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3-1-2015

School Librarian Candidates' Diversity Dispositions: Examining the Impact of Cultural Proficiency Instruction

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Recommended Citation

SCHOOL LIBRARIAN CANDIDATES' DIVERSITY DISPOSITIONS:

EXAMINING THE IMPACT OF CULTURAL PROFICIENCY INSTRUCTION

by

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A DISSERTATION

Presented to the Faculty of

The Graduate College of the University of Nebraska

In partial fulfillment of requirements

For the Degree of Doctor of Education

Major: Educational Administration

Under the Supervision of Dr. Karen L. Hayes

Omaha, Nebraska

March 2015

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UMI Number: 3689724

UMI
Dissertation Publishing

UMI 3689724

ProQuest®

ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

Abstract

SCHOOL LIBRARIAN CANDIDATES' DIVERSITY DISPOSITIONS:

EXAMINING THE IMPACT OF CULTURAL PROFICIENCY INSTRUCTION

Bridget I. Kratt, Ed.D.

University of Nebraska, 2015

Advisor: Dr. Karen L. Hayes

The purpose of this study was to examine cultural proficiency instruction and its impact on the dispositions of the school librarian candidates in the Library Education Program at a Midwestern University. As research indicates that school librarians face the unique challenge of differentiating instruction to meet the educational needs for all students in the school, no matter their culture or ability (Mestre, 2009), it was also the intent of this study to explore which diversity disposition factors were impacted the greatest by that cultural proficiency instruction.

Prior to cultural proficiency instruction, candidates completed the Diversity Dispositions Index (DDI) pre-survey, a 43-item instrument, which measures responses to belief statements on a 5-point Likert Scale. Following learning opportunities developed around the Developmentally and Culturally Appropriate Practices Teacher Preparation Model (DCAP) and Nuri-Robins', Lindsey's, Lindsey's, & Terrell's (2012) Culturally Proficient Instruction approach, the Diversity Dispositions Index post-survey was administered.

Findings indicated that candidates scored themselves relatively high above the midpoint on the 5-point Likert Scale during the pre-survey ($M=4.23$, $SD=0.38$). Even with fairly high espoused diversity dispositions at the beginning of the study, findings showed growth on the post-survey ($M=4.59$, $SD=0.33$). Employing a repeated measures t-test with an alpha level of .05, two-tailed, further findings indicated that candidates showed statistically significant growth within all 3 Factor Domains: Factor 1*: Educators' Skills in Helping Students Gain Knowledge, ($M = 4.31$, $SD = 0.36$, $p < .01$, $d = 1.40$),* Factor 2*: Educators' Beliefs and Attitudes about Students and Teaching/Learning, ($M = 4.82$, $SD = 0.23$, $p < .01$, $d = 1.05$), and* Factor 3*: Educators' Connections with the Community ($M = 4.20$, $SD = 0.59$, $p < .01$, $d = 1.03$).* These results support the need for cultural proficient pedagogy in which candidates reflect on their own understandings, values, beliefs, and attitudes, to ensure they are effectively prepared to work with a diverse student population.

Acknowledgements and Dedication

Words cannot fully express the gratitude I have for my family. Thank you to my husband, John Kratt, for always believing in me and for providing unconditional love, patience, motivation, encouragement, and support. I could not have seen this through to the end without you. Thank you to my children, Kylie and Brian, for so graciously providing me the time to complete this journey and chapter in my life. I know you have inherited my passion for lifelong learning. Thank you to my mother, Linda Corcoran, for teaching me to respect and celebrate the differences in all people, and to be ethical, fair and just. There is no one more caring than you, and I am proud to be your daughter. Thank you to my sister, Kathleen (Kacy) Rizer for celebrating each small victory along the way, for always lending an ear (even from Bahrain) and being there to listen.

Secondly, I would like to thank Dr. Becky Pasco for her unwavering support and for always making a place for me in her life and in this program. There will never be a bigger influence on me as an educator or as an advocate of education. You have always been so much more to me than a supervisor, and the opportunities you have provided me have changed my life, both personally and professionally. You are my colleague, my friend, my mentor, and my inspiration. You always lead by example, and I'm forever grateful. That five-minute conversation about school libraries back in 2005 was the beginning of something amazing.

I would also like to thank and acknowledge Dr. Karen Hayes, my Doctoral Chair, for your knowledge, patience, and guidance throughout my research. Knowing you shared my passion for this study made the process so enjoyable. Dr. Kay Keiser, Director of the Educational Leadership program, thank you for your tremendous support

and inspiration throughout my entire Ed.D. program. You have always believed in me, and my topic, and ensured I stayed true to both. Dr. Peter Smith, thank you for your direction and patience during my data collection and data analysis. You always helped me see beyond the numbers to fully grasp the impact of those numbers. The three of you have shared so much of your time and energy, and I appreciate your advisement and support.

   To my "doctoral crew" Abby Burke, Cindy Copich, and Wendy Loewenstein – I couldn't have made it this far and wouldn't have wanted to without you, ladies. You amaze me, challenge me, inspire me, and hold me up because you get it. I love you and hope we always continue the "discussion" we started years ago. The field of education is better because of your knowledge, your skills, your dispositions, and your passion.

   Lastly, I would like to dedicate this to my father, Joseph Corcoran, who passed away before he could see the final work and celebrate this accomplishment with me. My father instilled in me a profound love of learning, and provided endless encouragement along each step of this journey. His pride in me was always palpable and I know he is smiling down on me now. This one is for you, Irish, with love from "Your Professor".

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Chapter 1

Introduction

Background of the Study

The United States is becoming an increasingly diverse country, with the percentage of minority populations growing steadily. In 2007 it was estimated that one in three residents identified themselves as other than Caucasian, making there more minorities in terms of race in this country today than there were people in the United States just 100 years ago (United States Census Bureau, 2007). In 2009 it was estimated that 5.8 million of the nation's schoolchildren, ages 6 to 21, were receiving special education services through the Individuals with Disabilities Education Act (United States Department of Education, 2009). As of 2011, approximately 22% of school-age children in the United States spoke a language other than English at home, and lived in a linguistically isolated household in which no one over the age of 14 spoke English (Forum on Child and Family Statistics, 2013). For schools to meet the needs of today's students with diverse cultures and backgrounds and to provide meaningful educational experiences for these students, they must pay attention to the ways in which the elements of "difference" influence our students' educational journey.

As efforts mount to identify effective methods for teaching an ever-increasing diverse population of students, a need for culturally responsive pedagogical approaches in teacher preparation programs intensifies. Teacher preparation programs must identify components of their programs that not only affect their candidates' knowledge and skills, but also affect their candidates' dispositions, their values, beliefs, and attitudes, to ensure they are effectively prepared to work with "Differences among groups of people and

individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area" (NCATE, 2011).

In recent years, there has been a call for teacher preparation programs across the country to develop a "social justice" orientation that prepares candidates to create more inclusive learning environments for students from diverse backgrounds. The teaching strategies and curriculum components of teacher preparation programs are being examined more closely to ensure they support the growth of teacher candidates through cultural proficient pedagogy in which candidates reflect on their own understandings and values (Ryan, Carrington, Selva, & Healy, 2009). In an attempt to find effective methods of raising the cultural awareness and sensitivity of teacher candidates, teacher preparation programs are now being explored in broader and more complex ways. Teaching that is inspired by principles of social justice through culturally responsive pedagogy is a broad approach to education that aims to have students reach high levels of learning (Villegas, 2007).

There is considerable evidence that teacher candidates' values, beliefs, and attitudes, combined with ones' own personal intercultural experiences, are critical factors that influence the development of cultural awareness and sensitivity (Garmon, 2004; Schussler, Stooksberry, & Bercaw, 2010). These already established values, beliefs, and attitudes ultimately contribute to ones' dispositions of teaching, which in turn *can* be seen as a predictor of actions. Before ever stepping foot into a school in the role of "teacher", school librarian candidates in the Library Education Program have at minimum 21 years of experiential factors that lead to the formation of their diversity dispositions. Upon completion of the program, the candidates will begin to teach in school libraries where

students are diverse in terms of race, language, socioeconomic status, sexual orientation,

religion, abilities, and many other characteristics. Therefore, during their time spent in

the Library Education Program at this Midwestern University, it is imperative that

candidates are provided learning opportunities that will develop positive and productive

responses to the diversity in their own schools and communities.

Theoretical Framework

The framework for this study was embedded in The Developmentally and

Culturally Appropriate Practices (DCAP) Teacher Preparation Model (Fig. 1). This

model prepares teachers to work in multicultural school environments by urging teacher

education majors to participate in diversity training, field experiences, and instructional

methodologies designed to permanently change and/or enhance their opinions and

behaviors relative to the culturally and socially diverse student groups who will populate

future classrooms (Hyun, 1998).

Multicultural Education is defined by Dr. James A. Banks (1989) as, "A field of study and an emerging discipline whose major aim is to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups.

Anti-bias Education is an approach based on the values exemplified in the Teaching Tolerance Anti-bias Framework, and organized into four domains: Identity, Diversity, Justice, and Action. Together, these domains represent a continuum of engagement in anti-bias, multicultural, and social justice education.

Culturally Congruent Critical Pedagogy is a process that supports future educators to reflect on using P-12 students' family culture and background as an instructional tool

Developmentally And Culturally Appropriate Practices (DCAP) Teaching Model

Figure 1. Graphic Organizer of Developmentally and Culturally Appropriate Practices (DCAP) Teacher Preparation Model.

This study also relied upon the definition of cultural proficiency (Nuri-Robins, et al., 2012) as a way of being, a mind-set, a mental model, or a world view. "Cultural Proficiency is an approach for responding to the environment shaped by its diversity." (2012, p. 3). Those who are culturally proficient "welcome and create opportunities to better understand who they are as individuals, while learning how to interact positively with people who differ from themselves" (2006, p. 4-5). Within this framework (Fig. 2),

cultural proficiency is seen as understanding the elements, values, behaviors, barriers, and principles that enable one to interact effectively in a culturally diverse environment.

The Essential Elements					
Assess Culture: Identify the cultural groups present in the system **Value Diversity:** Develop an appreciation for the differences among and between groups **Manage the Dynamics of Difference:** Learn to respond appropriately and effectively to the issues that arise in a diverse environment **Adapt to Diversity:** Change and adopt new policies and practices that support diversity and inclusion **Institutionalize Cultural Competence:** Drive the changes into the systems of the organization					
Cultural Proficiency Continuum					
Change Mandated by Tolerance			*Change Chosen for Transformation*		
Destruction	**Incapacity**	**Blindness**	**Precompetence**	**Competence**	**Proficiency**
Eliminate Differences by rejecting other people's cultures	Demean Differences by believing in superiority of own culture	Dismiss Differences by acting as if they don't matter	Aware of but respond inadequately to the dynamics of difference	Engage with differences using the essential elements	Esteem and learn from differences as a lifelong practice
Reactive Behaviors, Shaped by the:			*Proactive Behaviors, Shaped by the:*		
Barriers			**Principles**		
- Unawareness of the need to adapt - Resistance to change - Systems of oppression and privilege - A sense of entitlement			- Culture is a predominant force - People are served in varying degrees by the dominate force - There is diversity within and between cultures - Every group has unique culturally-defined needs - People have personal identities and group identities - Marginalized populations have to be a least bicultural - Families, as defined by culture, are the primary systems of support - The diverse thought patterns of cultural groups influence how problems are defined and solved - The absence of cultural competence anywhere is a threat to competent services everywhere		

Figure 2. Table showing components of Culturally Proficiency Framework.

