THE EFFECTS OF A SERVICE-LEARNING INTRODUCTORY DIVERSITY

COURSE ON PRE-SERVICE TEACHERS' ATTITUDES TOWARD TEACHING

DIVERSE STUDENT POPULATIONS

by

Dawn Jacoby Lucas

Liberty University

A Dissertation Proposal Presented in Partial Fulfillment

Of the Requirements for the Degree

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The Effects of a Service Learning Introductory Course in Diversity on Pre-Service

Teachers Attitudes' Toward Teaching Diverse Students

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MICHELLE GOODWIN Ed.D, Chair

JOYCE EDWARDS Ph.D, Committee

REBECCA HARRISON Ed.D, Committee

SCOTT WATSON Ph.D, Associate Dean of Advanced Programs

ABSTRACT

Dawn Jacoby Lucas THE EFFECTS OF A SERVICE-LEARNING INTRODUCTORY DIVERSITY COURSE ON PRE-SERVICE TEACHERS' ATTITUDES TOWARD TEACHING DIVERSE STUDENT POPULATIONS. (Under the direction of Dr. Michelle Goodwin, Associate Professor of Education) School of Education, July, 2011.

This study examined the impact of a service-based course in diversity on pre-service teachers attitudes toward the inclusion of diverse learners (ethnically, socioeconomically, and disabled) in the general classroom. One-hundred and ten students at a private liberal arts university in North Carolina completed the Pluralism and Diversity Attitude Assessment (PADAA) to measure pre-service teachers' attitudes toward including cultural diverse students in the general education classroom, the Opinions Relative to Integration (ORI) instrument to measure pre-service teachers' attitudes toward including disabled students in the general education classroom, and a short demographic survey Results indicate an introductory class has impact in improving a pre-service teachers' attitude toward the inclusion of diverse learners, specifically students with disabilities, in the general education classroom. However, according to review of literature, this factor is not enough to improve the achievement levels of diverse learners whom are taught in the general classroom. Suggestion for change and further research are included.

Keywords: teacher preparation, diversity, diverse learners, general education, inclusion

Dedication

"Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus." Philippians 4:6-7

To Andy, Johnathan, and Joshua,

Thank you for your support and unconditional love as I complete this journey. You mean the world to me and I love each of you with all of my heart. I could not have accomplished this without you.

To Mom and Dad,

You have provided me with the foundation and the tools to accomplish this lifelong dream. I am hopeful you are proud of what I have done.

To Dr. Jill Jones,

You were in my life for a fraction of a second (3 days to be exact) but the lessons you taught me will be with me forever. I hope I am half the teacher you were. I will always remember your dedication to God, family, and education.

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To my mom, dad, and family who, although is far away in miles, are very close to my heart. I appreciate all of your words of encouragement, support and love as I have worked my way through this entire process. Your pride in me has kept me going and been a huge reason for my completion. I appreciate the calls, emails, and unconditional love you have provided me. Each of you has played a part in this and I appreciate every one of you. I want to especially thank you all for instilling in me the motivation and drive to be a better person, a great teacher, mother, and student.

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CHAPTER ONE: INTRODUCTION

Background

In recent years a top priority within national educational policy has been teacher quality. How to best prepare teachers to meet the needs of the changing classroom continues to be a topic of discussion in schools of education across the country. With the changing face of America's public schools, teachers are being asked to produce more with less. Pre-service teachers must be armed with the tools necessary for addressing the increasing diversity within the public school classroom.

Students in PK-12 public schools speak 450 different languages, and English Language Learner students make up 12% of the total United States school population. Projections indicate that by 2015, this percentage could be as high as 50% (Gray & Fleischman, 2004). According to the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA), the United States has experienced a tremendous surge in immigration in some states, including New York, California, Arkansas, Alabama, Georgia, North Carolina, South Carolina, and Tennessee. The majority of immigrants are Latino, more than one half do not hold a high school diploma, and most speak limited English. Therefore the question raised by teacher educators is how do teacher education programs prepare teachers to best deal with the growing multiculturalism in their classrooms so that all students are educated effectively?

In addition to increased ethnic and cultural diversity, the number of students with disabilities receiving a majority of their education in the general education classroom has

also dramatically increased. According to the *Twenty-seventh Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act* (United States Department of Education, 2003), in 2003 ninety-six percent of students with disabilities were served in schools that served general education students. Of these students, just about half (49.9%) were educated for most of their school day, or 79% of the day, in the general education classroom. The inclusion of students with disabilities in general education classrooms comes at a time when teachers are feeling the pressure from the reauthorization of *No Child Left Behind* to raise students' achievement levels in various subject areas. The trend with inclusive educational practices due to the IDEA requirements for least restrictive environments suggests that students with multiple disabilities will be increasingly present in the general education classroom (Byrnes, 2008).

    The public demand for better K-12 teaching has forced teacher education programs to review their role in enhancing teacher quality.   While defining teacher quality has been problematic and vague, three terms are used in the literature: *highly qualified, effective teacher,* and, *good teacher*, none of which adequately summarize the complexity of teacher quality (Liston, Borko, & Whitcomb, 2008).

    Within the context of the No Child Left Behind (NCLB) legislation, the Federal government defines the term *highly qualified teacher* as a teacher who has a bachelor's degree, a state teaching certification or a passing score on the state teacher licensing examination, and documented subject matter knowledge (Hess & Petrelli, 2006). Critiques argue that this definition focuses only on teacher characteristics and

qualifications, sets a minimum for teacher knowledge, but places no regard on teacher practice (Liston et al., 2008).

The term *effective teacher* generally refers to teachers' impact on student achievement. Again, within the context of No Child Left Behind, *teacher effectiveness* is defined as "teachers' ability to improve student achievement as measured on standardized tests" (Commission on No Child Left Behind, 2007). This focus on achievement outcomes is a shift from the definition of teacher quality that focused on qualifications.

Perhaps the term *good teacher*, as vague and common as it is, describes what teacher education programs identify with most closely when determining teacher quality. Good teaching, grounded in teaching practices, describe the facilitator (the teacher) as one who connects learners with the world around them including the ideas and the people, ultimately shaping the lives of the learners. A good teacher is passionate, views students as a resource, is engaged, attentive and participating and at the same time holds the student accountable for learning and understanding the information (Liston et. al, 2008).

The terms good teacher/teaching and effective teacher/teaching will be used interchangeably in this discussion. The reader can assume that, based on the characteristics described previously, an effective teacher/teaching is synonymous with a *good teacher/teaching*.

High stakes testing and performance results are readily available to the public, and when the general public sees unfavorable results, the immediate response is to question teacher quality. Is it possible for teacher education programs to identify students

who are predisposed to become good teachers? Until recently the term "dispositions"

was rarely used in teacher education. In the 1980's and 1990's information from

attitudinal surveys suggested that a caring attitude was necessary in order for a teacher to

be a good teacher (Helm, 2006). With the current accountability system measuring

teacher effectiveness with qualification and test scores, it appears as though we are

risking the very core of what it means to be a good teacher. Wayda and Lund (2005)

developed rubrics to address students' suitability for pursuing a teaching career. The key

dispositions identified are similar to the principles of the servant leader. The dispositions

primarily identified are caring, kindness, integrity, initiative, and skill development. In

addition, Armistine (1990) identified other key dispositions necessary for the pre-service

teacher to be successful in the classroom; fairness, decency, service, pro-social behavior,

honest, humility, trust, empathy, healing, and a sense of community. Therefore, based on

the literature, the dispositions necessary for pre-service teachers to become effective

teachers, or *good teachers*, are directly correlated to that of the servant leader.

