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Pre-Service Teacher's Preparedness to Teach African American Boys: The Impact of an Urban
Collaboration on the Development of Afro-Centered Cultural Knowledge in an Elementary
Education Program

Erin T. Miller

Reading and Elementary Education

Preparedness to Teach African American Boys

Abstract (word count = 250): The primary purpose of this research is to better understand how to prepare teacher education candidates to effectively teach African American males within two sections of a course entitled Multicultural Education: Modifying Instruction for Urban Learners (ELED 4292) that is taught in the Reading and Elementary Education Department (REEL) of the College of Education at UNC Charlotte. The overarching goal of this project is to engage the mostly white female student population who take this class in an exploration of the opportunities and challenges of teaching in diverse contexts where the achievement and retention of African American males is a top priority. This will be accomplished through a) special lecture guests, b) a relevant film screening/discussion, c) an equity workshop, and d) a student visitation to the Gantt community resource center to interact with a temporary exhibit related to African American males. The success of the project will be measured through the Multicultural Teaching Competency Scale (Spanierman, Oh, Heppner, Neville, Mobley, Wright, Dillon, & Navarro, 2011) at the beginning and ending of the semester, as well as through qualitatively analyzed responses to audiotaped focus group questions and open ended post-activity reflections. The timeliness of this project cannot be understated as it is deeply aligned with the goals of teacher education programs across the country (Darling-Hammond & Bransford, 2005), local urban school districts (Clark, personal communication, October 18th, 2013), and a national renewal on effectively teaching the growing and underserved populations in our schools (Lewis, Simon, Uzzel, Horwitz, & Casserly, 2009).

Budget Request

Budget Request for SOTL Grant

Year 2013

Joint Proposal? Yes X No

Title of Project Pre-Service Teacher’s Preparedness to Teach African American Boys: The Impact of an Urban Collaboration on the Development of Afro-Centered Cultural Knowledge in an Elementary Education Program

Duration of Project January 15 – June 15 2014

Primary Investigator(s) Erin T. Miller

Email Address(es) Emille90@uncc.edu

UNC Charlotte SOTL Grants Previously Received (please names of project, PIs, and dates) N/A

Allocate operating budget to Department of Reading and Elementary Education

		Year One
Account #	Award	January to June
Faculty Stipend	Transferred directly from Academic Affairs to Grantee on May 15	\$2,583.33
911250	Graduate Student Salaries	
911300	Special Pay (Faculty on UNC, CHARLOTTE payroll other than Grantee)	
915000	Student Temporary Wages	
915900	Non-student Temporary Wages	
920000	Honorarium (Individual(s) not with UNC, CHARLOTTE)	

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921150	Participant Stipends	1,500.00 (Dr. Gloria Boutte, workshop + travel+project consultant) 1,000.00 (RJCC equity presentations – 2 presentations @ 500.00 each) 250.00 (Gantt Exhibit/Facilitatorfor 50 students @ 5.00 per student) 30.00 <i>American Promise</i> DVD
925000	Travel - Domestic	
926000	Travel - Foreign	
928000	Communication and/or Printing	200.00
930000	Supplies	200.00
942000	Computing Equipment	
944000	Educational Equipment	
951000	Other Current Services	
GRAND TOTAL		5,763.33

		Year Two
Account #	Award	July to June
Faculty Stipend	Transferred directly from Academic Affairs to Grantee on May 15	\$ -
911250	Graduate Student Salaries	
911300	Special Pay (Faculty on UNC, CHARLOTTE payroll other than Grantee)	
915000	Student Temporary Wages	
915900	Non-student Temporary Wages	

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920000	Honorarium (Individual(s) not with UNC, CHARLOTTE)	
921150	Participant Stipends	
925000	Travel - Domestic	
926000	Travel - Foreign	
928000	Communication and/or Printing	
930000	Supplies	
942000	Computing Equipment	
944000	Educational Equipment	
951000	Other Current Services	
GRAND TOTAL		\$ -

Attachments:

1. Attach/provide a narrative that explains how the funds requested will be used.
2. Has funding for the project been requested from other sources? ___ Yes X No. If yes, list sources.