Problem Statement

Research suggests that previous personal experiences impact beliefs, assumptions, and prejudices and could result in either bias or tolerance (Ambrose, 2004; Garmon, 2004; Levine-Rasky, 2001). Even researchers who are conflicted on whether "beliefs influence dispositions and dispositions predict actions" can agree that candidates can benefit from instruction and experiences that encourage positive dispositions (Burant, Chubbuck, & Whipp, 2007; Diez, 2007). The reality is that the diversity in school systems in the United States continues to increase, and the ability to provide meaningful educational experiences for diverse student populations will never transpire if teacher preparation programs do not adequately prepare candidates who can support this need.

Teacher preparation program licensure and accrediting bodies such as the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (InTASC), and the American Library Association/American Association of School Librarians (ALA/AASL) have all developed standards for teacher licensure, certification, and endorsement that require assessment of not only the knowledge and skills of teacher candidates but also their dispositions. NCATE assesses how teacher preparation programs design, implement, and evaluate curriculum and provide experiences for teacher candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. InTASC contends that teacher candidates must have a "deeper understanding of their own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families" (2013). ALA/AASL has recently developed new

Standards for Initial Preparation of School Librarians which includes the element that, "Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs" (2010). The University of Nebraska Omaha College of Education Conceptual Framework (2007), which outlines who the College of Education is and what it prepares candidates to do, includes the following components:

- We believe that candidates who understand their own personal and professional strengths and needs will be better able to attend to the educational, social, emotional, and physical needs of all stakeholders in classroom and community settings

- They consistently exhibit professional dispositions that are learner-centered; ethical, socially, and culturally respectful; responsible; and optimistic

- They are prepared to provide culturally competent leadership in their prospective fields. They know that meeting the needs of diverse students requires knowledge of culture and context and a wide array of pedagogical skills for teaching-learning opportunities

- Reflective scholarship is the lens through which professionals and educators see all aspects of their professional lives. Whether reflection on beliefs leads to a change in behavior or a change in behavior precedes a change of beliefs, both are critical to candidate development

While national accrediting bodies are encouraging teacher preparation programs to delve deeper than ever before to examine how dispositions can be developed to create quality teachers who are prepared to teach in any setting, school districts across the

country are investing millions of dollars in workshops, trainings, and professional developments that focus on cultural proficiency training of their faculty. They are spending much needed time, money, and resources to ensure their teachers are effectively prepared to meet the needs of the diverse students they serve. One has to look no further than the mission statements developed through a school's strategic plan to see statements that address this issue.

As school librarians are in a position to see and serve all students in the school, playing a pivotal role in working to effectively meet their educational needs, it led this researcher to believe that a critical examination of cultural proficiency instruction and its impact on the dispositions of the school librarian candidates in the Library Education Program could contribute to the knowledge base of the factors that influence developing dispositions about teaching diverse students.

Research Questions

Researchers in education have linked teacher dispositions to teacher quality (Burant, et al., 2007; Coutinho & Oswald, 2000; Diez, 2007; Garmon, 2004; Taylor & Wasicsko, 2000), yet a thorough investigation of literature found no empirical studies linking how school librarian candidates' dispositions were affected by cultural proficiency instruction within their school library preparation program. Further, no empirical studies have been found that explore which factors have had the greatest impact on school librarian candidates' diversity dispositions development.

To study whether school librarian candidates' diversity dispositions develop as the result of cultural proficiency instruction, in which the candidates are asked to think, reflect, decide, and act on their own individual understandings and values through

readings, videos, discussions, and goal-setting, the following research questions were asked:

1. Do the candidates in the Methods: School Library course espouse positive diversity dispositions on the Diversity Dispositions Index pre-survey?

2. Is there a significant difference between mean scores from the Diversity Dispositions Index pre-survey to the Diversity Dispositions Index post-survey?

3. Is there a change in total score for items within Factor 1: *Educators' Skills in Helping Students Gain Knowledge?*

Factor 1 includes items such as "I (can) teach my students to gain knowledge on their own", "I (can) create opportunities for my students to express their knowledge in a variety of ways", and "I (can) differentiate expectations for individual students".

4. Is there a change in total score for items within Factor 2*: Educators' Beliefs and Attitudes about Students and Teaching/Learning?*

Factor 2 includes items such as, "I believe that all students can succeed", "I believe that all students can learn", and "I believe that diversity enhances student knowledge".

5. Is there a change in total score for items within Factor 3: *Educators' Connections with the Community?*

Factor 3 includes items such as, "I (can) help my students make connections in their community", "I (will) see myself as part of the community in my role as teacher", and "It is important that I attend activities in my students' neighborhoods".

6. Which items from the Diversity Dispositions Index showed the most growth within each of the Factor Domains?

    a. Which item within Factor 1: *Educators' Skills in Helping Students Gain Knowledge* showed the most growth?

    b. Which item within Factor 2: *Educators' Beliefs and Attitudes about Students and Teaching/Learning* showed the most growth

    c. Which item within Factor 3: *Educators' Connections with the Community* showed the most growth?

Definition of Terms

American Association of School Librarians (AASL) is the national professional membership organization focused on school librarians and the school library community.

American Library Association (ALA) is the oldest and largest library association in the world, providing association information, news, events, and advocacy resources for members, librarians, and library users.

Anti-bias Education is an approach based on the values exemplified in the Teaching Tolerance Anti-bias Framework, and organized into four domains: Identity, Diversity, Justice, and Action. Together, these domains represent a continuum of engagement in anti-bias, multicultural, and social justice education.

Council for the Accreditation of Educator Preparation (CAEP) advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. CAEP was formed following the July 1, 2013 consolidation of the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC).

Culturally Congruent Critical Pedagogy is a process that supports future educators to reflect on using P-12 students' family culture and background as an instructional tool.

Culturally Proficient Instruction is defined by Nuri-Robins, et al. (2012) as "the result of an inside-out journey of teaching and learning during which you explore your values and behaviors while evaluating the policies and practices of your workplace. The journey deepens your understanding of yourself and your community of practice."

Developmentally and Culturally Appropriate Practices Teacher Preparation Model (DCAP) was developed in 1996 and based on the notions of multicultural education, culturally congruent critical pedagogy, and anti-bias education (Fig. 1).

Dispositions consist of "the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards or a commitment to a safe and supportive learning environment" (NCATE, 2011).

Diversity Dispositions Index (DDI) is a perceptual assessment instrument designed and validated by Schulte, Edick, & Edwards (2008) to measure the dispositions practicing educators need to possess in order to work with students from diverse backgrounds. The DDI includes 43 randomized questions that fall within 3 factors: Factor 1 – Educators' Skills in Helping Students Gain Knowledge, Factor 2 – Educators' Beliefs and Attitudes about Students and Teaching/Learning, and Factor 3 – Educators'

Connections with the Community.

Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards consist of 10 standards for teaching that were set forth with the purpose of assessing pre-service teachers and programs of teacher education (2013). The 10 standards include: Standard 1 – Learner Development, Standard 2 – Learning Differences, Standard 3 – Learning Environments, Standard 4 – Content Knowledge, Standard 5 – Content Application, Standard 6 – Assessment, Standard 7 – Planning for Instruction, Standard 8 – Instructional Strategies, Standard 9 – Professional Learning and Ethical Practices, and Standard 10 – Leadership and Collaboration.

Likert Scale Scoring is a traditional 5-point attitudinal scale with 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.

Multicultural Education is defined by Dr. James A. Banks (1989) as, "A field of study and an emerging discipline whose major aim is to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups. One of its important goals is to help all students to acquire the knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate, and communicate with peoples from diverse groups in order to create a civic and moral community that works for the common good."

National Council for Accreditation of Teacher Education (NCATE) is the education profession's mechanism to help establish high quality teacher preparation through a performance-based system of accreditation to foster competent classroom teachers and other educators.

School Librarian Candidates refer to the undergraduate and graduate candidates

who are receiving their School Librarian endorsement in the College of Education at this Midwestern University.

Assumptions

To gain the whole picture of a candidates' teaching effectiveness, one must consider all aspects of the teaching act: knowledge, skills, and dispositions. As experts in the dispositions field contend that there is no clear definition of a disposition, nor are there consistent norms by which to assess dispositions, it was assumed that for this study that the participants' diversity dispositions, or attitudes, beliefs, and willingness, could be assessed using the Diversity Dispositions Index. Because there was no coaching or coercion, it was also assumed that the school librarian candidates participating in the study would be honest in reporting their beliefs regarding diversity disposition statements.

Limitations

Participation in this study was voluntary and data was gathered from a single course within the Library Education Program at one Midwestern University, therefore, the number of respondents was small and may not be representative of the overall population of candidates seeking their school librarian endorsement in the Library Education Program. All participants met admission standards for the Library Education Program, but were at different points within coursework required of the program. No knowledge of prior personal or educational experiences that may impact diversity dispositions of participants could also be a limitation of the findings. Additionally, during the course of this study graduate participants may have been receiving culturally

proficient training and instruction from their own school districts for which they were employed. The possibility of the pre-test contaminating the post-test results is also noted.

Delimitations

This study was delimited to graduate and undergraduate candidates at a Midwestern University enrolled in the Methods: School Library course as part of their School Library Education Program. The nationally recognized School Library Education Program prepares candidates to lead school libraries in P-12 schools, and delivers coursework in a hybrid environment to include face-to-face and online class sessions. The Methods: School Library course is offered each fall semester, and meets face-to-face three times per semester with all other coursework delivered in an online format. Data for this study was collected over two semester's time: Fall 2013 and Fall 2014, during the first and the last face-to-face class sessions.

Significance of the Study

It was the intent of this study to explore the effect of cultural proficiency instruction on school librarian candidates' overall diversity dispositions development. As research indicates that school librarians face the unique challenge of differentiating instruction to meet the educational needs for all students in the school, no matter their culture or ability (Mestre, 2009), it was also the intent of this study to explore which diversity disposition factors were impacted the greatest by that cultural proficiency instruction. This critical examination could contribute to the knowledge base of culturally proficient pedagogy.

Outline of the Study

Chapter 2 will examine the changing demographics and the increase in the diversity of students in this country, explore the development of diversity standards that are now widely recognized in teacher preparation programs, identify research on defining and assessing dispositions of candidates within a teacher preparation program, provide a working definition of cultural proficiency and cultural proficiency instruction, and examine a discovery of cultural consciousness among candidates in a school librarian preparation course. Chapter 3 will outline the methodology and research design employed in this study, provide demographic information that was collected on participants of the study, and discuss data collection and the instrument used to collect the data to explore the relationship between school library candidates' perceptions of their diversity dispositions and the culturally proficient instruction delivered during the Methods: School Library course. Chapter 4 will provide statistical analyses of the data collected during this study by summarizing and comparing means and standard deviations for the pre-survey and post-survey results, display and discuss pre/post results for each of the 3 DDI Factors: *Factor 1: Educators' Skills in Helping Students Gain Knowledge*, *Factor 2: Educators' Beliefs and Attitudes about Students and Teaching/Learning*, and *Factor 3: Educators' Connections with the Community*, and display and discuss the questions within each of the DDI factors that showed the most growth from the pre/post. Chapter 5 will discuss findings from this study, and offer implications for further research in the field of examining the diversity dispositions of candidates pursuing a school library endorsement.