Empirical evidence suggests that a teacher's dispositions are as important for

student achievement as pedagogical and content knowledge and skills (Singh & Stoloff,

2008). The National Council for Accreditation of Teacher Education (NCATE) and

Interstate New Teachers Assessment and Support Consortium (INTASC) require that

teacher preparation programs assess the dispositions of their teacher candidates when

determining their effectiveness.   The change in demographics of public school students,

coupled with the position accrediting bodies take on the importance pre-service teachers'

dispositions, has motivated teacher education programs to change how teacher preparation is being facilitated (Hammerness, 2006).

The increased inclusion of diverse learners in the general classroom and the research involving the exploration of teachers' attitudes regarding the academic achievement of diverse students in inclusive classrooms indicates that teacher education programs must, not only improve pre-service teachers' knowledge of a wide range of disabilities, but also cultivate positive and accepting attitudes toward inclusion. According to Delar Singh (2006) there is no sufficient empirical evidence to conclude that the needs of all children can be met in the general education classroom. Yet there is evidence that suggests general education teachers do not believe they are fully prepared for the inclusion of students with disabilities. Because knowledge and skills in implementing inclusive practices for students with disabilities are preceded by attitudes and beliefs, teacher education programs must provide curriculum that the impacts pre-service teachers' attitudes toward inclusion of diverse learners.

Statement of the Problem

Given limitations of time and resources, teacher education programs must design effective and efficient curriculum content and processes to equip pre-service teachers to teach diverse student populations so that all students can achieve curriculum standards. Teacher education programs must teach skills and knowledge, as well as assure positive teacher attitudes toward inclusion of diverse students, to help assure the novice teacher of success in the contemporary general education classroom. The effectiveness of the design

and implementation of one teacher education program to meet this responsibility is the focus of this study.

Purpose of the Study

This study investigates the effects of service-based diversity training on pre-service teachers' attitude regarding the inclusion of diverse learners in the general education classroom. The purpose of this research project is to determine whether or not the offering of one service-based course in diversity in a teacher education program at one university in North Carolina impacts pre-service teachers' attitudes toward teaching diverse student populations in the general education classroom. The intended outcomes of this research study are recommendations as to how to properly prepare pre-service teachers with regard to diverse learners. The dynamic field of education is counting on quality research on teacher preparation in order to guide curriculum changes to meet the needs of pre-service teachers and future students in our educational system.

Significance of the Study

The public demand for better quality teachers and public K-12 education, the change in accreditation, and the change in the demographics of America's public school student population have all motivated teacher education programs to change how teacher preparation is being facilitated (Hammerness, 2006). This study is responsive to addressing these three priorities in American public education. Also, among educational administrators, there is serious concern about the historically high rate of teacher turnover amid the pressures of high-stakes testing and accountability. The novice teacher's success

with the diverse population in the general education classroom is undoubtedly a factor in addressing this problem (Darling-Hammond, 2006).

The globalization of the American classroom is not a phenomenon that will disappear. It is the responsibility of teacher education programs across the country to prepare teacher candidates to best serve the students in American schools. With this responsibility comes the challenge of meeting state and national accreditation requirements. The intended outcomes of this research study are recommendations as to how to properly prepare pre-service teachers with regard to diverse learners. The dynamic field of education is counting on quality research of teacher preparation in order to guide curriculum changes that meet the needs of pre-service teachers and future students in our educational system.

Research Question

The study was designed to answer the following research question:

How does a one three-semester hour service-based introductory course in diversity affect pre-service teachers' attitude toward the inclusion of diverse learners in a general education classroom?

Null Hypotheses as related to Research Question:

1. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes toward inclusion of culturally diverse learners than those who do not participate in the course.

2. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes of appreciation for cultural pluralism than those who do not participate in the course.

3. Undergraduate students who participate in a three-hour service-based course in diversity will not have significant differences in attitudes of valuing cultural pluralism than those who do not participate in the course.

4. Undergraduate students who participate in a three-hour service-based course in diversity will not have significant differences with regard to implementing cultural pluralism pedagogy in the classroom than those who do not participate in the course.

5. Undergraduate students who participate in a three-hour service-based course in diversity will not have significant differences toward feeling uncomfortable with culturally diverse learners than those who do not participate in the course.

6. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes toward inclusion of students with disabilities than those who do not participate in the course.

7. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly better understanding of the benefits of integration of students with disabilities in the general classroom than those who do not participate in the course.

8. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes about integrated classroom behavior management than those who do not participate in the course.

9. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes about their perceived ability to teach students with disabilities than those who do not participate in the course.

10. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes about the qualifications of general versus special educators teaching students with disabilities than those who do not participate in the course.

Identification of Variables and Definitions

The requirements of this study included use of variables and other terms, which were used to formulate the purpose, research question, hypotheses, and methods for this study.

1. *Diverse learners* - This term served as one of the independent variables. Culturally diverse students are students who vary from the following characteristics: White, native English-speaking, or from middle-income families**.**

2. *Students with Disabilities* - This term served as the second independent variable. Students who are formally identified under current IDEA

legislations as having high-incidence disabilities such as mildly intellectually disabled, learning disabled, or mildly emotionally disabled, as well as those having more severe learning challenges related to these three areas.

3. *General Education Classroom* - While this term is not a variable, it is critical to understanding the focus of this study. The general education classroom is the classroom in which typically-developed students receive their education according to the state standards. In this study, the subject matter of the general education classroom is not specified as participants in the study were enrolled in several different licensure areas.

4. *Service-based introductory diversity course* – the introductory course in diversity participation in an introductory course in diversity, which includes both course work and field experiences, is the independent variable in this study. The course is designed to give the students a broad base of knowledge and skills to work with diverse learners, both culturally diverse and disabled students. The intent of the course is to improve pre-service teachers' attitudes toward the inclusion of culturally diverse and disabled students in the general education classroom. The pre-service teacher will study the heritage and culture of high incidence ethnic groups and exceptionalities, as well as principles and strategies that are effective for diverse learners in a general education classroom. The service based portion of the course includes a minimum number of hours spent with diverse students in a school setting, as

well as participation in a group project based on the identified needs of the school.

5. *Demographic Variables* - The gender, age, and race of the participants was determined by self-report of the participants on a brief survey instrument. Also, various aspects of the participants' background were used as independent variables to control for the effect of these factors on the outcomes of the study.

   a. Gender was identified dichotomously as male or female.

   b. Age was identified as a ratio variable as number of years.

   c. Race was categorized as White/Caucasian, Black/African American, Hispanic/Latino, Native American, Asian, and other. Statistically the variable is defined dichotomously as White and Non-White.

   d. Licensure Area was identified categorically as the licensure area the student has declared on their official university record. The licensure areas include; Elementary Education, Special Education, Secondary Education, K-12 Health and Physical Education, and K-12 Music Education. Statistically licensure area is defined dichotomously as Elementary Education and other.

   e. Participation in the service based introductory course in diversity was identified dichotomously as the completion of EDUC 322 Diversity in Education (Yes or No)

f. Participants were asked to identify nominally the number of classes completed in Education, Health and Physical Education, and Special Education over the 400 level. The level 400 is indicative of all methods courses that focus on pedagogical concepts in order to implement developmentally appropriate curriculum standards and concepts. All courses above the 400 level have field experiences included which are a minimum of 15 hours of practical teaching experience at local schools. Course catalogs that included the course listings were provided for participants to identify classes they had completed at the time of the survey.

g. Background information was collected by identifying dichotomously whether or not the participant was exposed to diversity when growing up, ordinally by income level when growing up, nominally where in the United States the participant grew up and finally dichotomously whether or not they were educated in a private or public k-12 setting. Participants were asked whether or not they were exposed to people who were ethnically different than themselves, people with disabilities, and people with different socioeconomic status. If the participant answered yes to any of the above statements, they then identified how often (daily, weekly, monthly, or yearly) this exposure occurred. Parental income was identified as ranges of annual income in intervals from less than $25,000 to more than $100,000. Sections

of the United States were provided for the participant to identify

where in the United States they grew up or spent most of their life.