Budget Narrative

Funds from this project will be used for three purposes 1) to provide in and out of class experiences related to the education of African American boys for undergraduate students in two sections of a course entitled Multicultural Education: Modifying Instruction for Urban Learners (ELED 4292) through a) special lecture guests, b) a relevant film screening/discussion, c) an equity workshop, and d) a student visitation to the Gantt community resource center to interact with a special temporary exhibit related to African American males; 2) compensation for faculty to analyze data and prepare for dissemination of findings; and, 3) materials (including copies of the competency scale that will be used to measure the success of the project), and other supplies/printing services related to research interests of the project.

In and Out of Class Field Experiences

Students' preparedness to teach African American boys will be measured early in the semester through the administration of the Multicultural Teaching Competency Scale (Spanierman et. al., 2011) and audio taped focus group responses to open ended questions. While the education of African American boys should be a key topic in any class designed to teach preservice teacher education students about issues in urban education, there are limitations on the course instructor/project PI's ability to provide an insider perspective on issues related to African American boys due to her positionality as a white woman. Therefore, it is *essential* that partnerships are created with community members/organizations who offer expertise in supporting educators in this area. Therefore, the following field experiences that comprise this unit of instruction are proposed:

Tour of Question Bridge: Black Males, an exhibit at the Gantt Center

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The Harvey B. Gantt Center is an Afro-American Cultural and Service Center that was developed by the vision of a young assistant professor of English at UNC, Charlotte to preserve the rich history legacy of African Americans in Charlotte. Regularly featuring exhibits and cultural activities to educate the public on the achievements and current challenges of African Americans, the Gantt Center's newest exhibit, *Question Bridge: Black Males*, opened on October 26th 2013 to "explore challenging issues within the black male community by instigating a transmedia conversation across the geographic, economic, generation, educational and social divisions of American society" (retrieved on October 28th from <http://www.ganttcenter.org/web/>). Students in both sections of the course will meet at the Gantt Center one day during the unit to tour the exhibition followed by a discussion led by the exhibit's tour guide to further explore these issues. The cost of the tour/discussion is \$5.00 for students or \$250.00 for approximately 50 students (anticipated enrollment in two sections of the course).

American Promise

Prior to the visit to the Gantt Center, students will view *American Promise*. *American Promise* is a newly released (2013) Sundance film that documents the lives of two middle class African American families "as they navigate the ups and downs of parenting and educating their sons" (retrieved on October 28th at www.americanpromise.org). The goal of the film is to "empower" children, families and educators as they work collectively to close the black male achievement gap. This film is considered a compliment to the exhibit, *Question Bridge: Black Males*. The cost to purchase the film is expected to be approximately \$30.00.

Race Matters for Juvenile Justice

Race Matters for Juvenile Justice (RMJJ) is a collaborative effort in the Charlotte Metro area designed to bring together the community stakeholders to reduce disproportionality and

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disparities related to youth of color in the juvenile justice system. In the spring of 2013, RMJJ is hosting a series of workshops entitled *Dismantling Racism*. These workshops are “designed to build the capacity of educators and others in understanding racial disparities in the Charlotte - Mecklenburg Community.” A workshop trainer will lead a 2 hour presentation to each section of the course. Each presentation is \$500.00. The total cost for the two presentations is \$1,000.00

Visiting Consultant, Dr. Gloria Boutte

Dr. Gloria Boutte will be invited to speak to both sessions of the class in late February and will review preliminary data results to ensure methodological rigor. For more than three decades, Dr. Boutte’s scholarship, teaching, and service have focused on equity pedagogies and teaching for social justice. Dr. Gloria Boutte is the author of two books: *Multicultural Education: Raising Consciousness* and *Resounding Voices: School Experiences of People From Diverse Ethnic Backgrounds*. She is currently completing a third book on educating African American students. Dr. Boutte is the founder of the South Carolina Center of Excellence for the Education and Equity of African American Students (CEEEAAS) and her work centers on the exploration of the legacy of achievement within Afro-centered cultural knowledge. Dr. Boutte will lead a workshop for each section of the course (5:00 pm – 7:45 pm on 2/26/14 and 8:00 am – 10:45 am on 2/27/14) for \$500.00 per session. Funding for her trip will include overnight stay in Charlotte at the Drury Inn, one evening meal, and gas from Columbia to Charlotte (total = \$200.00). The total cost of her visit will be \$1,200.00 and a \$300.00 stipend will be awarded for her work as a project consultant. The total cost for her participation in the project will be \$1,500.00.