Chapter 2

Review of Literature

The Changing Demographics

Not since the last century have we seen such a rapid change in the demographics of the United States. Between 1900 and 1915, more than 15 million immigrants arrived in the United States, equal to the number of immigrants who had arrived in the previous 40 years combined. Forward 100 years, and the number of immigrants entering the country between 2000 and 2010 passed the 15 million mark, making it the highest decade of immigration in American History (Center for Immigration Studies, 2011). According to the Forum on Child and Family Statistics (2013), there were 74.1 million children in the United States in 2010, a 1.7 million increase since 2000. This number is projected to increase to 80.3 million before the end of the next decade. Of these 74.1 million children, 53% were White, non-Hispanic; 24% were Hispanic; 14% were Black, non-Hispanic; 5% were Asian, non-Hispanic; and 4% were non-Hispanic "all other races" (2013). Key national "Indicators of well-being" for these children also indicated that 22% lived in poverty, and 22% spoke a language other than English at home.

The National Center for Education Statistics (2014), which collects, analyzes, and reports statistics on the condition of education in the United States, recently published their *Projections of Education Statistics to 2022*. According to the latest report, by the year 2022, "minorities – Hispanics, Asians, African Americans, Native Americans, and multiracial individuals – will account for 50.3% of public school students. To break this down by grade levels, minorities will make up 51% of pre-kindergarteners through 8th graders and 48% of 9th through 12th graders" (NCES, 2014).

The Education for All Handicapped Children Act, which in 2004 was revised and renamed the Individuals with Disabilities Act (IDEA), works to secure equal access and equal opportunity inside schools through promoting inclusionary practices. New laws ask that all children be afforded the opportunity to be educated in the least restrictive environment, being general education classrooms. Although IDEA does not mandate inclusion, the act does mandate how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities (United States Department of Education, 2004).

This surge in the changing demographics of America's youth has ultimately altered, and will continue to alter the population of students within our schools. As more and more students from diverse backgrounds populate schools across the United States, efforts mount to identify both theoretically and pedagogical sound culturally responsive approaches to meet the varying needs of these students. Educators are being called upon to create a culture where all students, regardless of differences in culture, language, socioeconomic status, or ability, feel welcomed and supported, and are provided with the best opportunities to learn. More than ever before, instructional practices across the curriculum must take into account how a student's culture, history, and learning style affect how he/she may process information while valuing the student's own unique experiences and perspectives.

To understand the various models of multicultural education that have evolved, one must look at the historical foundation of the concept and the social conditions, educational traditions, and pedagogical philosophies that provided the framework for that foundation.

In 1989, Banks identified the major aim of multi-cultural education as being, "to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups" (1989, p. 4). Within the model proposed by Banks, there are five dimensions of multi-cultural education that educators should move across to better teach to all students:

1. Content integration – The extent to which teachers use examples, data, and information from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories

2. Knowledge construction – The process by which teachers help students to understand how knowledge is created and how it is influenced by race, ethnicity, and social class

3. Equity pedagogy – The process by which teachers use techniques and methods that facilitate the academic achievement of students from diverse race, ethnic, and social classes

4. Prejudice reduction – The extent to which teachers consider students' own racial attitudes and use strategies to help students develop more democratic attitudes and values

5. Empowering school culture and social structure – The process of restructuring the culture and organization of the school so that students from diverse racial, ethnic, and social classes will experience educational equality and cultural empowerment

Banks stressed the importance of moving beyond teachers simply "filling up the buckets" of students, and instead striving to create an environment where teachers and

students learn together through sharing of and valuing culture and construction of new knowledge. Although the five dimensions are conceptually distinct, they are highly interrelated, and provided the framework for others in the field (Ladson-Billings, 1995).

Nearly 25 years ago, Ladson-Billings introduced her research on the pedagogical excellence of teachers working with marginalized students. Her findings were coined as "culturally relevant" teaching practices, and identified how educators can insert culture into education, rather than insert education into culture. Ladson-Billings (1995) defined culturally relevant teaching as a, "pedagogy of opposition not unlike critical pedagogy but specifically committed to collective, not merely individual, empowerment" (1995, p. 160). Ladson-Billings asserted that culturally relevant teachers utilize students' culture as a vehicle for learning, and culturally relevant teaching rested on three propositions:

1. Students must experience academic success

2. Students must develop and/or maintain cultural competence; and

3. Students must develop a critical consciousness through which they challenge the status quo of the current social order

Her research has since been the foundation for others in the field who have studied cultural proficiency instruction and culturally responsive teaching practices and their impact on the dispositions development of candidates in a teacher preparation program (Schulte, et al., 2008; Taylor & Wasicsko, 2000; Villegas, 2007). Instructional practices that value all students' own unique experiences, abilities, and perspectives will ensure educators develop culturally relevant content throughout the disciplines, incorporate a variety of viewpoints and perspectives into the curriculum, and transform the canon, ultimately developing a new paradigm for that curriculum (Burnett, 1994).

Thus, the ultimate challenge for teacher preparation programs is to prepare dedicated and reflective practitioners who possess the knowledge, skills, and dispositions necessary to connect, commit, and practice an ethos of care with changing demographics of an increase in diverse students and their families.

Development of Diversity Standards: NCATE, InTASC, and AASL

The notion of teacher dispositions and their influence on student achievement can be traced to Dewey in the early 1900's. It was suggested that teacher dispositions were not necessarily behaviors, but rather determinant of behaviors and representative of how one views the world. As such, it has been argued that teacher preparation programs have the moral and ethical responsibility of shaping the dispositions of teacher candidates in their programs to better meet the needs of marginalized, at-risk-students to include English Language learners, students with learning difficulties or disabilities, and those from low-socioeconomic backgrounds (Mueller & Hinden, 2011). This call for teacher preparation programs across the country to develop a "social justice" orientation that prepares candidates to create more inclusive learning environments for students from diverse backgrounds has led to a change in policy by the teacher preparation program licensure and accrediting bodies, NCATE, InTASC, and AASL.

National Council for the Accreditation of Teacher Education (NCATE)

The National Council for the Accreditation of Teacher Education (NCATE) was founded in 1954 through the joint efforts of the American Association of Colleges for Teacher Education (AACTE), the National Association of State Directors of Teacher Education and Certification (NASDTEC), the National Education Association (NEA), the Council of Chief State School Officers (CCSSO), and the National School Boards

Association (NSBA), to provide accreditation to institutions with post-secondary programs that prepare candidates for teaching in P-12 schools. In 1977, NCATE adopted standards that required all NCATE institutions preparing teacher candidates be held accountable for their teacher preparation programs. According to the organization, "NCATE's performance-based system of accreditation fosters competent classroom teachers and other educators who work to improve the education of all P-12 students. NCATE believes every student deserves a caring, competent, and highly qualified teacher" (NCATE, 2011).

In 2002, NCATE, sensing there was a disconnect between what a teacher may intend to do, and what he or she actually does, identified dispositions as one of the three fundamental and critical skills necessary for candidates preparing to be teachers. NCATE adopted the inclusion of dispositions into the standards and began to require that, in addition to assessing the knowledge and skills of teacher candidates, teacher education programs most also articulate and systematically assess the dispositions of teacher candidates in the programs. According to NCATE's *Professional Standards for the Accreditation of Teacher Preparation Institutions*, "Accountability and improvement in teacher preparation" and "Providing leadership for reform in teacher education" are central to the mission (2008, p. 6.). To that end, NCATE established the following six Unit Standards to ensure that graduates of accredited institutions have developed the knowledge, skills, and dispositions necessary to help all students learn:

Standard 1: Knowledge, Skills and Professional Dispositions -

- Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge

and skills, pedagogical professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and individual standards.

Standard 2: Assessment System and Unit Evaluation -

- The unit has an assessment that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Standard 3: Field Experiences and Clinical Practice -

- The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Standard 4: Diversity -

- The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and apply knowledge, skills and dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Standard 5: Faculty Qualifications, Performance, and Development -

- Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines

and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: Unit Governance and Resources -

- The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

With the implementation of these Six Unit Standards, NCATE began holding institutions accountable for including within their conceptual framework a commitment to preparing teacher candidates to support learning for all students. NCATE asserts that this decision has led to bridging the gap of disconnectedness between what a teacher may intend to do, and what he or she actually does.

In 2013, NCATE consolidated with the Teacher Education Accreditation Council (TEAC) to form the newly accrediting body, Council for the Accreditation of Educator Programs (CAEP). With the de facto consolidation, came a new set of standards, the first of which is:

Standard 1: Content and Pedagogical Knowledge -

- The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline, and, by completion are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college-and-career-readiness standards.

CAEP goes on to include:

Element 1.1: Candidate Knowledge, Skills and Professional Dispositions -

- Candidates demonstrate an understanding of the InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

The consolidation of the accrediting bodies NCATE and TEAC into CAEP, and inclusion of these statements, brought consistency to the expectations of teacher preparation programs by aligning the same principles of rigor, evidence, and outcomes outlined in InTASC that are designed to assure quality and support the continuous improvement necessary to strengthen the learning of all P-12 students.

Interstate New Teacher Assessment and Support Consortium (InTASC)

Created in 1987 through the consortium of, "state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers" (InTASC, 2013), the Interstate New Teacher Assessment and Support Consortium was also taking a hard look at teacher preparation, licensing, and certification. Their work was guided on the basic premise that effective teachers must be able to integrate content knowledge with the specific strengths and needs of their students to assure that all students are learning and performing at the highest level. In the early 1990's InTASC began to look at teacher dispositions, or predictive patterns of action, as a means of connecting intentions with action. InTASC came to the realization that teachers might possess the knowledge and skills required to be an effective teacher, but were not using them for good teaching (Schussler, et al., 2010).

The consortium, concerned that the focus on "attitude" up to that time was not a reliable predictor of "behavior" for teachers, introduced the *Model Standards for Beginning Teacher Licensing and Development* (1991) which included 10 Principles to address dispositions of effective teachers. In 2013, InTASC released the *Model Core Teaching Standards and Learning Progressions for Teachers 1.0* which updated the 10 Principles into the following 10 Standards intended to "describe a new vision of teaching that is needed for today's learners":

Standard 1: Learner Development -

- The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements appropriate and challenging learning experiences.

Standard 2: Learning Differences -

- The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments -

- The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge -

- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make

these aspects of the discipline accessible and meaningful for learners to assure

masters of the content.

Standard 5: Application of Content -

- The teacher understands how to connect concepts and use differing perspectives

   to engage learners in critical thinking, creativity, and collaborative problem

   solving related to authentic local and global issues.

Standard 6: Assessment -

- The teacher understands and uses multiple methods of assessment to engage

   learners in their own growth, to monitor learner progress, and to guide the

   teacher's and learner's decision making.

Standard 7: Planning for Instruction -

- The teacher plans instruction that supports every student in meeting rigorous

   learning goals by drawing upon knowledge of content areas, curriculum, cross-

   disciplinary skills, and pedagogy, as well as knowledge of learners and the

   community context.

Standard 8: Instructional Strategies -

- The teacher understands and uses a variety of instructional strategies to encourage

   learners to develop deep understanding of content areas and their connections, and

   to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice -

- The teacher engages in ongoing professional learning and uses evidence to

   continually evaluate his/her practice, particularly the effects of his/her choices and

actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration -

- The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Within the 10 Standards, InTASC included learning progressions for each of the indicators of knowledge, dispositions, and performances in order to more meaningfully target supports and interventions for teacher candidates, and to provide a stronger focus on the application of their knowledge and skills. InTASC contends that these new standards are no longer only intended for "beginning" teachers but instead should be used as professional practice standards to probe the complexity of the teaching practice.