Educational experience was determined by asking students if the

majority of their K-12 experience was private school, public school or

home school.

Assumptions and Limitations

Assumption Teachers' reports of their attitudes are their perceptions of their attitudes,

but approximate their actual perceptions so that they are useful in determining their actual

attitudes.

Limitations. The findings of this research study rely heavily on both observation and self

assessment. Both pose an external validity threat. Other limitations that may threaten

external reliability include selection effect; the accessible population of pre-service

teachers includes students enrolled in a small Methodist Liberal Arts University located

in rural NC. This may not be generalizable to the target population (pre-service teachers

in programs across the U.S.). Next is, setting effect; due to the isolated university setting,

the schools in which the students were placed during field placement for the diversity

course may not be as diverse as one would like for the study to have meaning. Finally,

the history of the pre-service teacher may threaten external validity effect (the

background of the pre-service teacher). Other threats to validity include:

(1). *Measurement threat to validity - measurement of the dependent variables*

dependent on instrumentation that has not been widely tested and that have very

*few item*s *for complex concepts.*

(2). Treatment is very specific to university where research takes place– the

course design and the backgrounds of the instructors (alluded to already).

(3). Interaction of the measurement and time Pre-service teacher attitudes may

be quite different from those of these same teachers once they have their own

classrooms or after they have gained experience and can integrate their teacher

education preparation with the real-world classroom.

Remaining Chapters

Chapter Two of this report includes a review of current literature which provides

the theoretical and research foundation upon which the study was developed. Topics

include the extent and impact of diversity on teaching and learning in the contemporary

classroom, the role of teacher education in producing teachers for today's classrooms, the

relationship between teachers' attitudes toward diversity and effectively teaching diverse

school populations in the general education classroom, and curriculum strategies in

teacher education programs to influence pre-service teachers' attitudes toward including

diverse learners in the general education classroom

Chapter Three presents the methodology used in this investigation.   Participants

in the study and the setting will be described. Also, the design of the study, along with the

instrumentation, the process used for collecting the data, and the procedure for data

analysis, will be explained.

Chapter Four contains an analysis of the data to determine the impact of a one

three-credit hour service-based introductory class on the attitudes of the participants in

the study. The use of independent samples t-tests was employed to determine whether or

not there was statistical significance between the means of a experimental group and a control group.

Chapter Five includes a discussion of the results and recommendations for further studies.

Summary

Teacher education programs have the responsibility of preparing pre-service teachers to effectively teach all students who are assigned to the general education classrooms. In the contemporary classroom, these students are increasingly of lower-socionomic backgrounds and deviate from White, middleclass, monolingual backgrounds. High incidence ethic groups who are African-American or are English language learners are among the diverse student populations that public school teachers must be equipped to teach. They also increasingly teach students with disabilities in the general education classroom. Teacher education programs must design efficient and effective programs that prepare teachers to teach diverse student populations. This study investigates the impact of a course designed by a small private liberal arts college in the South to help prepare pre-service teachers to be good teachers in the diverse classroom.

CHAPTER TWO: LITERATURE REVIEW

Diversity in Today's General Education Classroom

With the recent emphasis on the globalization of America changing the face of our public schools, pre-service teachers must be armed with the tools necessary for dealing with the increasing diversity within the classrooms in schools. How to prepare teachers to best deal with the growing multiculturalism in their classrooms so that all students are educated equally is a question teacher education programs are faced with?

Ethnic Diversity

The extraordinary changes that are occurring in the 21st – Century society are requiring change in the way our students are being taught in schools. In this new millennium there are several sources of diversity such as immigration, popular cultural trends, and changes in the demographics of students who are enrolled in America's schools (McCarthy, Rezai-Rashti, & Teasley, 2009). The multiple and complex issues that teachers face stem from the greatest wave of immigration since the turn of the century coupled with growing birth rates (Smith, 2009). This phenomenon creates a society made up of a variety of races, cultures, and language which changes the demographics of the public school systems.   As the percentage of diverse students in American classrooms increase, it becomes increasingly important for teachers to understand the importance of culturally responsive teaching (Smith, 2009).

The need for multicultural education is also evident. As reported in Smith (2009), the US census Bureau reports that by over the next 20 years, the Hispanic school age-population is predicted to increase by 64%. The African American and Native American

school-aged population is projected to remain the same, and the Asian non-Hispanic

school-aged population will rise to 6.6% by 2025 (Smith, 2009). This increase in ethnic

diversity has caused school systems to recognize the need to expand their multicultural

education instructional strategies and practices in public schools (Nieto, 2004).

Academic knowledge and skills are relevant to today's global society. However, schools

must develop students with knowledge, skills, and attitudes that encourage and facilitate

positive interactions with people from diverse backgrounds (Banks et al.2001).

There are several approaches to multicultural education however this analysis will

compare and contrast two specific approaches. The two approaches to be discussed are

the Contributions Approach and the Social Action Approach.

The Contributions Approach entails the least involvement in multicultural

education (Banks, 1999). It is a multicultural festival approach where students celebrate

cultural differences through food, fun and festivity (Smith, 2009). According to

McCarthy, et al. (2009), this contemporary curricular approach to diversity fails to

acknowledge the underlying issues within diversity such as fairness and equity. What it

conveys is that diversity issues are addressed and important during celebratory moments

(Smith 2009). Due to this, diversity becomes an unofficial part of the curriculum in

which teachers have the autonomy to add or withdraw as deemed fit. An example of

Contributions Approach would be reading about Martin Luther King during his

nationally celebrate birthday in January (Banks, 1999) and when reading about Mexico,

teaching the children some simple words to say in Spanish (Field, Bauml, LeCompte, &

Alleman, 2009).

In contrast to the Contributions approach, the second approach to be discussed is

the Social Action approach. Teachers applying the Social Action approach combine the

transformation approach with activities that promote social change (Banks, 1999). Social

Action approach is "seeing, thinking, reading, writing, listening and discussing in ways

that critically confront and bridge social, cultural and personal differences" (Smith, 2009,

p. 47). The transformation takes place through the reflection and open dialogue in a safe

environment (Vescio et al., 2009). Once there is a transformation with regard to

knowledge, attitudes and beliefs, the next step is action. The learner makes an informed

decision about the new insight thus the transformation is a new way of thinking and a

new way of acting (Vescio et al., 2009).

Contribution approach is teacher centered which is markedly different than social

action approach. Social action approach learning experiences are intentionally designed

to promote critical reflection and are learner-centered, interactive, and authentic to the

learner's life (Vescio et al., 2009). An example of social action approach is students

contacting and advocating politicians about new or proposed policies after learning about

health care, education, and or immigration (Banks, 1999).