Compensation for Faculty and Dissemination

The principal investigator, Dr. Erin Miller, will facilitate all of the learning collaborations within the project, as well as the facilitation of the pre and post assessment survey as part of her

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teaching of ELED 4292; however, transcription and analysis of data will require extensive time during the early summer 2014 in order to determine the success of the project and make suggestions for long term partnership possibilities with local community organizations and on-campus faculty. Results of the study will be disseminated during faculty forums, local and international conferences (i.e., UNC, Charlotte Urban Education Collaborative Initiatives, National Council of Teachers of English, and the International Conference on Urban Education in Jamaica, November 2014) and strategies for curriculum development jointly created with community partners will be offered for faculty within and beyond the College of Education who may be interested in pursuing similar collaborations. The results of this project will be submitted to relevant journals (i.e. *Urban Education*) and used to inform future faculty collaborations. Additionally, insights from this study will be used to inform the rewrite of a larger Teacher and Teacher Education Innovation grant proposal (R305A130431) that will be submitted to the Institute of Educational Sciences (IES) in 2014. It is expected that the summer work will take two weeks; thus, \$2,583.33 (current pay for two weeks) is allocated for Dr. Miller's work on this project during late May/early June 2014. Note: *Dr. Miller does not have any teaching assignments during the summer.*

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UNC CHARLOTTE

College of Education

Department of Reading and Elementary Education

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November 4, 2013

Dear Reviewers:

I am writing this letter in support of Dr. Erin Miller's SPTL proposal titled Pre-Service Teacher's Preparedness to Teach African American Boys: The Impact of an Urban Collaboration on the Development of Afro-Centered Cultural Knowledge in an Elementary Education Program.

The purpose of this research project is to develop a focused unit of instruction on educating African American males. Research tells us that majority of the pre-service teachers in most teacher education programs across the country are white and middle class women. This has remained consistent despite the fact that across the South, more than half of students in public schools are children of color and/or children from low income backgrounds (The Southern Education Foundation, 2010). Many teachers are not prepared to teach in urban schools and recent data indicate that 46% of new teachers leave schools where at least 35% of the students are children of color, children of poverty, and children learning English (Keigher, 2010).

This work will help us guide instruction for our students by better preparing them to teach in urban schools, and it will contribute to the national conversation on ways to improve instruction for African American boys. The findings and activities from this proposal also will be used to inform the resubmission of an IES Teacher and Teacher Innovation grant proposal on Culturally Responsive Teaching.

Dr. Miller is a very competent researcher and to date, her work has won two prestigious awards. Her article titled Noticing and Naming as Social Practice: Examining the Relevance of a Contextualized Field-Based Early Childhood Literacy Methods Course was selected as the Distinguished Journal of Early Childhood Teacher Education Article of the Year for 2012. Additionally, her dissertation won the AERA Outstanding Dissertation of the Year Award in Critical Perspectives in Early Childhood. Even this early in her career, she has proven herself to be an outstanding researcher and I recommend her proposal without reservation.

Sincerely,

A handwritten signature in blue ink that reads "Janice Hinson".

Janice Hinson, Ed.D.
Professor and Chair

Preparedness to Teach African American Boys



Office of the Dean
9201 University City Blvd., Charlotte, NC 28223-0001
(704) 687-8722, www.uncc.edu

November 3, 2013

Erin T. Miller
Assistant Professor
Department of Reading and Elementary Education
College of Education

Dear Dr. Miller,

I am writing to enthusiastically support your proposed SOTL project and research study, "Pre-Service Teacher's Preparedness to Teach African American Boys: The Impact of an Urban Collaboration on the Development of Afro-Centered Cultural Knowledge in an Elementary Education Program." This project exemplifies the sort of teacher preparation and applied research that effectively advances the mission of the University of North Carolina at Charlotte and especially the College of Education.

Even today, too many students entering the field of teaching know little about race and racism and how it applies to teaching. Many of our students, especially in elementary education where you teach, are White, middle class, and female. And while their mission and zeal for teaching are honorable, they often are underprepared when it comes to teaching diverse classrooms of students, especially African American males. And while our College prepares candidates well for diversity, we are constantly on the lookout for new models of ways to break down cultural assumptions in preparation for learning to teach. Your project provides a terrific way to do just that.