American Library Association/American Association of School Librarians (ALA/AASL)

In 2003, the American Library Association/American Association of School Librarians (ALA/AASL) developed and adopted the *Standards for Initial Programs for School Library Media Specialist Preparation*. The four program standards, which replaced earlier AASL/NCATE Guidelines and Competencies, were developed around the conceptual framework of preparing candidates to be effective teachers as well as effective information specialists through three critical areas of service provided in effective library media programs: *Teaching and Learning, Information Access and Delivery, and Program Administration*. AASL believed that, like Nationally Board

Certified teachers, library media specialists (school librarians), "know a wide range of source material and how to access it; they develop interdisciplinary collections to meet the demographic and cultural needs of the learning community; they partner with teachers to create exciting experiences in an information-rich environment. They know the curriculum of the school thoroughly and serve as leaders in implementing quality teaching and learning" (ALA/AASL, 2003).

Research indicates that school librarians face the unique challenge of differentiating instruction to meet the educational needs for all students in the school, no matter their culture or ability (Mestre, 2009), and in 2010, program guidelines were updated based on the mission of the school library program as described in AASL's *Empowering Learners: Guidelines for School Library Media Programs* (2009) placing more emphasis on school librarians as teachers who meet the diverse needs of all learners. As a result, the following 5 standards outlined in the recently adopted *ALA/AASL Standards for Initial Preparation of School Librarians* (2010) now address the philosophy, principles, and ethics of the field of school librarianship:

Standard 1: Teaching for Learning -

- Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

Standard 2: Literacy and Reading -

- Candidates promote reading for learning, personal growth, and enjoyment.
  Candidates are aware of major trends in children's and young adult literature and
  select reading materials in multiple formats to support reading for information,
  reading for pleasure, and reading for lifelong learning. Candidates use a variety of
  strategies to reinforce classroom reading instruction to address the diverse needs
  and interests of all readers.

Standard 3: Information and Knowledge -

- Candidates model and promote ethical, equitable access to and use of physical,
  digital, and virtual collections of resources. Candidates demonstrate knowledge of
  a variety of information sources and services that support the needs of the diverse
  learning community. Candidates demonstrate the use of a variety of research
  strategies to generate knowledge to improve practice.

Standard 4: Advocacy and Leadership -

- Candidates advocate for dynamic school library programs and positive learning
  environments that focus on student learning and achievement by collaborating and
  connecting with teachers, administrators, librarians, and the community.
  Candidates are committed to continuous learning and professional growth and
  lead professional development activities for other educators. Candidates provide
  leadership by articulating ways in which school libraries contribute to student
  achievement.

Standard 5: Program Management and Administration -

- Candidates plan, develop, implement, and evaluate school library programs,

resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.

AASL has noted that school librarians bring a unique perspective to the teaching and learning process as their role demands a holistic approach of learning and instruction that acknowledges the needs of all learners in the school, and requires school librarians to "develop collections and instructional strategies that include both digital and print resources in support of the diverse learning styles and multiple literacies of their students and communities" (AASL, 2010). As such, each of these standards now also includes elements that address the diverse learning styles, physical and intellectual abilities and needs of students.

Defining and Assessing Dispositions

Dispositions have been described as the personality, values, attitudes, interests, appreciations, or beliefs of effective educators. However, as there is no universal checklist of teacher dispositions to follow, defining and assessing dispositions creates a challenge for teacher preparation programs. As teacher preparation programs are now required to address the dispositions accreditation requirement, they have begun to consider their own institutional characteristics, mission, and focus in defining, developing, and assessing dispositions. Going back just 15 years, an examination of empirical research has revealed several definitions for dispositions, as well as suggested several approaches for assessing dispositions.

In her research on preparing prospective and beginning teachers to develop an awareness of cultural diversity issues to become more sensitive to the needs of their

culturally and linguistically diverse students, Morales (2000) studied the impact of using the Developmentally and Culturally Appropriate Practices (DCAP) teacher preparation model with her pre-service teachers at an urban university in California. Developed in 1996, the model is derived from the notions of multicultural education, culturally congruent critical pedagogy, and anti-bias education. Within the DCAP Model, the multicultural education goals include restructuring schools for equal opportunity to help all students reach their fullest potential. With culturally congruent critical pedagogy, a teacher develops their dispositions through the following actions: "A) listens to and legitimizes students' voices, B) accepts and uses students' experience, culture, and language as learning resources, C) respects and values different perspectives, and D) incorporates decision-making and social action in teaching (Morales, 2000). The anti-bias education goals of the model are designed to change inequality and sources of stereotypes of teacher candidates to enable all children to construct knowledge and develop confident self-identities through a safe, just, and diverse interactive learning environment. Morales studied 23 university students enrolled in an early childhood education course, employing the DCAP Model to develop instructional activities and strategies that encouraged her teacher candidates to first become aware of their own life experiences related to cultural diversity to better develop their understanding of cultural diversity issues and developmentally and culturally appropriate instructional practices. Her findings indicated that candidates in the course gained confidence in themselves and perceived that the instructional and activities heightened their level of knowledge and ability to teach culturally and linguistically diverse students. By examining their own

personal biases, the candidates became more aware of examining cultural diversity issues.

As there are forces that contribute to racism, sexism, classism, religious bigotry, and biases against differently abled individuals, researchers at an urban university in Chicago were also interested in examining how and to what degree specific instructional strategies can impact pre-service teachers' perceptions of diversity issues (Peterson, Cross, Johnson, & Howell, 2000). Employing a post-test at the conclusion of their Foundations of Education course, during which candidates engaged in instructional activities designed to expand their attitudes regarding diversity issues, participants responded on a 4-point Likert Scale (greatly, somewhat, very little, not at all) as to what degree the class changed their views on intolerance and multicultural issues. The researchers discovered that consciously addressing issues of intolerance in their teacher preparation course had an impact, as the thinking of their candidates began to shift. The pre-service teachers lauded the instructional experiences as powerful, and ones that demanded reflection and critical thinking.

Teacher preparation programs can play a pivotal role in fostering awareness of dispositions by helping candidates uncover knowledge of themselves, and nearly ten years ago work began at a large Midwestern University to develop a means of measuring this awareness. In their work developing and validating a Diversity Disposition Index (DDI), researchers at the University of Nebraska Omaha College of Education referred to the definition of dispositions as "a pattern of behavior exhibited frequently and in the absence of coercion, and constituting a habit of mind under some conscious and voluntary control, and that is intentional and oriented to broad goals" (Schulte, Edick,

Edwards, & Mackiel, 2004; Schulte, et al., 2008).   Building on prior work that explored

how to best define and assess teacher dispositions, led to the development of the DDI as a

self-assessment instrument to help candidates become more aware of and acquire the

dispositions necessary to effectively teach students from diverse backgrounds. Schulte,

Edick, & Edwards worked with candidates in their own educational administration and

teacher education courses to develop the 43-item instrument, which measures responses

on a 5-point Likert Scale (1= strongly disagree, 2=disagree, 3=neutral, 4=agree,

5=strongly agree). The researchers intended to assess the dispositions of educators across

three propositions outlined in Ladson-Billings' (1995) research on culturally relevant

teaching practices: students must A) experience academic success, B) develop and/or

maintain cultural competence; and C) develop a critical consciousness through which

they challenge the status quo of the current social order. After providing evidence of

construct validity and reliability, the researchers asserted that a three-factor solution best

fit the data: Factor 1: Educators' skills in helping students gain knowledge; Factor 2:

Educators' beliefs and attitudes about students and teaching/learning; and Factor 3:

Educators' connections with the community, and the 43 questions would be analyzed

within their identified factor.

　　　　Around the same timeframe, researchers at the Center for Research on Teaching

and Learning were presenting the findings of their study at the Annual Meeting of the

American Educational Research Association in New York City (Tobias, Fan, & Bang,

2008). Guided by previous research in the field of developing and assessing

dispositions, the team administered their validated Educational Beliefs Questionnaire to

candidates enrolled in the teacher preparation program in 2005 and 2006. Respondents

included both those who had just entered the program, as well as those who were beginning their student teaching experiences. After analyzing responses, the researchers posited that two latent belief dimensions underlie the patterns of their teacher candidates' responses on the questionnaire. The first of these dimensions related to a belief in the efficacy of teaching for promoting student learning, while the other related to caring, equity, and social justice. Findings from their data analysis also confirmed their hypothesis that the longer candidates participated in teacher preparation programs that encourage them to reflect on their own individual understandings and values, the more deeply they develop their beliefs in efficacy of teaching for promoting student learning, as well as their teaching for caring, equity, and social justice.

Developing a framework of three disposition domains – intellectual, cultural, and moral – Schussler, et al., defined dispositions as, "the individual's prior experience, culture, beliefs, values, and cognitive abilities, all which affect the assumptions the individual may make" (2010, p. 351). The researchers, stating that the three domains encompass A) content and pedagogy, B) the cultural identities of teachers and students, and C) the values driving one's moral reasoning, were interested in examining the nuances of teachers' dispositions within each of their identified domains, as well as assessing whether the identified domains adequately captured teacher candidates' dispositions during beginning stages of their teaching. By analyzing journal entries of 35 teacher candidates from two different universities equal in size, one private and religiously affiliated university in a suburban northeast city and one public university in a rural southeast city, the researchers noted that a pattern began to emerge within all three disposition domains – intellectual, cultural, and moral. Regardless of geographic location

and diversity of those who lived there, candidates who were more aware of their dispositions were more purposeful in their teaching. They were more in tune to the tension between focus on self versus focus on students and how their dispositions positively and negatively affect their teaching decisions.

In their research on factors that influence pre-service elementary teachers' developing dispositions about teaching all children, Mueller & Hinden (2011, p. 17) based their definition of dispositions on the notion that "socially conscious teachers act as stewards and leaders; understand, respect, and value diversity; and apply what they have learned about teaching to support diverse learners". Believing that teacher candidates needed opportunities to explore their current dispositions, as well as engage in discussions that target the origin and nature of their dispositions, the researchers studied 65 teacher candidates' to determine the relationship between their dispositions and their experiences. Using an *Inclusion Scenario* and a *Cultural Stereotypes Scenario*, Mueller and Hinden administered a survey to examine if the teacher candidates were drawing on teacher preparation courses, field experiences, or personal experiences to identify both problems and alternative options with the scenarios. In examining the data, the pair noted that all candidates were able to identify problems and offer alternative options within both scenarios, and were drawing more on information from past or current classes rather than field experiences or personal experiences when responding.

The findings of these researchers in assessing dispositions, regardless of the definition or instrument used, lead credence to the idea that teacher preparation programs can have a positive affect in developing the dispositions of their candidates. By making the invisible visible through structured and relevant learning experiences that explore

ways to learn about oneself, pre-service teachers are better understanding and acknowledging their place on the culturally proficient continuum discussed in the following section, and better preparing to meet the needs of the diverse learners they will serve.

Cultural Proficiency Instruction

The definition of dispositions can vary from one teacher preparation program to another, however, the definition of cultural proficiency provided by Nuri-Robins, et al., (2012) is widely accepted among those same programs. They explain cultural proficiency as a way of being, a mind-set, a mental model, or a world view. "Cultural Proficiency is an approach for responding to the environment shaped by its diversity." (2012, p. 3). They go on to explain that those who are culturally proficient "welcome and create opportunities to better understand who they are as individuals, while learning how to interact positively with people who differ from themselves." (2012, p. 4-5).

In their latest edition of *Culturally Proficient Instruction: A Guide for People Who Teach* (2012), the researchers have provided guiding principles for individual behavior, a continuum in which individuals interpret and respond to differences, barriers to be recognized and acknowledged, and essential elements or standards of individual behavior to guide educators in the choice and application of culturally proficient practices.