Culturally responsive teaching and multicultural education transform citizenship

education into concepts relevant to the 21st Century (Banks, 2004). Due to deepening

racial, ethnic, cultural, language and religious diversity occurring within America,

educating students to be effective citizens in this global society has become more

complex. Culturally responsive teaching and multicultural education allow for students

to still maintain attachment to the culture with which they most identify; however they

also provide opportunities for students to develop skills, attitudes, and knowledge

pertinent for participation in groups different from their own (Banks, 2004). Culturally

responsive teaching and multicultural education are ideas or philosophies, movements for

educational reform that strives to offer students of different ethnic, language, cultural,

gender, and ability groups the opportunity to be successful in achieving academically

(Smith, 2009). Teachers and educational leaders are predominantly Caucasian, middle

class, mono-lingual, and have limitations in cross-cultural experiences and understanding

therefore in order for culturally responsive teaching and multicultural education to be

successful it will require change in teacher preparation programs, school programs,

policies and practices (Vescio, Bondy, & Poekert, 2009).

Diversity brings out the most deeply felt passions about who we are as individuals

as well as member of groups and society (Smith, 2009). Culture can both widen and

lessen the lens through which one views the world as it shapes history and informs

thinking (Vescio et al., 2009). Educators are still searching for what works in classroom

with regard to multicultural education. However, educators and advocates agree that

learning experiences must always be contextually connected to a larger part of the

student's life (Smith, 2009).

Teachers and educational leaders are predominantly Caucasian, middle class,

mono-lingual, and have limitations in cross-cultural experiences and understanding.

According to the National Center for Education Statistics, the face of the public teacher

workforce is made up of predominantly Caucasian female (75%). Research affirms that

cultural differences between teachers and students can negatively impact student

achievement (White-Clark, as cited in Sobel and Taylor (2005). Therefore, culturally

responsive teaching and multicultural education will require change in teacher preparation programs, school programs, policies and practices (Vescio, Bondy, & Poekert, 2009).

Disabilities

Diverse learners also include students with disabilities. According to the *U.S. Department of Education, National Center for Education Statistics* (2006), in the 2003-2004 school year 13.7% of the entire United States school population had a disability identified under PL 93-142, also known as Individual with Disabilities Education Act (IDEA). Of this 13.7%, over half (52%) were spending more than 80% included in the regular classroom (U.S. Department of Education, National Center for Education Statistics, 2007).

As greater numbers of K-12 students with disabilities are included in general education classroom, it is imperative that all teachers develop attitudes and beliefs that are supportive of inclusion teaching practices. High-level beliefs about knowledge and learning, or epistemology beliefs play an important role in successful inclusive teaching (Silverman, 2007). Teachers with this high-level belief are more likely to persist in including students with disabilities fully into class activities (Cook, 2002). Therefore it seems more likely that students with disabilities whose teachers view them positively are more likely to thrive and succeed in general classroom settings.

Schools across the United States are moving toward the inclusion of students with disabilities into the general education classroom. The Least Restrictive Environment (LRE) provision of Individuals with Disabilities Education Improvement Act (IDEA)

requires schools to educate students with disabilities with their non-disabled peers to the greatest extent possible (Singh, 2006). According to the *Twenty-seventh Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act* (United States Department of Education, 2003), in 2003 ninety-six of students with disabilities were served in regular school buildings. Of these students, just about half (49.9%) were educated for most of their school day in the general education classroom. This means they were outside of their assigned general education classroom for less than 21% of the school day.

The inclusion of students with disabilities into general education classrooms comes at a time when teachers are feeling the pressure from the reauthorization of *No Child Left Behind* to raise students' achievement levels in various subject areas. The trend with inclusive educational practices due to the IDEA requirements for LRE suggests that more students with multiple disabilities will be present in the general education classroom (Byrnes, 2008). This trend, coupled with the reality that more and more students in American classrooms are ethically/racially and socio-economically diverse, requires that those entering the field of teaching are effective at facilitating complex material to a group of students with a wide-range of academic and social needs (Darling-Hammond, 2006).

The Role of Teacher Education Programs

Teacher quality is at the center of policy discussions about public education in the United States. The role of the effectiveness of teacher education programs in developing high quality teachers has drawn attention in recent years. However, the teacher

accountability movement began in the 1980s (Klein, 2008). These issues are pertinent

not only because every child deserves to have quality teachers, but also because several

initiatives have listed teacher quality as a major factor in improving student achievement.

Publications sparked by the teacher accountability movement include *A Nation Prepared:*

Teachers for the 21st Century by The Carnegie Task Force on Teaching (1986) and *What*

Teachers Should Know and Be Able to Do by The National Board for Professional

Teaching Standards (NBPTS) (1989) (Klein, 2008). Initiatives that brought national

attention and focus to the effectiveness of teacher education programs include Federal

mandates with the Tide II-Higher Education Act (HEA) (2001), Goals 2000: Educate

America Act (1994), and the No Child Left Behind Act (2002) (Brewer, 2006).

Increased public concern fueled by external mandates have brought about the changes in

new content standards, changed university curricula, and state licensure requirements,

and finally the increased emphasis on the identification and assessment of teacher

dispositions (Klein, 2008).

Teacher accountability and student achievement have forced teacher education

programs across the country to evaluate existing programs and re-envision new programs

that prepare teachers to be literate about the students they are teaching. How to best

prepare teachers to meet the demands of the changing area of public education is an issue

for teacher education programs, not only because of the need to prepare the most

qualified teachers, but also because of mandates by accrediting agencies such as the

National Council for the Accreditation of Teacher Education (NCATE, 2006).

The public demands for better K-12 teaching, as well as the growing diversity in the general education classroom, have forced teacher education programs to review their role in enhancing teacher quality.   In revisiting their "learn to teach framework" as it relates to diversity, teacher educations programs can focus on three distinct areas: the conceptual framework, the course work, and field (Valentíin, 2006).

Conceptual framework.   A teacher education programs identifies, through empirical studies and theoretical research aligned with the vision and mission of the entire university, a conceptual framework which serves as a guide to the development curricular experiences that will produce highly qualified professional teachers (Danielson, 2007). Due to the complexity of teaching, a framework for professional practice allows for teacher education programs to organize and structure their programs of study to ensure that pre-service teachers become proficient in the knowledge, skills and dispositions needed to become successful teachers (Darling-Hammond, 2006).

Specifically related to preparing pre-service teachers to be successful with the infusion of diverse learners in the general education classroom, the teacher education program can use their conceptual framework as a means through which the level of commitment the program has to diversity is determined (Valentíin, 2006). For example, the conceptual framework for the teacher education program with specific goals and objectives written throughout dealing directly with diversity emphasizes the importance of identifying knowledge, skills and dispositions pre-service teachers must be able to exercise in the profession of teaching (Danielson, 2007).

Courses. The next level of commitment to diversity occurs when developing

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specific course offerings throughout the program of study. A teacher education program may offer one-stand alone course in diversity or provide for the infusion of diversity concepts in several core courses. According to the research, there are benefits to both models. As indicated in a study by Milner, Flowers, Moore, Moore III, & Flowers (2003), the completion of a single course in multicultural education can positively impact the attitudes of the pre-service teacher with regard to the inclusion of diverse learners in the general education classroom. However, the stand-alone class did not significantly impact the pre-service teachers' attitude with regard to the inclusion of multicultural education concepts in curricula, learning environments or assessments. Brown (2004) and Middleton (2002) also indicate significant improvements in pre-service teachers' attitudes, beliefs and commitments regarding the awareness of diversity in the general education classroom. In this study, however, this change in personal and professional beliefs did not transfer to the necessary skills needed to enable a diverse group of students to learn complex material in the classroom.

