deardorff, represent "desired internal outcomes."

Progressing further along Deardorff's framework, the student then "behaved and communicated effectively and appropriately" to achieve her goals on behalf of her students. When she expressed her concern to the salesperson at Barnes and Noble, for example, she manifested behavior that Deardorff (2006) identifies as a "desired external outcome"—the final stage of the framework. By advocating for children and families, she far surpassed the expectations of the course outcomes, and she demonstrated culturally competent behavior that the assignments triggered but did not require. Furthermore, she continued to enact her ability to behave and communicate effectively and appropriately on behalf of her students two years later, as she expressed in her teaching journal.

Implications

Teacher preparation coursework potentially can provide a context for sustained attention to cultural competence to occur. While future research is necessary to understand whether all teacher candidates develop according to the framework's hierarchy, this study offers three implications for teacher education. First, we suggest that teacher preparation programs provide pre service teachers with knowledge of America's diverse cultures. We argue that the theoretical approaches to equitable teaching that many teacher education programs include in their coursework must be coupled with an opportunity to acquire a knowledge base about the lives of children from non-dominant communities. Second, and simultaneously, teacher preparation classrooms must

also offer the space for students to articulate their emotional response to the knowledge they acquire about the struggles faced by marginalized children and their families. And third, cultural competence needs to be addressed throughout the entire teacher preparation program, so that students can develop the skills and dispositions that will allow them to engage in effective behaviors with and on behalf of all children. In sum, undergraduate teacher preparation coursework needs to move beyond discussion of teaching individual children and into the realm of institutional and systemic inequities (Gorski, 2012).

Time constraints within teacher education programs continue to create a tension between theory and practice. In addition, subject based methods instructors may wonder how to integrate social and cultural pedagogy within the extensive academic content of their discipline, and conclude that including cultural content is a luxury that they cannot afford. We argue that cultural competencies underlie the work of all teachers in all subjects and should be prioritized. We believe that to exclude this content results in dangerous implications for a society that remains controlled by multiple systems of social, political, and economic oppression and for the families who suffer the consequences that result. Teachers' assumptions about children and families from backgrounds different from their own can lead to ongoing negative perceptions. Their stereotypes often govern the discourse they engage in to interpret social interactions with children and parents leading to comments such as "These parents don't care." In turn, these types of assumptions impact the daily social interactions they have with children and can contribute to the negative image young students from non-dominant communities often build of themselves and their academic potential. Teachers who do not address social and cultural issues deny students the language and space to discuss salient issues such as identity, racism, and oppression, issues that continue to plague children's lives.

When students acquire the skills and dispositions of cultural competence as an integral part of the fabric of course material, those skills and dispositions help them to develop social consciousness, to understand the relationship between teaching and social equity, and to equip themselves to serve as agents of change and advocates of social equity (Broido, 2004; Fondrie, 2009; Siwatu & Starker, 2010). Therefore, it is time for teacher educators to reimagine the possibilities that dwell in their classrooms. Only then, will teachers learn how their underlying attitudes, emotional responses, and ability to empathize and take the perspective of others may influence their interactions with children, and ultimately contribute to the success or failure of their young students.