Guiding principles for individual behavior include acknowledging that culture is a predominate force in shaping values, behaviors, and institutions, and validating the personal identities, group identities, and diverse thought patterns of cultural groups. Barriers include an unawareness of the need to adapt, a resistance to change, a system of

oppression and privilege, and a sense of entitlement. These barriers can prevent one from moving through the continuum of cultural proficiency, stifling an individual in cultural destructiveness or cultural incapacity where they seek to eliminate or demean differences, rather than moving through cultural competency where they engage with differences, and ultimately move into cultural proficiency, "Recognizing that both the differences and similarities between cultures are important and learning from both" (2012, p. 5).

This developmental approach for addressing opportunities and challenges that emerge in diverse environments has been used as a conceptual/theoretical framework in numerous research studies (Abilock, 2006; Anderson, 2011; Surface, Smith, Keiser, & Hayes, 2012). In her analysis of school librarians' role in educating students for cross-cultural proficiency, Abilock (2006) used the Cultural Proficiency Continuum to provide suggestions for school librarians to engage in respectful inquiry, deliberative discussion, and problem solving to prepare their students to become effective global citizens. In his study of cultural proficiency in three Los Angeles public high schools, Anderson (2011), looked at responses from 195 teachers and 532 students to identify both barriers and opportunities for the teaching staff to examine their own behaviors, assumptions, and beliefs. In a study of candidates in the Masters/Endorsement program in Educational Administration and Supervision at the University of Nebraska Omaha, researchers used this Culturally Proficient Instruction framework to provide candidates the opportunities to "engage in dialog on social justice and to reflect about personal beliefs, as well as practice in culturally diverse settings" (Surface, et al., 2012).

Nuri-Robins, et al., (2012) assert that cultural proficiency can occur if the educator – teacher, professor, staff developer, or trainer – engages in an inside-out

approach to diversity by first assessing one's own culture before attempting to understand students' unique individual and distinctive cultural backgrounds. This approach to becoming aware of each learner's uniqueness was the methodology of the research discussed below.

A Discovery of Cultural Consciousness

Critically reflective educators are encouraged to develop a social justice orientation to create more inclusive learning environments for students from diverse backgrounds. They begin to understand how power shapes their teaching practices, providing insights into the limitations and constraints that all educators encounter as well as strategies for addressing these concerns.

In their research on preparing school librarian candidates to build an awareness of culturally responsive teaching to better build confidence in their own practice of providing learning opportunities and environments where all students feel safe to ask questions and discover more about their own culture as well as the cultures of others, Kratt & Pentland (2013) administered a pre/post survey to candidates in their Fall 2012 Methods: School Library course. Using five belief statements:

1. I can create a trusting and caring environment in which all students feel they can take risks when learning new content

2. I can identify and capitalize on the learning profiles of each student, including cultural preferences

3. I can personalize learning so that each student enjoys learning and feels successful

4. I can engage and challenge students while also providing developmentally appropriate learning activities

5. I can encourage students to work productively, both independently and collaboratively

candidates were asked to assess themselves on a 4-point Likert Scale (1=no confidence, 2=somewhat confident, 3=confident, 4=very confident) both prior to and following instructional activities and learning opportunities steeped in cultural proficient instruction that were designed to raise awareness of themselves as individual learners in order to better raise awareness of culturally responsive teaching practices.

Results from the study indicated that following learning opportunities intended to challenge personal biases and propose changes for teaching practices, candidates showed growth across all five belief statements. The school librarian candidates began to reflect on how they could provide their students more inclusive learning opportunities through relationships built on trust and respect, and more authentic learning opportunities through choice and relevance. They began to ask questions about connecting to their students and communities on a personal level, and ensuring high achievement for all students by addressing multiple learning styles. The school librarian candidates began to think of themselves as teachers who will see and serve all students in the school, and began to explore unexamined assumptions they may have had.

Collecting responses and reflections from candidates following the post-survey, one candidate noted, "During class someone said that everyone in a school has their own stories. I think once I realized this to be true, I began to focus more on the individual rather than the class as a whole...I believe being culturally responsive in my teaching

means looking at the individual. I will try to give each child what they need when they need it. While doing this it is imperative I know "their story" and take into consideration their own cultural differences" (Kratt & Pentland, 2013, p. 41). The school librarian candidates had begun to change their thinking by recognizing barriers and individual behaviors that may have been preventing them from becoming culturally proficient educators.

Conclusion

There is substantial evidence to support defining, developing, and assessing the dispositions of candidates in a teacher preparation program, and as these programs are now required to address the dispositions accreditation requirement, they have begun to consider their own institutional characteristics, mission, and focus to determine how to best accomplish this.

Teacher preparation programs must employ learning strategies and opportunities that will allow the candidates in their programs to explore personal biases and construct learning from these new experiences. Teacher preparation programs must also go beyond subject matter to help candidates gain knowledge of student experiences, learning styles, and development. They must develop the candidates' "values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth" (NCATE, 2011). To accomplish this, candidates in these programs must be exposed to culturally proficient teaching practices that provide opportunities to acknowledge their own unique individual and distinctive cultural background before attempting to understand students' unique individual and distinctive

cultural backgrounds. The candidates must be afforded opportunities to discover, examine, and reflect on their own attitudes and beliefs if a change in dispositions is the intended outcome. This study will examine if the culturally proficient instruction delivered in the Methods: School Library course at one Midwestern University had an impact on the dispositions of school library candidates enrolled in the course.

Chapter 3

Methodology

Although there is a great deal of discussion and research in education that have focused on teaching and assessing dispositions, there is very little literature on school library candidates' disposition development over the course of their school library preparation program. *ALA/AASL Standards for Initial Preparation of School Librarians* Standard 1: Teaching for Learning, Element 1: Knowledge of Learners and Learning, indicates that: "Candidates in the school library preparation program should support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs" (ALA/AASL, 2010). Therefore, the purpose of this study was to explore the effect of cultural proficiency instruction, which encourages candidates to reflect on their own individual understandings and values, on the overall diversity dispositions development of candidates enrolled in the Methods: School Library course.

The purpose of the Methods: School Library course is for school library candidates to develop the knowledge, skills, and dispositions requisite of school librarians in 21st Century teaching and learning environments through structured and purposeful learning opportunities and experiences that focus on the role of the school librarian as teacher. The Methods: School Library course is required for completing the school librarian preparation program and is offered every fall semester.

Research Design

The way in which a teacher education program defines dispositions will inform the manner in which dispositions are developed, implemented, and assessed. For the purpose of this study, NCATE's definition of dispositions was adopted: "the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards or a commitment to a safe and supportive learning environment" (NCATE, 2011).

A pre/post survey was used to examine the diversity dispositions of school librarian candidates. According to Creswell (2012), survey designs can be used to identify and explain trends in attitudes, opinions, behaviors, or characteristics, and to establish an overall tendency amongst a sample population. Other researchers who have employed this type of methodology have also asserted that an effective means for assessing dispositions can include the use of rubrics, rating scales, self-reflection evaluations and/or checklists (Johnston, Almerico, Henriott, & Shapiro, 2011; Notar, Riley, & Taylor, 2009). Therefore, participants in this study were given the Diversity Dispositions Index survey to self-report belief statements prior to cultural proficiency instruction, and again following cultural proficiency instruction in the Methods: School Library course.

Learning opportunities in the Methods: School Library course were framed in the

Developmentally and Culturally Appropriate Practices (DCAP) teacher preparation

model, incorporating notions of multicultural education, culturally congruent critical

pedagogy, and anti-bias education (Fig. 1). These learning opportunities were also

steeped in the conceptual framework of Culturally Proficient Instruction (Fig. 2), "a way

of teaching in which instructors engage in practices that provide equitable outcomes for

all learners" (Nuri-Robins, et al., 2012) and included:

- Completing a self-analysis of oneself as a teacher and a learner

- Identifying the personal identities and group identities present in the candidates'
  own Methods: School Library course system

- Examining Nuri-Robins, et al. (2012) Four Tools for developing one's cultural
  proficiency: Guiding Principles, Continuum, Barriers, and Essential Elements

- Reading and reflecting on professional journal articles, webinars, and videos

- Sharing of thinking and learning through engagement in small and large group
  discussions

- Participating in field experiences at culturally diverse P-12 schools
  (undergraduates)

- Examining case studies of culturally diverse P-12 students

- Identifying and developing culturally responsive teaching strategies, teaching
  resources, and collections of materials for the school library

- Creating culturally responsive teaching goals, and

- Identifying a diverse group of learners and developing a culturally responsive
  instructional unit to be delivered in the school library

The independent variable for this study included the Culturally Proficient Instruction being delivered over the course of the Fall 2013 and Fall 2014 semester. The dependent variable included a change in the mean score for the dispositions of candidates enrolled in the course.

Participants

In education, many experimental situations occur in which the researcher needs to use an intact group, as the setting prohibits randomly assigning participants, and the target population is small and could easily be identified. As such, Creswell (2012) recommends using a nonprobability sampling. Therefore, no restrictions were placed on undergraduate ($N=9$) or graduate ($N=45$) candidates who voluntarily took both the pre/post Diversity Dispositions Index in the Methods: School Library course during the Fall 2013 and Fall 2014 semester ($N=54$). The single inclusionary criterion for participation was enrollment in the Methods: School Library course. Participants included 50 females and 4 males with an average age of 35 ($M = 35.4$). Participants identified themselves as Caucasian ($N=51$), Hispanic ($N=1$), Native American ($N=1$), and African American ($N=1$).

By selecting candidates enrolled in this course to complete the survey in class, it was anticipated that it would promote a high participation by respondents in an efficient manner. The candidates were given the option to not take part in this research, and all information remained confidential through careful coding.

Instrument

The Diversity Dispositions Index (Appendix B) collects data on phenomena that cannot easily be observed (attitudes and beliefs) and was used to collect data for this

study. This approach to collecting data to assess attitudes and characteristics of a wide range of subjects is widely used in library and information science. Schulte, et al., (2008) established the Diversity Dispositions Index (DDI), a 43-item instrument which measures responses on a 5-point Likert Scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree), adapting it from the framework and propositions of culturally relevant teaching developed by Ladson-Billings (1995): conception of self and others; social relations; and conceptions of knowledge.

After providing evidence of content validity for the DDI, conducting a pilot study with 136 graduate candidates, and conducting factor and reliability analyses to provide evidence of construct validity and reliability, the researchers asserted that a three-factor solution best fit the data: Factor 1: Educators' skills in helping students gain knowledge; Factor 2: Educators' beliefs and attitudes about students and teaching/learning; and Factor 3: Educators' connections with the community. Respondents are unaware of which questions fall within which factor on the DDI as questions are randomized. During analysis of the results, the 43 questions are analyzed within their identified factor (Appendix C).

For the purposes of this study, two open-ended questions were added to the survey to obtain additional information on candidates' beliefs regarding the role dispositions have in teaching students from diverse backgrounds (Question 44), and to obtain additional information on candidates' beliefs regarding which learning experiences in the Library Education Program have had the greatest impact in preparing them to teach and develop resources for diverse learners and why (Question 45). The responses to these questions will be discussed in Chapter 5.

Data Collection

According to Creswell (2012) there are key characteristics of survey research that researchers must engage in: sampling from a population, collecting data through questionnaires or interviews, designing instruments for data collection, and obtaining a high response rate. As the target population was small and easily identifiable, and the instrument to be used for this study was previously tested for validity and reliability, approval was granted by the University of Nebraska Institutional Review Board (Appendix A) to survey the sample population of candidates in the Methods: School Library course by administering the DDI, and to analyze results collected from the survey.