Teacher education programs must determine if the desired outcome is for the pre-service teachers to develop increased awareness with regard to diversity, or to become culturally responsive teachers (Valentíin, 2006). Stand-alone courses in diversity are the beginning to raising the diversity awareness of pre-service teachers. The transition to culturally responsive teaching occurs with the exposure to diverse students during field placements (Darling-Hammond, 2006).

Field placements. With the creation of a coherent set of learning experiences that expose students to the nature of diverse learners in an actual classroom setting, teacher

education programs are challenging the traditional models of operation for undergraduate teacher education programs. The "learn to teach framework" is extending into the walls of the local schools and onto the shoulders of the in-service teachers and administrators of the local education agencies. The teacher education program must work closely with the local schools in order to ensure the experience is valuable for the preparation of the culturally responsive teacher (Danielson, 2007).

In addition to diversity in education courses, pre-services teachers must have the opportunity to work with diverse students in the classroom. Teacher education programs must periodically examine field placements to ensure that placements for pre-service teachers are truly diverse, and that the placements provide the pre-service teacher with realistic teaching scenarios (Valentíin, 2006). According to Darling-Hammond (2006), effective teacher education programs have a "tight coherence and integration among courses and between course work and clinical work in schools" (p. 306).

Teacher Attitudes toward the Inclusion of Culturally Diverse Students

Is it enough for teacher education programs to have a conceptual framework, a program of study, and field placements that support the ideological and pedagogical concepts of educating all children equally regardless of ethnicity/race, socioeconomic status or disability? At what point does the impetus fall in the hands of the pre-service teacher to be self-aware of attitudes precluding the education of diverse learners? Teacher education programs can have all the facets in place to improve diversity awareness and sensitivity, as well as provide pre-service teachers with the knowledge and skills to deal with the changes in today's general education classroom. The question is

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will the teacher education program be enough to counteract the preexisting attitudes concerning diverse learner that pre-service teachers bring with them to the program (Valentíin, 2006).

Research indicates that the dispositions of teachers impact student achievement, therefore teacher quality and the preparation of quality teachers is linked to the disposition of the candidate (Singh & Stoloff, 2008). Thus, it is no longer appropriate for teachers to simply know the content they are teaching. Teachers must balance their content knowledge and skills with professional teaching dispositions.   According to Patricia Phelps (2006), "personal observations of former students who have become teachers reveal that attitudes and beliefs distinguish those who are most effective from those who are mediocre" (p. 174). Teacher educators must become concerned with the dispositions of their teacher candidates in order to be effective with regard to preparing teachers whom are responsive to diverse students.

Dispositions, according to the National Council for the Accreditation of Teacher Education (NCATE, 2006), include *"professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities" (p. 89-90).* Current research indicates that teacher dispositions impact student learning. NCATE (2006) also expects the teacher candidates to demonstrate observable classroom behaviors that are consistent with the "ideas of fairness and the belief that all students can learn" (p. 20). Moreover, current research indicates that teacher dispositions impact student learning. Therefore,

both research and professional standards affirm that dispositions represent the link between teacher's knowledge and beliefs and their behaviors and actions.

If dispositions represent the link between teacher's knowledge and beliefs and their behaviors and actions, theoretically dispositions can be considered as a process. According to Schussler, Bercaw, & Stooksberry (2008), "dispositions are a two-way filter affecting how teachers candidates are inclined to receive information and experiences (convergence) and then process this knowledge and make decisions regarding their actions (inception)" (p. 106). Thus, in order for teacher candidates to fully reflect on their thinking and their actions, they must possess awareness of their dispositions. Schussler et al. (2008) identify dispositions as intellectual, moral, or cultural domains. While, the three domains are not mutually exclusive and overlap, separating them out gives insight into how pre-service teachers might think within each domain.

The intellectual domain is defined as a teacher's inclination to think and act around issues related to content and pedagogy (Schussler et al., 2008). A teacher's knowledge is built upon content knowledge, pedagogical knowledge and content pedagogical knowledge however intellectual dispositions move beyond this to represent how knowledge is received and utilized. The moral domain is quite complex as it encompasses awareness of one's values, the inclination to think through assumptions and consequences beyond ones' values, and the responsibility one has to students and in helping to meet students needs (Schussler et al.,2008,).

The cultural domain is most relevant to this investigation. Cultural dispositions are defined as the teacher's inclination to meet the needs of the diverse learner in the

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classroom (Schussler et al., 2008).   The question of interest in this study is the preparation of teachers to address with the growing diversity in their classrooms so that all students are educated effectively. According to Schussler et al. (2008), pre-service candidates need to first become aware of their own cultural identity and how this affects their interactions with students. Second, pre-service teachers need to gain awareness of students' cultures and how their culture affects learning. Lastly, pre-service teachers must have the ability to take that knowledge of self and student and utilize it to modify instruction in order to meet the needs of the diverse student.

The negative impact of teachers' lack of cultural experience on student achievement is well documented (Schussler et al., 2008). Teacher education programs must prepare responsive teachers with competence in three critical areas: (1) awareness of their own culture and the effect on teaching, (2) awareness of students' culture and the effect on learning, and (3) how to best meet the needs of the learner based on the knowledge of self and students' cultures (Schussler et al., 2008). Further, Zhao (2010) states that in order for teachers to be culturally responsive, they must reorient their cultural perspectives from local to global. This shift will allow for change in cultural dispositions that embrace the diversity of the classroom, thus positively impacting the achievement of all students.

Teachers now more than ever need to understand that teaching is not a linear practice; it encompasses a complex goal oriented plan involving differences in learning style, ability, backgrounds, attitudes, beliefs and values (Sobel and Taylor, 2005). All teachers should be prepared to address the social, cultural, and economic backgrounds of

all students and understand the diverse cultural patterns of the students served in the American school system today.

Teachers Attitudes toward the Inclusion of Students with Disabilities

As greater numbers of K-12 students with disabilities are being included in general education classroom, it is imperative that all teachers develop attitudes and beliefs that are supportive of inclusion teaching practices. A review of research indicates three major factors are necessary in order for teachers to possess positive attitudes toward inclusion. Teachers must believe that students with disabilities can learn and achieve to the best of their abilities. They must have a strong sense of self-efficacy for teaching students with disabilities in an inclusive setting. Lastly, general and special educators must view one another as equal, mutually supportive partners in educating all students (Silverman, 2007). It is important to note that complexities surrounding the concept of inclusion and teacher attitudes toward inclusion are not straightforward, and depend on a constant interplay of several factors not limited to those mentioned previously (Hsien, 2007).

High-level beliefs about knowledge and learning, or epistemological beliefs play an important role in successful inclusive teaching (Silverman, 2007). Teachers with this high-level belief are more likely to persist in including students with disabilities fully into class activities (Cook, 2002). Therefore students with disabilities whose teachers view them positively are more likely to thrive and succeed in general classroom settings.

In a study to determine the level of epistemological beliefs and attitudes toward inclusion among a sample of pre-service teachers, and the extent to which pre-service

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teachers' attitudes toward inclusion correlates with their epistemological belief status, Silverman (2007) confirmed that "teachers who hold more positive attitudes toward inclusion also tend to hold higher-level epistemological beliefs" (p. 47). This finding has implications for teacher education programs in that fostering the development of high-level beliefs regarding knowledge and learning may also promote positive attitudes toward inclusion.