Dr. Miller, I am thrilled with your out-of-box thinking of ways to help our teacher candidates learn. Taking our students to Uptown to visit the Harvey Gantt Center, view the movie, "American Promise," attend a workshop by the Juvenile Justice Center on "Dismantling Racism," and visiting with esteemed scholar Gloria Boutte, will be life changing for some of our students. I will be eager to see results of the surveys about what these experiences mean for our students.

I wish you the best of luck with this project and will assist in any way I can.

Sincerely,

A handwritten signature in cursive script that reads "Ellen McIntyre".

Ellen McIntyre
Dean, College of Education



The UNIVERSITY of NORTH CAROLINA at CHARLOTTE

www.uncc.edu

Project Narrative (word count = 2,500)

The primary purpose of this research is to better understand how to prepare teacher education candidates to effectively teach African American males within two sections of a course entitled Multicultural Education: Modifying Instruction for Urban Learners (ELED 4292) that is taught in the Reading and Elementary Education Department (REEL) of the College of Education at UNC Charlotte. The overarching goal of this project is to engage the mostly white female student population who takes this class in an exploration of the opportunities and challenges that they will face teaching in diverse contexts where the achievement and retention of African American males a newly identified top priority in Charlotte area schools (Clark, personal communication, October 18th, 2013). This goal supplements the larger mission of UNC Charlotte's College of Education's 2010-2015 Strategic Plan which puts a "special emphasis on making a positive impact on diverse populations... accomplished through teaching, research, collaboration, community engagement and partnerships with schools serving diverse populations" (retrieved on October 28th from <http://education.UNC,Charlotte.edu/faculty-resources/college-education-strategic-plans-2010-2015>). It is essential that these partnerships, including diverse student teaching placements, are made with enough foundational content knowledge learned in prior coursework *to understand and challenge systemic inequities* related to the achievement of African American males. The primary objectives of the project are to:

- 1) Assess pre-service teachers' initial dispositions of educating diverse students, including African American males using a measure entitled Multicultural Competency Teaching Scale (Spanielman et.al, 2011) and through open ended focus group questions

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- 2) Develop a unit of study partnering with local and regional experts that explores issues related to the achievement of and institutional challenges faced by African American males in educational systems
- 3) Assess candidate learning through a post-assessment of perceptions of their competencies after focused explorations on the education of African American male youth
- 4) Disseminate information to other faculty and build toward larger projects and partnerships that are inclusive of faculty within and beyond the instructor/PI's department who may have similar interests and goals

The research questions are:

- 1) How do teacher education candidates rate their initial feelings of their competencies relating to the education of diverse populations? What biases and assumptions, if any, do they bring with them as they approach their work with African American males?
- 2) What can be learned from a focused four week unit designed to build knowledge in working with African American males within a larger context of urban education?
- 3) Do teacher education candidates feel stronger in their knowledge of issues related to equity in education after completing a focused unit on the education of African American males as measured by the Multicultural Teaching Competency Scale (Spanielman et. al., 2011)?

Rationale

Recent graduate data demonstrate that the majority of teacher education graduates from UNC, Charlotte pursue their professional careers in the large and urban Charlotte Mecklenburg School District (CMSD) which has richly and increasingly diverse student population (Thompson, 2013). CMSC recognizes that “given the changing demographics of our school-age