The Diversity Dispositions Index pre-survey was administered to all graduate and undergraduate candidates during the first face-to-face class session of the Methods: School Library course during both the Fall 2013 and Fall 2014 semesters, and the Diversity Dispositions Index post-survey was administered during the last face-to-face class session of the Methods: School Library course during both the Fall 2013 and Fall 2014 semesters, resulting in a longitudinal design.

The response rate for completed pre/post surveys during the Fall 2013 semester and the Fall 2014 semester was *N*=54 (70%). Analysis of candidates' responses on the DDI through matching of and measuring the pre-survey to post-survey for completed DDI surveys was then conducted.

Research Questions and Data Analysis

To study whether school librarian candidates' diversity dispositions develop as the result of cultural proficiency instruction, the following research questions were asked

and the following statistical analyses were conducted to explore the relationship between school library candidates' perceptions of their diversity dispositions and the Culturally Proficient Instruction delivered in the Methods: School Library course during the Fall 2013 and Fall 2014 semesters:

Research Question 1:

Do the candidates in the Methods: School Library course espouse positive diversity dispositions on the Diversity Dispositions Index pre-survey?

Analysis:

Descriptive statistics were analyzed and candidates' perceptions of their diversity dispositions were summarized by calculating means and standard deviations for the DDI pre-survey given prior to cultural proficiency instruction, and again for the DDI post-survey given following cultural proficiency instruction.

Research Question 2:

Is there a significant difference between mean scores from the Diversity Dispositions Index pre-survey to the Diversity Dispositions Index post-survey?

Analysis:

A two-tailed, paired sample *t*-test with a .05 alpha level was used to analyze overall growth from the DDI pre-survey to post-survey.

Research Question 3:

Is there a change in total score for items within Factor 1: *Educators' Skills in Helping Students Gain Knowledge?*

Factor 1 includes items such as "I (can) teach my students to gain knowledge on their own", "I (can) create opportunities for my students to express their knowledge in a variety of ways", and "I (can) differentiate expectations for individual students".

Analysis:

A two-tailed, paired sample *t*-test with a .05 alpha level was used to analyze growth within Factor 1: *Educators' Skills in Helping Students Gain Knowledge*.

Research Question 4:

Is there a change in total score for items within Factor 2*: Educators' Beliefs and Attitudes about Students and Teaching/Learning?*

Factor 2 includes items such as, "I believe that all students can succeed", "I believe that all students can learn", and "I believe that diversity enhances student knowledge".

Analysis:

A two-tailed, paired sample *t*-test with a .05 alpha level was used to analyze growth within Factor 2*: Educators' Beliefs and Attitudes about Students and Teaching/Learning*.

Research Question 5:

Is there a change in total score for items within Factor 3: *Educators' Connections with the Community?*

Factor 3 includes items such as, "I (can) help my students make connections in their community", "I (will) see myself as part of the community in my role as teacher", and "It is important that I attend activities in my students' neighborhoods".

Analysis:

A two-tailed, paired sample *t*-test with a .05 alpha level was used to analyze growth within Factor 3: *Educators' Connections with the Community*.

Research Question 6:

Which items from the Diversity Dispositions Index showed the most growth within each of the Factor Domains?

Research Question 6a:

Which item within Factor 1: *Educators' Skills in Helping Students Gain Knowledge* showed the most growth?

Analysis:

A two-tailed, paired sample *t*-test with a .05 alpha level was used to analyze which item within Factor 1: *Educators' Skills in Helping Students Gain Knowledge* showed the most growth from the DDI pre-survey to the DDI post-survey.

Research Question 6b:

Which item within Factor 2: *Educators' Beliefs and Attitudes about Students and Teaching/Learning* showed the most growth?

Analysis:

A two-tailed, paired sample *t*-test with a .05 alpha level was used to analyze which item within Factor 2: *Educators' Beliefs and Attitudes about Students and Teaching/Learning* showed the most growth from the DDI pre-survey to the DDI post-survey.

Research Question 6c:

Which item within Factor 3: *Educators' Connections with the Community* showed the most growth?

Analysis:

A two-tailed, paired sample *t*-test with a .05 alpha level was used to analyze which item within Factor 3: *Educators' Connections with the Community* showed the most growth from the DDI pre-survey to the DDI post-survey.

According to Creswell (2012) a paired sample *t*-test is best used when one wants to determine whether there is a significant difference between the average values of the same measurement made under two different conditions. For this research, *Condition A* was the first face-to-face class session prior to the culturally proficient instruction, and *Condition B* was the last face-to-face class session following the culturally proficient instruction in the Methods: School Library course.

Chapter 4

Results

Restatement of the Problem

Research suggests that previous personal experiences impact beliefs, assumptions, and prejudices and could result in either bias or tolerance (Ambrose, 2004; Garmon, 2004; Levine-Rasky, 2001). Even researchers who are conflicted on whether "beliefs influence dispositions and dispositions predict actions" can agree that candidates can benefit from instruction and experiences that encourage positive dispositions (Burant, Chubbuck, & Whipp, 2007; Diez, 2007). The reality is that the diversity in school systems in the United States continues to increase, and the ability to provide meaningful educational experiences for diverse student populations will never transpire if teacher preparation programs do not adequately prepare candidates who can support this need.

This chapter presents an analysis of the pre/post survey data collected to determine if the diversity dispositions of candidates enrolled in the Methods: School Library course were impacted as a result of the culturally proficient instruction delivered. Data was collected during the Fall 2013 and Fall 2014 semesters. There were 29 graduate and 5 undergraduate candidates enrolled in the course during the Fall 2013 semester, and there were 35 graduate and 8 undergraduate candidates enrolled in the course during the Fall 2014 semester. Participation in this study was optional, and pre/post surveys were completed by 22 graduate candidates and 5 undergraduates candidates in Fall 2013, and completed by 23 graduate candidates and 4 undergraduate candidates in Fall 2014 for a total of 54 candidates and a response rate of 70%.

According to Creswell (2012), a response rate of 50% is considered adequate for most survey studies.

Description of Findings

Research Question 1

Do candidates in the Methods: School Library course espouse positive diversity dispositions on the Diversity Dispositions Index pre-survey?

Table 1 displays the results of the pre-survey and post-survey for the Diversity Dispositions Index, and the mean and standard deviation is present for each of the items on this table. Overall, candidates espoused positive diversity dispositions prior to the culturally proficient instruction delivered in the course ($M = 4.23$, $SD = 0.38$), and post-survey results indicated growth ($M = 4.59$, $SD = 0.33$).

Research Question 2

Is there a significant difference between mean scores from the Diversity Dispositions Index pre-survey to the Diversity Dispositions Index post-survey?

Table 2 displays the overall difference when comparing the results of the pre-survey data ($M = 4.23$, $SD = 0.38$) to the post-survey data ($M = 4.59$, $SD = 0.33$). As seen in Table 2, the null hypothesis was rejected, as results indicated there was a statistically significant difference between the pre/post survey ($t(53) = 10.95$, $p < .01$, two-tailed). In addition, Cohen's d indicated a large effect size ($d = 1.46$). According to Gravetter and Wallnau (2012), a magnitude of $d = 0.8$ is considered a large effect, while a magnitude of $d = 0.5$ is considered a medium effect, and a magnitude of $d = 0.2$ is considered a small effect (2012, p. 264).

Research Question 3

Is there a change in total score for items within Factor 1: *Educators' Skills in Helping Students Gain Knowledge?*

Table 3 displays the overall difference when comparing the results of the pre-survey data ($M = 3.89, SD = 0.40$) to the post-survey data ($M = 4.31, SD = 0.36$) for items within Factor 1: *Educator's Skills in Helping Students Gain Knowledge*. Findings indicated a significant statistical difference between pre/post as the post-survey data was significantly higher and had a large effect size ($t(53) = 10.40, p < .01, d = 1.40$, two-tailed).

Research Question 4

Is there a change in total score for items within Factor 2*: Educators' Beliefs and Attitudes about Students and Teaching/Learning?*

Table 4 displays the overall difference when comparing the results of the pre-survey data ($M = 4.58, SD = 0.31$) to the post-survey data ($M = 4.82, SD = 0.23$) for items within Factor 2: *Educator's Beliefs and Attitudes about Students and Teaching/Learning*. Findings indicated a significant statistical difference between pre/post as the post-survey data was significantly higher and had a large effect size ($t(53) = 7.71, p < .01, d = 1.05$, two-tailed).

Research Question 5

Is there a change in total score for items within Factor 3*: Educators' Connections with the Community?*

Table 5 displays the overall difference when comparing the results of the pre-survey data ($M = 3.79, SD = 0.69$) to the post-survey data ($M = 4.20, SD = 0.59$) for items within Factor 3: *Educator's Connections with the Community*. Findings indicated a significant statistical difference between pre/post as the post-survey data was significantly higher and had a large effect size ($t(53) = 7.55, p < .01, d = 1.03$, two-tailed).

Research Question 6

Which items from the Diversity Dispositions Index showed the most growth within each of the Factor Domains?

Findings are indicated in Tables 6, 7, and 8 with individual items listed from highest to lowest *t*-test results.

Research Question 6a

Which item within Factor 1: *Educators' Skills in Helping Students Gain Knowledge* showed the most growth?

Table 6 displays all items related to Factor 1: *Educators' Skills in Helping Students Gain Knowledge* from largest to smallest *t*-test results. Significance and effect size are also listed.

Research Question 6b

Which item within Factor 2: *Educators' Beliefs and Attitudes about Students and Teaching/Learning* showed the most growth?

Table 7 displays all items related to Factor 2: *Educators' Beliefs and Attitudes about Students and Teaching/Learning* from largest to smallest *t*-test results. Significance and effect size are also listed.

Research Question 6c

Which item within Factor 3: *Educators' Connections with the Community* showed the most growth?

Table 8 displays all items related to Factor 3: *Educators' Connections with the Community* from largest to smallest *t*-test results. Significance and effect size are also listed.