The second factor teachers must possess in order to have positive attitudes toward inclusion is a strong sense of self-efficacy for teaching students with disabilities in an inclusive setting. Both generalized and personal dimensions of self-efficacy are related to this factor. The generalized aspect refers to individuals' expectations that teaching can influence student learning, whereas the personal aspect refers to individuals' beliefs that they themselves have the skills necessary to facilitate student learning (Wolters & Daugherty, 2007). Simply stated, self-efficacy in this context relates to a teacher's confidence that he/she possess the skills to teach students with disabilities effectively (Silverman, 2007). Teachers with high self efficacy are significantly more willing to adapt curriculum and instructions, and are more patient and flexible with students with disabilities (Cook, 2002). According to Woolfolk & Hoy (1990) (as cited in Brownell and Pajares, 1999), teachers with low self-efficacy tend to give up on students who do not learn quickly and easily, hold a pessimistic view of student motivation, and have a rigid classroom management style.

Research studies have shown that general educators have apprehension with regard to their ability to meet the needs of children with disabilities, as well as about the

practicality of inclusion practices (Romano & Chambliss, 2000). Further studies suggest that although teachers may have positive attitudes regarding inclusive educational practices, a teacher's willingness to accept the included student varied with the severity of the disability (Campbell, Gilmore, & Cuskelly, 2003).

Several investigators have explored general educators' attitudes toward students with disabilities and how teacher education programs are training future teachers for inclusive educational practices. Wolters and Daugherty (2007) explored teaching experience and grade level with regard to self-efficacy as it relates to instructional strategies, classroom behavior management, and engagement. Results suggest that beginning teachers need support, training, or supervision in order to increase self-efficacy. Specifically, trainings experiences designed to increase teachers' confidence in their ability to use varied and effective features of instruction and assessment (Wolters & Daugherty, 2007). Hasting and Oakford (2003) validated, as previous research has long suggested, that a teacher's attitude of acceptance of children with special needs in their classroom is crucial to that child's success, and to the success of inclusion programs. They investigated student teachers attitudes towards the inclusion of children with intellectual disabilities, and children with emotional and behavioral problems. Results indicated that a student teachers' training in an undergraduate program was as important as the children's special needs category in determining attitudes with regard to inclusion (Hasting and Oakford 2003).

Theoretical Framework

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Social Constructivism

Current research in teacher education, the increasing diversity in the American classroom, and the study of learning theory support the use of Lev Vygotsky's theory of social constructivism as the foundation of this research. Constructivist theorist (Piaget, Dewey, and Vygotsky) maintain that "learners arrive in any learning situation with a range of knowledge and experience that will influence how they respond to new information" (Hyslop-Margison & Stobel, 2008, p. 78). Therefore, pre-service teachers not only arrive in teacher preparation programs with a lifetime of experiences with regard to social interaction that has been, more than likely, monitored closely by their parents, but also almost two decades worth of experiences and perceived knowledge about classrooms, schools, and education. Teacher Education programs, in order to meet the increased demands of teacher quality, must discover what the pre-service teachers already believe and then create the required cognitive dissonance that will result in a shift in paradigm of their conceptual understandings of diverse learners (Hyslop-Margison & Strobel, 2008).

Social constructivism supports that knowledge is a socially negotiated product; simply stated Vygotsky's theory of social constructivism maintains that knowledge is constructed through cooperating and understandings with others and not solely generated by individuals (Hyslop-Margison & Strobel, 2008). Social Constructivism espouses three assumptions which include culture, language, and social interactions (Louis, 2009). Vygotsky's theory proposes that cognitive development occurs through these three elements, of which culture is the most important. However, language and social

interaction are the means through which "culture drives cognitive development" (Louis, 2009, p. 20). Teacher education programs, therefore, must prepare pre-service teachers to understand the developmental level of the learner, as well as the socio-cultural environment within which the learner functions. However, as with all learning, the pre-service teacher must understand themselves and others around them before they can learn more global concepts such as curriculum, best practices and pedagogy for learning (Powell & Kalina, 2009).

Based on the theory of social constructivism, effective social interaction for cognitive development is fostered through three concepts; Zone of Proximal Development (ZPD), Cognitive Scaffolding, and psychological tools (Louis, 2009). Vygotsky uses ZPD as a term for the range of tasks that are linked to the learner's psychological functions as development takes place (Powell & Kalina (2009), Santruck (2006), Schuerman (1995). This is explained as the optimal learning zone where students are given tasks that are too difficult to complete alone but successfully completed with the guidance and assistance from someone more knowledgeable (Louis (2009). Vygotsky believes that culture is a by-product of human social interaction. Therefore, when a learner actively constructs knowledge in a social context, this optimal learning zone has the potential to transform the learner's cultural reality (St. Pierre Hirtle, 1996).

With regard to the pre-service teacher, the ZPD refers to aim toward the pre-service teachers' potential development rather than the current ability. Specifically related to this research, ZPD posits that with guidance and assistance from teacher

education programs, pre-service teachers can gain the cognitive skills as well as the epistemological belief to educate all students equally by recognizing and embracing the individual differences of their students. This is represented in the practice of pre-service teachers overcoming hurdles related to diverse learners while learning to teach, and captures epistemological changes in pre-service teacher's pedagogical thinking as it develops throughout the course of study (Scheurman, 1995).

The second concept, scaffolding, is a process that supports ZPD. Cognitive scaffolding refers to a progression of learning that takes places when the learner achieves independence from others (Beck, 2008). According to Vygotsky's social constructivism theory, an intentional support system put in place will ultimately allow the learner to successfully complete tasks that have meaning to them (Powell & Kalina, 2009).   In regard to teacher education programs, as pre-service teachers complete courses and move onto more complex issues related to pedagogy, cognitive development is greatest if the level of assistance is large at first and then gradually reduced as the pre-service teacher progresses through the course of study. As the pre-service teacher completes coursework, cognitive development will only occur if the upper-level courses are more complex and force the pre-service teacher to enter a new ZPD (Louis, 2009).

The third and final concept found within Vygotsky's social constructivism theory is that of psychological tools. Examples of psychological tools which are used to examine the environment and interact socially include written and oral language (Louis (2009), Santruck (2006), Powell & Kalina (2009). According to Powell and Kalina (2009), communication and language usage enable the learner to develop a more complex

understanding of the world around them and are the most important process in the social

constructivist setting. From this point of view, teacher education programs must maintain

the teacher educator-pre-service teacher relationship through formal and informal

communication in order to provide the pre-service teacher the opportunity to reflect on

motivation, self-image, and to ultimately enhance learning (Beck, 2008).

The theory of social constructivism is based on the notion that cognitive skills

have origins in social interactions and are embedded in the wider environment within

which we live (Santruck 2006). Also, social interactions with other students and teachers

along with personal or individual critical thinking generate ideas and knowledge.

Therefore to prepare pre-service teachers to become more culturally literate, or improve

cognitive skills directly related to the diverse learner, teacher education programs should

provide a program of study with emphasis on systematically developed social interactions

with diverse learners, varied activities with extensive use of language (reading, writing,

and speaking), opportunities for collaboration as tasks and abilities permit (Louis, 2009).

Through the use of Vygotsky's social constructivism, teacher education

programs can use scaffolding to assist pre-service teachers with the completion of

tasks within their Zone of Proximal Development. Through this, the pre-service

teacher will acquire the necessary psychological tools needed to explore their

environment and interact with diverse learners.