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population and the amount of growth ... [we] will continue to face challenges” (retrieved on October 28th at <http://www.cms.k12.nc.us/cmsdepartments/multicultural-ed/Pages/Diversity.aspx>). At a recent 2013 presentation to the College of Education, Ann Clark, deputy superintendent of Charlotte Mecklenburg School District, outlined some of those challenges which will be addressed through the implementation of the newly adopted strategic goals of the district. It was stated that top priority over the next few years will be given to better supporting the children faring least well in CMS schools: African American boys. The fact that African American boys are not being well served in Charlotte area schools is consistent with national data trends. Within our nation’s schools, African American boys are scoring lower than their peers almost every measure of school success (Gabriel, 2010). Only 12 percent of black fourth-grade boys are proficient in reading, compared with 38 percent of white boys, and only 12 percent of black eighth-grade boys are proficient in math, compared with 44 percent of white boys (Lewis, Simon, Uzzel, Horwitz, & Casserly, 2009). African American male students are suspended 2 to 3 times more frequently than other students (Brooks, Schiraldi, & Ziedenberg, 1999). In 2000, although African American students represented less than 17% of the student population in United States schools, they accounted for 34% of all suspensions (U.S. Department of Education, 2001). Related to but beyond school walls, African American youth are six times more likely to be incarcerated than white youth with the same prior record (Race Matters Institute, 2013). Despite the tremendous gains schools across our nation have made in the last half-century to achieve the goals of the Civil Rights movement, is evident that we have not yet reached the point at which we successfully educate all children and the cost of this fact to our nation is crippling.

The Demographic Divide

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When targeting success or failure of children in school, it is equally important to understand the demographics of those whom are entrusted to teach them. The majority of the pre-service teachers in most teacher education programs across the country are white and middle class women. This has remained consistent despite the fact that across the South, more than half of students in public schools are children of color and/or children from low income backgrounds (The Southern Education Foundation, 2010). This trend has been labeled the “demographic divide” or the cultural, racial and linguistic disconnect between students who graduate from teacher education programs and the students whom they will teach. Despite the urgency with which we must better address our nation’s African American boys in schools, most teachers across the country feel unqualified to teach effectively in diverse settings (Darling-Hammond, 2005; Long, et. al., 2006). The National Commission on Teaching and America’s Future (NCTAF) (2007) reports that 46% of new teachers leave the profession within five years and other studies show that more teachers leave schools where at least 35% of the students are children of Color, children of poverty, and children learning English (Keigher, 2010). One of the most commonly cited reasons for leaving is lack of preparation in addressing the needs of all students (Hornig, 2009; NCES, 2007; NCTAF, 2007). At the same time, the literature is clear that teachers with the knowledge and ability to relate to their students are more successful in diverse educational settings (Ladson-Billings, 1995; Seidl, 2007) and therefore critical to the development of a highly qualified teacher workforce (Ball & Cohen, 1999; Ball & Forzani, 2009; Milner, 2010). While some progress is being made in teacher education programs across the country by increasing the diversity of students student teaching placements and adding a course or two on issues related to diversity, (Darling-Hammond & Bransford, 2005; Miller et al, 2009; Sleeter, 2001; Solorzano & Yosso, 2001), placing students in diverse contexts and providing

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general content knowledge on issues related to diversity in education has long been cited as *not enough* in teacher education programs. Students need deep, targeted knowledge to navigate their work with students who may be culturally, linguistically and racially dissimilar to themselves.

Impact

Findings from this study will inform the development of a useable, feasible curricular design. This study has the potential to greatly impact the learning of UNC Charlotte students, faculty and community by a) developing content specific knowledge on the education of African American males for pre-service teachers, b) connecting UNC Charlotte students with community resources that will sustain their knowledge and skill as they move into early career phases, and c) develop curriculum and collaborations that can be shared with local, national and international faculty also interested in the pursuit of the goals of the described project. The timeliness of this project cannot be understated as it is deeply aligned with the goals of teacher education programs across the country (Darling-Hammond & Bransford, 2005; Miller et. al., 2009; Sleeter, 2001; Solorzano & Yosso, 2001), local urban school districts (Clark, personal communication, October 18, 2013), and a national renewal on effectively teaching the growing and underserved populations in our schools (Lewis, Simon, Uzzel, Horwitz, & Casserly, 2009).

Literature Review

This project's focus on issues that could lead to better support African American boys in school is in direct response to the well-documented reality that children who achieve at the lowest levels are often confronted with instructional practices removed from their cultural and linguistic worlds (Haddix, 2008; 2010; Martínez, 2010). As a result, they are almost immediately disenfranchised from schooling and suffer setbacks in achievement (Abrams & Gibbs, 2002; Reid & Knight, 2006; Souto-Manning, 2009). This project seeks to address this by developing

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preservice teacher's knowledge and skill related to systemic issues of racial identity through a deep interrogation of widely accepted low expectations of African American boys, as well as cultivating positive Afro-centered cultural knowledge among teachers.