Table 1
Candidates' Espoused Diversity Dispositions

Item	Pre-Survey		Post-Survey	
	M	*SD*	*M*	*SD*
Item 1	4.46	0.64	4.72	0.45
Item 2	4.31	0.75	4.56	0.45
Item 3	4.65	0.59	4.87	0.34
Item 4	4.37	0.83	4.67	0.55
Item 5	4.50	0.61	4.76	0.43
Item 6	3.93	0.99	4.17	0.99
Item 7	3.76	1.01	4.24	0.75
Item 8	4.33	0.70	4.76	0.43
Item 9	3.24	1.08	3.65	1.03
Item 10	3.96	0.89	4.44	0.69
Item 11	3.74	1.10	4.13	0.89
Item 12	4.43	0.72	4.70	0.57
Item 13	4.13	0.75	4.50	0.61
Item 14	3.65	1.10	4.02	0.98
Item 15	3.78	1.00	4.10	0.87
Item 16	4.06	0.76	4.57	0.66
Item 17	3.98	0.66	4.59	0.53
Item 18	4.50	0.54	4.74	0.48
Item 19	4.70	0.50	4.87	0.34
Item 20	4.83	0.38	4.94	0.23
Item 21	3.67	0.93	4.11	0.84
Item 22	4.72	0.49	4.87	0.34
Item 23	4.80	0.41	4.91	0.29

Table 1 (Continued)
Candidates' Espoused Diversity Dispositions

	Pre-Survey		Post-Survey	
Item	*M*	*SD*	*M*	*SD*
Item 24	4.63	0.52	4.89	0.32
Item 25	4.46	0.66	4.78	0.42
Item 26	4.89	0.32	4.96	0.19
Item 27	4.56	0.57	4.85	0.36
Item 28	4.35	0.55	4.81	0.44
Item 29	4.31	0.72	4.63	0.56
Item 30	3.63	0.85	4.19	0.73
Item 31	4.24	0.73	4.69	0.54
Item 32	4.20	0.71	4.63	0.59
Item 33	3.81	0.75	4.17	0.77
Item 34	4.07	0.77	4.48	0.67
Item 35	4.35	0.70	4.48	0.69
Item 36	4.41	0.63	4.76	0.43
Item 37	4.57	0.57	4.81	0.39
Item 38	3.83	0.77	4.56	0.60
Item 39	4.56	0.57	4.83	0.42
Item 40	4.15	0.71	4.65	0.52
Item 41	4.02	0.69	4.69	0.51
Item 42	4.24	0.64	4.74	0.44
Item 43	4.24	0.67	4.72	0.53

Table 2

Change in Total Score from the Diversity Dispositions Index pre-survey to post-survey

	Pre-Survey		Post-Survey				
Source	*M*	*SD*	*M*	*SD*	*t*	*p*	*d*
Total Score	4.23	0.38	4.59	0.33	10.95	<.01	1.46

Table 3

Change in Total Score from the Diversity Dispositions Index pre-survey to post-survey for Factor 1: *Educator's Skills in Helping Students Gain Knowledge*

	Pre-Survey		Post-Survey				
Source	*M*	*SD*	*M*	*SD*	*t*	*p*	*d*
Total Score	3.89	0.40	4.31	0.36	10.40	<.01	1.40

Table 4

Change in Total Score from the Diversity Dispositions Index pre-survey to post-survey for Factor 2: *Educator's Beliefs and Attitudes about Students and Teaching/Learning*

	Pre-Survey		Post-Survey				
Source	*M*	*SD*	*M*	*SD*	*t*	*p*	*d*
Total Score	4.58	0.31	4.82	0.23	7.71	<.01	1.05

Table 5

Change in Total Score from the Diversity Dispositions Index pre-survey to post-survey for Factor 3: *Educator's Connections with the Community*

	Pre-Survey		Post-Survey				
Source	*M*	*SD*	*M*	*SD*	*t*	*p*	*d*
Total Score	3.79	0.69	4.20	0.59	7.54	<.01	1.03

Table 6
Change from the Diversity Dispositions Index pre-survey to post-survey for items
that showed the most growth within Factor 1: *Educator's Skills in Helping Students
Gain Knowledge*

Item	*M*	*SD*	*t*	*p*	*d*
Item 38	0.72	0.86	6.20	0.00	0.84
Item 41	0.67	0.70	7.00	0.00	0.95
Item 17	0.61	0.63	7.16	0.00	0.97
Item 16	0.52	0.78	4.94	0.00	0.67
Item 40	0.50	0.67	5.52	0.00	0.75
Item 42	0.50	0.57	6.40	0.00	0.87
Item 43	0.48	0.72	0.68	0.00	0.67
Item 28	0.46	0.57	0.62	0.00	0.81
Item 31	0.44	0.77	0.65	0.00	0.58
Item 32	0.43	0.88	0.67	0.00	0.48
Item 34	0.41	0.86	0.64	0.00	0.47
Item 13	0.37	0.73	0.57	0.00	0.50
Item 14	0.37	0.88	0.61	0.00	0.42
Item 33	0.35	0.68	0.54	0.00	0.52
Item 29	0.31	0.72	0.52	0.00	0.44
Item 27	0.30	0.57	0.45	0.00	0.52
Item 12	0.28	0.79	0.49	0.01	0.35
Item 35	0.13	0.80	0.35	0.24	0.16

Table 7
Change from the Diversity Dispositions Index pre-survey to post-survey for items
that showed the most growth within Factor 2: *Educator's Beliefs and Attitudes about
Students and Teaching/Learning* from largest to smallest significant difference

Item	M	SD	t	p	d
Item 8	0.43	0.63	4.95	0.00	0.67
Item 36	0.35	0.55	4.66	0.00	0.63
Item 25	0.31	0.64	3.62	0.00	0.49
Item 39	0.28	0.60	3.42	0.00	0.47
Item 1	0.26	0.56	3.42	0.00	0.47
Item 5	0.26	0.52	3.66	0.00	0.50
Item 24	0.26	0.52	3.66	0.00	0.50
Item 2	0.24	0.72	2.44	0.02	0.33
Item 18	0.24	0.64	2.78	0.01	0.37
Item 37	0.24	0.47	3.73	0.00	0.51
Item 3	0.22	0.54	3.04	0.00	0.41
Item 19	0.17	0.47	2.63	0.01	0.36
Item 22	0.15	0.41	2.63	0.01	0.36
Item 20	0.11	0.42	1.95	0.06	0.26
Item 23	0.11	0.42	1.95	0.06	0.26
Item 26	0.07	0.26	2.06	0.04	0.28

Table 8
Change from the Diversity Dispositions Index pre-survey to post-survey for items
that showed the most growth within Factor 3: *Educator's Connections with the
Community* from largest to smallest significant difference

Item	*M*	*SD*	*t*	*p*	*d*
Item 30	0.56	0.72	5.69	0.00	0.77
Item 10	0.48	0.82	4.32	0.00	0.59
Item 7	0.48	0.82	4.32	0.00	0.59
Item 21	0.44	0.95	3.46	0.00	0.47
Item 9	0.41	0.98	3.05	0.00	0.42
Item 15	0.41	1.09	2.74	0.01	0.37
Item 11	0.39	0.94	3.04	0.00	0.41
Item 4	0.30	0.79	2.75	0.01	0.37
Item 6	0.24	0.61	2.89	0.01	0.39

Chapter 5

Discussion and Conclusions

Purpose of the Study

As the diversity of students in this country continues to increase, school librarian preparation programs must evaluate and improve their programs to ensure they are endorsing quality teachers who have the knowledge, skills, and dispositions to help all students feel welcomed, safe, valued, and important members of the learning community. It is believed that quality teachers possess the "appropriate dispositions to address diversity issues at all levels of the educational landscape" (Talbert-Johnson, 2006, p. 149). As such, the purpose of this study was to explore whether culturally proficient instruction had an impact on school librarian candidates' diversity dispositions. These dispositions include the belief that diversity enhances student knowledge, and the belief in creating an atmosphere where all students feel free to openly exchange ideas so that they can understand their connection to global issues.

Discussion and Implications: Theme of Respect

Beyond the data analysis and results discussed in the previous chapter, several discoveries were made throughout this research study. First, a theme evolved around candidates' responses to the open-ended question that was added for Item 44: "*What role do you think dispositions have in teaching students from diverse backgrounds*?" Of the completed DDI surveys from candidates (*N*=54), there were 37 candidates who responded to this question. Of those 37 responses the term "respect" emerged 13 times for this item. This term, or variation of it, was found more consistently than any other term for responses to this item.

Candidate #3 noted, "I think dispositions are vital. Open, positive, welcoming, respectful dispositions will allow, enhance, and encourage students from diverse backgrounds. Showing we don't know everything and are willing to learn and want to learn only makes teaching and relationships stronger." Candidate #20 stated that, "Attitude and perceptions are significant. Students know if they are respected as individuals. They know if someone believes in them. And, they will work hard to succeed when they know this."   Candidate #37 noted, "I have to be open minded and respect students from other cultures and backgrounds that are different from mine. I have to make sure I am teaching in a way they can understand." And, Candidate #44 shared, "It's about relationship building. A successful classroom community is built on students that feel respected and valued. They feel part of the class."

The implication of this finding is that, when moving beyond teaching theory and into teaching practice, dispositions become the behavioral evidence of one's beliefs. It is not enough to simply have a well-intended belief. One must instead practice and commit to that belief. If sincerely held, dispositions should lead to actions and patterns of professional conduct.

Ladson-Billings (1995) asserts that in order for teachers to use culturally relevant or culturally responsive pedagogy successfully, they most show respect for students, and understand the need for students to operate in the dual worlds of their home community and their school community. In the instance of this research study, if these dispositions are sincerely held then the candidates in the Methods: School Library course are committed to creating a culture of mutual respect among themselves and their students, and are committed to nurturing and maintaining educational communities marked by that

respect for others. It is noted that it would be interesting to follow up with these

candidates after they have completed the school library program and had experiences

teaching in diverse school libraries and communities to ascertain if the behavioral

evidence of this belief is evident. This leads to the second point of discovery discussed

below.

Discussion and Implications: Growth Across the Program

A second discovery made during this research process was that candidates are at

merely a single point in their own journeys toward cultural proficiency, and have varied

points of reference as they embark on that journey. As indicated in Chapter 3, an open-

ended question was added for Item 45: " *Which learning experiences in the Library*

Education Program have had the greatest impact in preparing you to teach and develop

resources for diverse learners and why?" Results of this item ranged from "Discussion

among peers in classes and the authentic activities and assignments", to "Meeting a

school librarian in a school environment because it offered (a) unique perspective on

developing resources for diverse learners", to "I learned about databases and websites to

use with my students that present multiple perspectives and viewpoints".

Several candidates in the Methods: School Library course were new to the Library

Education Program, and this course was an introduction into that program. Other

candidates in the course had completed Children's Literature or Young Adult Literature

where they were exposed to resources and practices that support cultural, visual, and

digital literacies. There were candidates in the course who had completed Managing

Collections where they were exposed to the theories, concepts, and activities that support

developing and managing a quality collection of library resources designed to meet the

diverse curricular, personal, and professional needs of students. Additionally, there were candidates in this course who had completed Research and Inquiry where they were exposed to resources and practices that support effective models of inquiry, questioning, and tools that promote and reinforce the information literacy of diverse learners. Each candidate was at a different point in their own academic journey, their own cultural proficiency journey, and their own life experiences that impacted those journeys.

The implication of this discovery is that the Library Education Program is not preparing candidates to simply complete a single course, or demonstrate dispositional growth within a single course. The Library Education Program is preparing candidates to develop their knowledge, skills, and dispositions across the entire program so that they are better prepared to "support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs" (AASL, 2010). As one candidate noted on Item #45, "Each class I have had keeps building on learning from previous classes. No <u>one</u> class or activity stands out. It has all been very valuable".

Discussion and Implications: Developing Awareness

A third point of discovery during this research was that a change in dispositions for some candidates did not always indicate "growth", but perhaps did indicate "awareness". For example, it was interesting to note that on the pre-survey, Candidate #30 indicated a score of 5 (Strongly Agree) on the 5-point Likert Scale, for Item 15: "*I encourage my students to give back to their community*". Post-survey results indicated a score of 2 (Disagree) on the 5-point Likert Scale for this item. Likewise, Candidate #34 indicated a score of 4 (Agree) on the 5-point Likert Scale for Item 35: "*I create*

opportunities for and encourage my students to share their knowledge and talents with their peers." Post-survey results indicated a score of 2 (Disagree) on the 5-point Likert Scale for this item. Candidate #51 provided a score of 5 (Strongly Agree) on the 5-point Likert Scale during the pre-survey for Item 21: *"I plan instructional opportunities for my students to interact with peers, family members, and the whole community."* Post-survey results indicated a score of 2 (Disagree) on the 5-point Likert Scale for this item.

At first glance it may appear that these changes were negative and indicated a lack of growth. However, it is quite possible that these changes in dispositional statements are due to a deeper awareness and understanding of what it truly means to encourage students to give back to the community, or to create opportunities and encourage students to share their knowledge and talents with their peers, or to plan instructional opportunities that allow for students to interact with peers, family members, and the whole community.