Social Constructivism adapts the learning process by transforming the learner

from a passive recipient of information to an active participant. (Kok-Aun Toh,

Chew, & Riley II, 2003).   Rather than obtaining information from teacher or

textbook, the learner (which in this case is the pre-service teacher), is guided by the teacher educator in the construction of and processing of new knowledge. As mentioned previously, the pre-service teacher comes with decades of experiences and prior knowledge that, according to social constructivism, must be linked to new knowledge through meaningful social interactions. (Alesandrini & Larson, 2002). In essence, according to Kok-Aun Toh et al. (2003), "learning involves the rejection of pre-existing knowledge for new knowledge (p. 202). Specifically related to pre-service teachers and diverse learners, the new knowledge must be intelligible (fully comprehended), plausible (believable and consistent with pre-existing knowledge), and fruitful (something of value) (Hyslop-Margison & Strobel, 2008).

According to social construct theory, social interaction and culturally organized activities are necessary in teacher education so that pre-service teachers can develop properly with regard to diverse learners (Powell & Kalina, 2009). With the scaffolding approach, the teacher educator is the person with more knowledge than the pre-service teacher therefore they must be involved in the prescribed activities. This allows for the pre-service teacher to experience their own level of understanding of diverse learners and seek the assistance of the teacher educator in order to complete the more complex tasks related to equally educating all students (Powell & Kalina).

Pre-service teachers, in order to critique and transform current social conditions that exists in public schools today with regard to marginalized students, must substantially understand what the conditions are for diverse learners, how these

conditions developed, what possible alternative exists, and how to reshape the conditions (Hyslop-Margison & Sobel, 2008). Therefore, using extensions of conventional teaching strategies will not facilitate learning with regard diverse students. Pre-service teachers need to learn take a more humanistic and constructivist approach to teaching to meet the diverse needs of these students (Gray and Fleischman, 2004). In order for teacher education programs to prepare pre-service teachers for effective social interaction with diverse learners' one theme being infused is that of Servant Leadership.

Servant Leadership

Servant Leadership is not a recent concept or fad but a philosophy with rich historic roots as old as the scriptures. The term was coined in a 1970 essay by Robert Greenleaf (as cited in Spears, 2004) and has been the springboard for the evolution of leadership in many facets of today's' society including businesses, schools and churches. The idea of servant as leader, at the very core of its meaning, includes the premise that true leadership stems from a deep desire for one to help and serve others (Spears, 2004). The servant leader is driven by the deep satisfaction he/she feels from making a difference, and from making sure the needs of others are being served first and foremost. Some of the principles of servant leadership include humility, honesty, trust, empathy, healing, community, and service (Bowman 2005).

The profession of teaching is readily paralleled to the concept of servant leader. According to research (Hammerness, 2006), the motivating factors for teachers entering the profession are intrinsic, extrinsic and altruistic. Studies showed overwhelmingly that pre-service teachers' perception of their teaching abilities, the intrinsic career value of

teaching and the prior teaching and learning experiences highly influenced the decision to choose teacher education. Federal policies, low salaried wages, and the disappointments and hardships of teaching do not change the important work of teachers. From the first day of their career to their final exit, teachers connect with students personally and make differences in the individual lives of students.

Servant leadership emphasizes collaboration, trust, empathy and an ethical use of power. By nature, the servant leader embarks on a process of transforming the environment within which he/she chooses to serve. Patterson (2003) (as cited in Waddell, 2005) describes a theory in which the servant leader is guided by virtuous constructs of which the first is "*agapao* love". The Greek word *agapao*, "refers to a moral love, doing the right thing at the right time for the right reason" (Winston, 2002). Connecting this concept directly to teaching, the basis for *agapao* love would be to consider each student as a total person with needs, wants and desires. Patterson (2003) (as cited in Waddell, 2005) suggests that *agapao* love is consistent with servant leadership to the extent that servant leaders "must have such great love for the followers that they are willing to learn the gifting and talents of each one of the followers" (Waddell, 2005). The leader, which for the purpose of this discussion is the teacher, would focus on the student first and take care of the students needs before anything else. A teacher's primary function is to serve others. Teachers do not teach for material outcomes nor to fulfill selfish needs, but because of the willingness to demonstrate *agapao* love to students and partake in the awesome responsibility to care for and serve the students who have been entrusted to them.

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The test of these principles in the classroom today is to address the impact teachers have on students by asking, "Do those served grow as persons? Do they, *while* being served, become healthier, wiser, freer, more autonomous, and more likely themselves to become servants?" (Greenleaf, 1977). A good teacher, with the framework of Servant Leadership, will answer, "Yes."

Strategies Used in Teacher Education Programs

Teacher education programs are faced with identifying and developing theoretical frameworks and pedagogical strategies to impact teacher attitudes and sense of self-efficacy toward diverse learners in the contemporary classroom. These strategies include service learning, reflection, and collaboration as key strategies.

Service Learning

In order for teacher education programs to teach particular virtues, pre-service teachers must be made aware of the key dispositions, and these dispositions must be modeled throughout the program of study (Helm, 2006). Field experience is extremely important for observation of such dispositions within the environment within which the pre-service teacher will serve.

Service–learning in teacher education has noticeably increased over the last decade. According to a survey in 1998 by the National Service Learning in Teacher Education Partnership, "nearly one fifth of the teacher education programs in the nation offer service-learning opportunities and many others were interested in developing these programs" (Vaughn, Seifer, & Mihalynuk, 2004).

According to the National and Community Service Trust Act of 1993, service learning is a "teaching strategy by which students learn and develop through active participation in a thoughtfully organized service" (Geleta & Gilliam, 2003). Service learning enriches educational objectives while engaging students in meaningful experiences. It allows pre-service teachers to connect what they are learning in the classroom to an identified community need which enhances both the community within which the student serves as well as the personal and professional growth of the student (NCATE, 2002).

There are distinct differences between service learning, community service, internships and field practicum. Community service has a primary focus of providing a service (direct or indirect) to a service beneficiary while internships and field practicum focus on students' learning with the primary beneficiary being the service provider. Service learning, on the other hand, blends the key elements of both community service and internships so both the provider and the recipient benefit (Anderson, 1999).

The value of applying knowledge gained in classroom content to real life situations is central to service learning. It allows students the opportunity to "internalize and experience content first-hand" (Geleta and Gilliam, 2003). This approach equalizes the concept of service being provided and the learning that is taking place. The benefits of infusing service learning with instruction of pre-service teachers include the obtainment of knowledge and skills necessary to facilitate effective learning experiences (Vaughn et. al 2004).

While research indicates that subject matter knowledge is necessary for effective teaching, knowing content alone does not make one an effective teacher. The pre-service teacher needs the content knowledge and the skills in *how* to teach the subject matter (Goldhaber, 2006). An example of service learning in teacher education that would improve teacher effectiveness with regard to content is pre-service teachers enrolled in a language arts methods class tutoring diverse learners at a local elementary school on various linguistics skills. The gains from this experience are two-fold. First the diverse learner gains extra time for skill development. Second, the pre-service teacher is provided the opportunity to use appropriate instructional techniques for diverse learners, improves content knowledge related to language, reading and writing, and also enhances social and civic responsibility in a real life situation.

Service learning parallels the social interaction concepts as discussed in Vygotsky's social construct theory. Through the use of effective social interaction, the creation of relationships between the diverse learner and the pre-service teacher will result in cognitive development (Powell & Kalina, 2009). Through the use of field placement, pre-service teachers have the opportunity to take an active role in the construction of knowledge as well as the development of concepts and deep understanding through authentic tasks regarding diverse learners (Yilmaz, 2008). The creation of a constructivist learning environment, which includes service learning, the pre-service teacher has the opportunity to develop deep understandings about pedagogy and diverse learners. This will, in theory, assist with forming habits that are mindful of educating all students equally (Yilmaz).