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Appendix A

**Course Content Designed to Develop
the Cognitive Foundation of Cultural Competence**

Topic	Children's Literature	Children's Authors & Illustrators	Children's Films	Course Readings & Documentary Films
American Indians: Indian Boarding Schools; "Kill the Indian, Save the Man"; Indian Reservation Schools; Thanksgiving Myths	<i>Indian School</i> ; <i>The Absolutely True Diary of a Part Time Indian</i> ; <i>Save the Indian</i> ; <i>Sign of the Beaver</i> *	Sherman Alexie; Joseph Bruschac; Michael Dorris	"Pocahontas" (Disney); "Peter Pan" (Disney)	"Learning Lakota"; "Deconstructing the Myths of the First Thanksgiving" (Dow); "Columbus and the Indians" (Zinn); "American Experience: We Shall Remain—Episode 5; Wounded Knee" (PBS)
Asian Americans: Japanese Internment Camps; Perpetual Foreigners; Model Minority; Folktales vs. Portrayals of Asian American children	<i>Baseball Saved Us</i> ; <i>Kira Kira</i> *; <i>Grandfather's Journey</i> ; <i>How My Parents Learned to Eat</i> ; <i>Lon Po Po</i>	Allen Say; Laurence Yep; Ed Young	"Mulan" (Disney)	
African Americans: African American History vs. Portrayals of African American children; Identifying Stereotypes; Addressing Issues of Power	<i>The Watsons Go to Birmingham—1936</i> *; <i>Bud not Buddy</i> *; <i>Flossie and the Fox</i>	John Steptoe; Christopher Paul Curtis; Mildred Taylor; Nikki Giovanni; Eloise Greenfield; Andrea & Brian Pinkney; Leo & Diane Dillon	"The Princess and the Frog" (Disney)	"Deconstructing Black History Month: Three African American Boys' Exploration of Identity" (Author); "About the 1963 Birmingham Bombing" (Modern American Poetry); "Multicultural Children's Literature as an Instrument of Power." (Ching)

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Appendix A (continued)

**Course Content Designed to Develop
the Cognitive Foundation of Cultural Competence**

Topic	Children's Literature	Children's Authors & Illustrators	Children's Films	Course Readings & Documentary Films
Migrant Farm Workers:	<i>Esperanza Rising;</i>	Pat Mora; Gary Soto		"The Harvest" (documentary)
Child Labor Laws;	<i>Harvesting Hope;</i>			Readings: "Facts about Farmworkers" (NCFH); "Opening Doors on the Border";
Interrupted Schooling	<i>Calling all Doves; Going Home; Amelia's Doves; Voices from the Fields; Tomas and the Library Lady</i>			"How Does Hispanic Portrayal in Children's Books Measure up After 40 Years? The Answer Is 'It Depends'" (Nilsson); "Connecting with Latino Children: Bridging Cultural Gaps with Children's Literature." (Mejia & Escamilla)
Individuals with Disabilities	<i>Rules; Thank You Mr. Falker;</i>	Patricia Polacco		
	<i>Knots on a Counting Rope; Wonder; Ian's Walk; The Seeing Stick</i>			
LGBT Individuals and Families;	<i>And Tango Makes Three; King and King; The Paper Bag Princess;</i>			"I am Jazz"
Those who Challenge Traditional Gender Roles; Gender Stereotyping	<i>Bridge to Terabithia*</i>			"Language Arts Teachers' Resistance to Teaching LGBT Literature and Issues." (Thein)

Appendix B

***Course Assignments Designed to Develop
the Cognitive Foundation of Cultural Competence***

Newbery Award Analysis	What are the social, historic, and political contexts surrounding (a) the themes of the book; and (b) the publication date of the book?
Author Study	How does the author's life as (a) an immigrant; (b) a member of a non-dominant community; (c) a bi-cultural individual serve as a backdrop to his/her book topics? How can you use the books written by this author to honor the identities of your future students? How can you use knowledge of the author's life to inspire your future students?
Analysis of Disney Film	What are the social, historic, and political contexts surrounding (a) the release date of the film; and (b) the lifestyles and story lines depicted in the film? Identify problematic representations of race and ethnicity in the film. What are the potential ways those representations may impact children's self-esteem? Does the film portray a reflection of American society or does it offer a transformative view?
Reading Responses	Explain your reactions to this book. Share any personal connections you have. Identify a meaningful passage and explain why you find it meaningful.
Picture Book Analysis	Select picture books that have won the following awards: Caldecott, Boston Globe, Coretta Scott King, Pura Belpre. What are the criteria for each award? Do the books address social issues? Are there potentially controversial issues in the books? Are there stereotypical or other problematic representations? What have you learned about analyzing children's literature?