On Exit Tickets submitted at the end of the final class session, candidates shared comments such as, "The Teaching Tolerance videos, for me, were very powerful. Hearing those multiple perspectives and reflecting on how they effect my teaching and school librarianship really influenced me." Another candidate noted, "My eyes were opened to what true culturally responsive teaching and respect for diverse learners looks like. I thought I was doing some of these things but I realized I have a long way to go. I guess that in itself is growth though." A third candidate shared, "I need to go straight to the source with questions. I now understand that cultural blindness is worse and I admit that I was stuck. I have good intentions but they need to be for all my students. I'm definitely more aware of what CRT (culturally responsive teaching) is and what it isn't."

The implication of this finding is that, regardless of high-espoused diversity dispositions at the beginning of a course or program, cultural proficiency instruction can still help candidates identify and support effective practices by providing the tools that can be implemented in any setting rather than the techniques that are applicable to only one setting. The awareness, values, and attitudes of respect for diversity demonstrated in culturally responsive teaching practices simply cannot be imposed on candidates. Rather, these realities must be experienced, developed, and owned. Therefore, a change in a dispositional statement from "Strongly Agree" to "Disagree", or from "Agree" to "Strongly Disagree" may not truly indicate a move down the cultural proficiency continuum. To a certain extent, the change may actually indicate growth as candidates become more aware of their current behaviors and move away from cultural incapacity or change mandated by tolerance, into cultural proficiency and change chosen for transformation.

Conclusions

Culturally proficient instructors have a good command of their subject matter, use a variety of teaching techniques, see each learner as an individual, and express in multiple ways their interest in each learner succeeding. "The culturally proficient instructor believes that when new learners experience difficulties, it is not the learners' cultural behaviors and patterns that are suspect, but rather, it is the instructor's behavior that must change and adapt to meet their needs for learning" (Nuri-Robins, et al., 2012, p. 71).

As this study has shown, cultural proficiency instruction can have an impact on the diversity dispositions of school librarian candidates in a Library Education Program. When afforded the opportunity to closely examine themselves, their own points of

references, and their own potential biases through an inside-out journey of teaching and learning during which they explored their values and behaviors while evaluating their policies and practices, candidates shifted their diversity dispositions, showing significant overall growth. This cultural proficiency instruction allowed candidates to build awareness in and confidence for their own culturally proficient teaching practices, which could ultimately drive change into the system as a whole. Throughout this research study it became evident that, as a result of cultural proficiency instruction, candidates in the Methods: School Library course became more critically reflective of past or current practices, allowing them to move up the cultural proficiency continuum.

Critically reflective educators are on the path to becoming culturally proficient educators themselves, as they begin to understand how power shapes their teaching practices, providing insights into the limitations and constraints that all educators encounter as well as strategies for addressing these concerns. Therefore, it is believed that culturally proficient instruction can impact the diversity dispositions of candidates as they become more honest about their own reactions and presumptions regarding students' cultural dimensions. It is also believed that the results of this study support the need for cultural proficient pedagogical approaches within Library Education Programs, in which candidates reflect on their own understandings, values, beliefs, and attitudes, to ensure they are effectively prepared to work with a diverse student population.

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Appendices

Appendix A: IRB Letter of Approval

University of Nebraska Medical Center

NEBRASKA'S HEALTH SCIENCE CENTER

Office of Regulatory Affairs (ORA)
Institutional Review Board (IRB)

October 29, 2014

Bridget Kratt, M.S.
Library
UNO - VIA COURIER

IRB # 619-14-EX

TITLE OF PROPOSAL: School Librarian Candidates' Diversity Dispositions:Examining the Impact of Cultural Proficiency Instruction

The Office of Regulatory Affairs (ORA) has reviewed your application for *Exempt Educational, Behavioral, and Social Science Research* on the above-titled research project. According to the information provided, this project is exempt under 45 CFR 46:101b, category 4. You are therefore authorized to begin the research.

It is understood this project will be conducted in full accordance with all applicable HRPP Policies. It is also understood that the ORA will be immediately notified of any proposed changes for your research project.

Please be advised that this research has a maximum **approval period of 5 years** from the original date of approval and release. If this study continues beyond the five year approval period, the project must be resubmitted in order to maintain an active approval status.

Sincerely,

Signed on: 2014-10-29 11:23:00.000

Gail Kotulak, BS, CIP
IRB Administrator III
Office of Regulatory Affairs

Academic and Research Services Building 3000 / 987830 Nebraska Medical Center / Omaha, NE 68198-7830

Appendix B: Diversity Dispositions Index Survey

Diversity Dispositions Index Survey

Please mark your level of agreement with each of the statements listed below using the following response scale:

> 1 = Strongly Disagree
> 2 = Disagree
> 3 = Neutral
> 4 = Agree
> 5 = Strongly Agree

1. I continually search for new knowledge within my content area.　　1　2　3　4　5

2. I can express myself creatively as a teacher.　　1　2　3　4　5

3. I learn from my students.　　1　2　3　4　5

4. I see myself as a part of the community in my role as a teacher.　　1　2　3　4　5

5. I continue to look for new information to share with my students.　　1　2　3　4　5

6. I am involved in the community where I teach.　　1　2　3　4　5

7. It is important that I attend activities in my students' neighborhoods.　　1　2　3　4　5

8. I collaborate with others in order to learn and grow.　　1　2　3　4　5

9. I collaborate on providing community service opportunities for my students.　　1　2　3　4　5

10. I work to establish positive school-community relationships.　　1　2　3　4　5

11. I welcome community members into my classes to share their skills.　　1　2　3　4　5

12. I make an effort to build positive relationships with my students' parents/guardians.　　1　2　3　4　5

13. Many of my lessons require my students to think critically.   1   2   3   4   5

14. I contact my students' parents/guardians about positive growth.   1   2   3   4   5

15. I encourage my students to give back to their community.   1   2   3   4   5

16. Students enter my class with excitement about what the day will bring.   1   2   3   4   5

17. I deliver instruction using an interactive process that enhance further discovery.   1   2   3   4   5

18. I am responsible for creating an atmosphere where all students feel free to openly exchange ideas, thoughts, and opinions.   1   2   3   4   5

19. I am passionate about my own learning.   1   2   3   4   5

20. I believe that all students can learn.   1   2   3   4   5

21. I plan instructional opportunities for my students to interact with peers, family members, and the whole community.   1   2   3   4   5

22. I am enthusiastic about sharing knowledge with my students.   1   2   3   4   5

23. I believe that all students can succeed.   1   2   3   4   5

24. I demonstrate enthusiasm for the content I teach.   1   2   3   4   5

25. I am reflective about how my actions affect student achievement.   1   2   3   4   5

26. I believe that students learn in a variety of ways.   1   2   3   4   5

27. I use the teaching "moment" to enhance my students' understanding of today's world.   1   2   3   4   5

28. I determine where my students are and help them reach their potential.   1   2   3   4   5

29. I encourage my students to take responsibility for their own and their peers' learning.   1   2   3   4   5

30. I help my students make connections in their community.   1   2   3   4   5

31. I teach my students the skills to gain knowledge on their own.   1   2   3   4   5

32. I provide opportunities and structure for my students to work
    cooperatively.   1   2   3   4   5

33. I help students understand their connection to global issues.   1   2   3   4   5

34. I continue to reteach my students until they have an understanding
    of the content.   1   2   3   4   5

35. I create opportunities for and encourage my students to share their
    knowledge and talents with their peers.   1   2   3   4   5

36. I look for new ways to teach difficult material.   1   2   3   4   5

37. I believe that diversity enhances student knowledge.   1   2   3   4   5

38. I possess a large repertoire of teaching strategies to help students
    access their prior knowledge.   1   2   3   4   5

39. I believe in setting high standards for all students.   1   2   3   4   5

40. I create opportunities for my students to express their knowledge
    in a variety of ways.   1   2   3   4   5

41. I am successful at creating meaningful relationships between
    knowledge and new information.   1   2   3   4   5

42. I work to develop my students' critical thinking skills.   1   2   3   4   5

43. I differentiate expectations for individual students.   1   2   3   4   5

44. What role do you think dispositions have in teaching students from diverse backgrounds?

45. Which learning experiences in the <u>Library Education Program</u> have had the greatest impact in
    preparing you to teach and develop resources for diverse learners and why?

DDI PRE-SURVEY DEMOGRAPHIC INFORMATION:

Please respond to the following items.

1. Gender (please circle your response)   Male   Female
2. Age _____
3. Ethnicity (please circle your response)
    a. Caucasian
    b. African American
    c. Asian/Asian American
    d. Hispanic
    e. Native American
    f. Other
4. Courses you have completed for your School Library endorsement (please circle your response)
    a. Children's Literature
    b. Young Adult Literature
    c. Research and Inquiry (formerly "Reference Resources and Services")
    d. Managing Collections
    e. Teaching and Learning in Digital Environments
    f. Leadership and Management
    g. Organization of Information (formerly "Cataloging and Classification")

Appendix C: Diversity Dispositions Index Factor Domains

Item	Factor 1 Items – Educators' Skills in Helping Students Gain Knowledge
31	1. I teach my students the skills to gain knowledge on their own.
42	2. I work to develop my students' critical thinking skills.
41	3. I am successful at creating meaningful relationships between knowledge and new information.
16	4. Students enter my class with excitement about what the day will bring.
27	5. I use the teaching "moment" to enhance my students' understanding of today's world.
32	6. I provide opportunities and structure for my students to work cooperatively.
38	7. I possess a large repertoire of teaching strategies to help students access their prior knowledge.
40	8. I create opportunities for my students to express their knowledge in a variety of ways.
35	9. I create opportunities for and encourage my students to share their knowledge and talents with their peers.
43	10. I differentiate expectations for individual students.
29	11. I encourage my students to take responsibility for their own and their peers' learning.
12	12. I make an effort to build positive relationships with my students' parents/guardians.
17	13. I deliver instruction using an interactive process that enhances further discovery.
13	14. Many of my lessons require my students to think critically.
28	15. I determine where my students are and help them reach their potential.
33	16. I help students understand their connection to global issues.

34	17. I continue to reteach my students until they have an understanding of the content.
14	18. I contact my students' parents/guardians about positive growth.
Item	*Factor 2 Items – Educators' Beliefs and Attitudes about Students and Teaching/Learning*
23	1. I believe that all students can succeed.
20	2. I believe that all students can learn.
26	3. I believe that students learn in a variety of ways.
24	4. I demonstrate enthusiasm for the content I teach.
36	5. I look for new ways to teach difficult material.
22	6. I am enthusiastic about sharing knowledge with my students.
8	7. I collaborate with others in order to learn and grow.
25	8. I am reflective about how my actions affect student achievement.
2	9. I can express myself creatively as a teacher.
5	10. I continue to look for new information to share with my students.
3	11. I learn from my students.
1	12. I continually search for new knowledge within my content area.
18	13. I am responsible for creating an atmosphere where all students feel free to openly exchange ideas, thoughts, and opinions.
39	14. I believe in setting high standards for all students.
19	15. I am passionate about my own learning.
37	16. I believe that diversity enhances student knowledge.
Item	*Factor 3 Items – Educators' Connections with the Community*
9	1. I collaborate on providing community service opportunities for my students.
21	2. I plan instructional opportunities for my students to interact with peers, family members, and the whole community.
30	3. I help my students make connections in their community.
15	4. I encourage my students to give back to their community.

6	5. I am involved in the community where I teach.
7	6. It is important that I attend activities in my students' neighborhoods.
4	7. I see myself as a part of the community in my role as a teacher.
11	8. I welcome community members into my classes to share their skills.
10	9. I work to establish positive school-community relationships.