Expectations of African American Boys

For years, research has documented that students often perform according to the expectations that are set for them (Steele, 1997; Steele and Aronson, 1995). When low expectations exist, teachers and students perform accordingly. This has been well documented in phenomena such as the *stereotype threat* that shows that when students feel they are at risk in confirming the negative stereotype about their group, they perform worse on assessments (Steele, 1997). Often, African American boys do not feel that their teachers expect them to do well (Bridges, 2011). Years ago, Landsman (2004) urgently called for teachers to confront the racism in low expectations, citing that until teachers stop believing that that only white children are going to be successful (however unconsciously this might occur), we will not change the educational outcome of marginalized students. Yet, negative assumptions among teachers about their students persist. In a recent study conducted on teachers' perceptions of African American students in a rural area in South Carolina (Myers, 2013), parents were convinced that teachers taught into the beliefs/assumptions that they held about children. Similar findings have been reported time and time again (i.e., Evans, 2005; Kober, 2001; Varlas, 2005) and have been attributed to one of the reasons why schools continue to fail African American boys. Setting up structures where preservice teachers can critically interrogate personal bias is considered an important tool in addressing the culture of low expectations for African American boys (Milner, 2010).

Afro-Centered Knowledge

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Woodson (1990) has long since argued that African American children were not reaching their potential because they were in schools that isolated them from African culture and traditions and exalted European culture and thus, supported an educational experience that *did not* build upon the historical achievements and legacy of African Americans. Many scholars committed to these issues support the African Centered Education Movement (ACEM) which “demands that children be viewed as educable and as descendants of a long line of scholars” (Lomotey, 1992, p. 457). African centered curriculum is essential as it restores a missing perspective to the school curriculum. It is in contrast to the “normative” Eurocentric education that embraces individualism, competitiveness, and objectivism and focuses on collaboration, cultural pride, and critical thinking. This project aims to foster a “counter-narrative” that educates preservice teachers on the celebration of Afro-centered cultural knowledge which has been long cited as useful in re-engaging African American children in school (Ladson-Billings, 1994).

Methods

Data Collection

Using qualitative (Grbich, 2007) and quantitative (Allison, 2010) methodologies, data will be collected at two points during the Spring 2014 semesters for analysis to understand the process and effectiveness of this community based intervention and the impact on preservice teacher’s preparedness to teach one particular group of society. Two types of data collection will be utilized, the Multicultural Teaching Competency Scale and Focus Group/Narrative Reflections.

Multi-cultural Teaching Competency Scale: Multi-cultural Teaching Competency Scale (2011) was developed to measure three dimensions of multicultural teaching competence: awareness,

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knowledge and skill in teaching diverse students. Initially validated in 2011, the scale is a 16 item 6-point Likertype scale, ranging from 1 (strongly disagree) through 6 (strongly agree) was developed to be used with preservice and inservice teachers. The MTCS “provides an efficient method of assessment of teachers’ multicultural competency” (Spanielman, et. al. 2011, p.459). It can be used to determine the effectiveness of teacher education programs in cultivating effective culturally competent preservice teachers as outlined in accrediting bodies, such as NCATE.

Focus Groups and Narrative Reflections: Students will participate in audio taped small group conversations with guiding questions related to their perceptions about their skill and knowledge in educating African American males. Additionally, brief reflections collected from students’ post-activities will be analyzed.

Data Analysis

Deep analysis of data using both quantitative and qualitative analysis will be conducted during the summer of 2014. The Multicultural Teacher Competency Scale, administered at two points in the semester will be analyzed using quantitative methods (Allison, 2010) in SAS (using campus license for faculty). Additionally, students will participate in audio taped focused groups. These audio files will be transcribed and analyzed by the principal investigator in N’Vivo (using campus license for faculty) and subsequently analyzed for reoccurring themes and patterns using a constant comparison approach (Grbich, 2007).

Timeline

It is anticipated that the activities described in this project will occur during the Spring and Summer of 2014. The following chart (Figure 1) outlines the timeline of the project more specifically:

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DATE	PROJECT COMPONENT
January 22 nd and January 23 rd 2014	Administration of Multicultural Competency Scale and Facilitation of Focus Group Conversations (1 st Time)
February 5 th and February 6 th	Viewing of the Film, <i>American Promise</i> in class
February 12 th <i>or</i> Saturday February 15 th (TBD upon conversations with students about the best date)	Visit to the Gantt Center (<i>both</i> sections), collection of reflections from film
February 19 th <i>and</i> February 20 th	Equity Workshop, collection of reflections from Gantt Center visit
February 26 th <i>and</i> February 27 th	Visiting Professor/Scholar to speak at class sessions, collection of reflections from Equity Workshop
April 9 th and April 10 th	Administration of Multicultural Teaching Competency Scale/Focus Group Conversations (2 nd Time)
May 19 th – June 11 th	Analysis of Data and Preparation to Disseminate Results
June 15 2014	End of Project Cycle

Figure 1: Timeline Chart. Note: The PI/author is scheduled to teach ELED 4292 on Wednesdays (5:00 pm – 7:45 pm) and Thursdays (8:00 am – 10:45 am)

IRB funding

A Human Subjects Protocol application for the Institutional Review Board (IRB) is currently under development and will be submitted by the end the Fall 2013 semester. It is understood that the research that is the focus of this project cannot begin until IRB approval is granted. The researcher anticipates that this project’s proposed research will fall under research that is considered Exempt because will be “conducted in [an] established educational setting, involving normal practices, such a research on regular ... instructional strategies or... research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom

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management methods” (retrieved on October 28th from <http://research.UNC.Charlotte.edu/compliance-ethics/human-subjects/guidelines-research>)

Extramural Funding

No external funding is being sought concurrently with this proposal. However, activities within this proposal will be used to inform the resubmission (R305A130431) of a federal IES Teacher and Teacher Innovation grant proposal on Culturally Responsive Teaching upon which the researcher/author is a co-principal investigator.

References

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Appendix A: Multicultural Teacher Competency Scale

TEACHER BELIEFS INVENTORY SCORING PROCEDURE

- 1=Strongly Disagree
- 2=Moderately Disagree
- 3=Slightly Disagree
- 4=Slightly Agree
- 5=Moderately Agree
- 6=Strongly Agree

1. ____ I plan many activities to celebrate diverse cultural practices in my classroom.
2. ____ I understand the various communication styles among different racial and ethnic minority students in my classroom.
3. ____ I consult regularly with other teachers or administrators to help me understand multicultural issues related to instruction.
4. ____ I have a clear understanding of culturally responsive pedagogy.
5. ____ I often include examples of the experiences and perspectives of racial and ethnic groups during my classroom lessons.
6. ____ I plan school events to increase students' knowledge about cultural experiences of various racial and ethnic groups.
7. ____ I am knowledgeable about racial and ethnic identity theories.
8. ____ My curricula integrate topics and events from racial and ethnic minority populations.
9. ____ I am knowledgeable of how historical experiences of various racial and ethnic minority groups may affect students' learning.
10. ____ I make changes within the general school environment so racial and ethnic minority students will have an equal opportunity for success.

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11. ____ I am knowledgeable about the particular teaching strategies that affirm the racial and ethnic identities of all students.
12. ____ **I rarely examine the instructional materials I use in the classroom for racial and ethnic bias.**
13. ____ I integrate the cultural values and lifestyles of racial and ethnic minority groups into my teaching.
14. ____ I am knowledgeable about the various community resources within the city that I teach.
15. ____ I often promote diversity by the behaviors I exhibit.
16. ____ I establish strong, supportive relationships with racial and ethnic minority parents.

Item #12, which is bolded above, is reverse scored such that 6 = 1, 5 = 2, 4 = 3, 3 = 4, 2 = 5, 1 = 6. Higher scores indicate greater levels of multicultural teaching competency.

Factor 1: Multicultural Teaching Skill consists of the following 10 items: 1, 3, 5, 6, 8, 10, **12**, 13, 15, 16

Factor 2: Multicultural Teaching Knowledge consists of the following 6 items: 2, 4, 7, 9, 11, and 14

Spanierman, L. B., Oh, E., Heppner, P. P., Neville, H. A., Mobley, M., Wright, C. V., Dillon, F. R., & Navarro, R. (2011). The Multicultural Teaching Competencies Scale (MTCS): Development and initial validation. *Urban Education, 46*, 440-464