Service learning in teacher education can contribute not only to the development of quality teacher candidates and the community, but also plays an important role in meeting standards for National Council for Accreditation of Teacher Education standards (NCATE, 2002). According to Standard one, "Candidates know and demonstrate content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn" (NCATE, 2002, p. 16). Service learning, as a pedagogical strategy for pre-service teachers placed in schools, supported with critical dialogue facilitated by teacher education faculty, brings students closer to the content and assists with applying such concepts into real life situations (Enos and Troppe, 1996). The value of the educational goal, pre-service teachers increase student achievement, is linked through service learning, however the focus remains academic with regard to focusing on the curricular standards of the students being served.

Reflection

A critical component of service learning is reflection. Wade and Saxe (1996) defined high quality teacher education programs with service learning as having strong reflective components. For the service learning experience to be successful, the pre-service teacher needs to reflect before, during and after the project is complete (Root, 2000). Such reflection may not only include content knowledge and best instructional strategies for diverse learners, but also honest self reflection that would allow teachers to be cognizant of their own cultural beliefs and how those beliefs affect their actions and teaching practices.

Critical reflection allows the student to take service and turn it into conscious learning (Zlotkowski, 1999). One of the reasons that teacher educators use for integrating service learning into their courses is "to enhance pre-service teachers' ability to reflect critically on current educational practices and their own teaching (Anderson, 1999). Such reflection may include not only content knowledge and best instructional strategies for diverse learners but also honest self reflection that would allow teachers to be cognizant of their own cultural beliefs and how those beliefs affect their actions and teaching practices.

Sobel and Taylor (2005) examined pre-service teachers' feedback about teacher education curriculum and pedagogy grounded in the Professional Development School (PDS) model. The major focus of this study was to research "pre-service teacher's beliefs and behaviors relevant to addressing the needs of students whose backgrounds and abilities differ from their own" (p. 83). The participants were asked to identify: "What elements of the teacher education curriculum and pedagogy affected knowledge and understanding as it relates to multicultural, multilingual, and inclusive classroom contexts?", and "What elements affected your knowledge and understanding of how to provide effective instruction in these classroom contexts" (p. 84). The research results indicated that the pre-service teachers found value in guided exposure to real-world experiences, experiencing the application of theory into practice, and observations and interactions with the clinical teacher (Sobel and Taylor, 2005).

The literature does not suggest a best practice model for implementing service learning into teacher education programs. In order to assist educators in creating high-

quality service learning opportunities, a set of principles has been established that can be used as a guide to create a model that meets the variety of situations within which teacher education programs function. The Service Learning Center (2000) identified seven common elements found within the most successful service learning programs; integrated learning, high quality service, effective collaboration, ongoing student voice, promotion of civic responsibility, multiple opportunities for reflection, and intentional evaluation. Also, Root (2000) identified three important elements of integrated learning in teacher education can be identified as the following: 1. The service-learning project has clearly articulated knowledge, skill or value goals that arise from broader classroom and school goals, 2. The service informs the academic learning content, and the academic learning content informs the service, and 3. Life skills learned outside the classroom are integrated back into classroom learning (Root, 2000). To be of high quality service, a service learning project should respond to a need that is recognized by the community to be served. It should be age-appropriate, well organized, and designed to achieve significant benefits for students and community (Root, 2000).

Collaboration

 Collaboration amongst the teacher education program and the local community schools is imperative. Setting up professional development school designs or learning communities within schools in order to provide the pre-service teacher appropriate field experience opportunity where they can apply what they have learned in a real-life setting is essential. Without this equal partnership, the future of teacher education and teacher

preparation is in grave danger. All partners benefit from the collaboration and contribute to its planning (Trubowitz, 2005).

In order for the pre-service teacher to fully understand and embrace the concept of and pedagogy of service learning, they must have a voice in the planning, implementation, reflection, evaluation, and celebration of the service learning project. When infusing service learning into the class, the teacher educator must be cognizant of the pre-service teacher's knowledge and skill levels with regard to all of these tasks in order for the experience to be most beneficial (Karayan and Gathercoal, 2005).

The civic responsibility, and/or civic engagement, element aims at engaging our pre-service teachers as productive citizens within the community they currently serve, and hopefully the community within which they will continuously serve. Civic engagement is not limited to elementary education (content) and secondary social studies (curricular objectives) licensure areas. In fact, civic engagement encompasses all teacher education majors as it promotes caring for others and contributing to the community, impact on society and making a difference, and acting as a change agent within the walls of the schools as well as society in general (Swick, 2001).

Summary

The public demand for better quality teachers and public K-12 education, the change in accreditation, and the change in the demographics of public school student population have all motivated teacher education programs to change how teacher preparation is being facilitated (Hammerness, 2006). All teachers should be prepared to address the social, cultural, and economic backgrounds of all students and understand the

diverse cultural patterns of the students served in the American school system today.   It

is one thing for teacher educators to teach content and theory; however, taking that theory

and content and putting it into action is another thing altogether. Through modeling and

planting the seeds of the principles of servant leadership, and by using high yield

strategies such as service learning, reflection, and collaboration, pre-service teachers

might be equipped to effectively teach the diverse student population in the contemporary

classroom, thus providing for improved teaching practice and ultimately increased

student learning.

CHAPTER THREE: METHODOLOGY

Introduction

This study investigated the effects of a 3-semester hour course on pre-service teachers' dispositional attitude toward the inclusion of two groups of students in the general education classroom: culturally diverse students and students with disabilities. The methodological details of this research study include the following: the participants, the description of the setting, the instrumentation, the procedures used for data collection, the design of the study, and the procedures used for data analyses.

The study was designed to answer the following research questions:

How does a one three-semester hour service-based introductory course in diversity affect pre-service teachers' attitude toward the inclusion of diverse learners in a general education classroom?

Null hypotheses as related to Research Question One:

1. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes toward inclusion of culturally diverse learners than those who do not participate in the course.

2. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes of appreciation for cultural pluralism than those who do not participate in the course.

3. Undergraduate students who participate in a three-hour service-based course in diversity will not have significant differences in attitudes of valuing cultural pluralism than those who do not participate in the course.

4. Undergraduate students who participate in a three-hour service-based course in diversity will not have significant differences with regard to implementing cultural pluralism pedagogy in the classroom than those who do not participate in the course.

5. Undergraduate students who participate in a three-hour service-based course in diversity will not have significant differences toward feeling uncomfortable with culturally diverse learners than those who do not participate in the course.

6. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes toward inclusion of students with disabilities than those who do not participate in the course.

7. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly better understanding of the benefits of integration of students with disabilities in the general classroom than those who do not participate in the course.

8. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes about integrated classroom behavior management than those who do not participate in the course.

9. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes about their perceived

ability to teach students with disabilities than those who do not participate in the course.

10. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes about the qualifications of general versus special educators teaching students with disabilities than those who do not participate in the course.

Participants

The population identified for this study will consist of students enrolled in the teacher education program at the university the study is being conducted. The experimental group is defined as students that have completed a course titled Diversity in Education while the control group included students who were enrolled in any EDUC, HPED, or SPED course whom have declared education as their major but have not taken the diversity course. The anticipated number of students in the experimental group is 70 and 70-100 teacher education students for the control group.

Setting

The research took place at a multi-faceted, United Methodist Church-related university with multiple campuses and delivery systems. The main campus is a 340-acre campus located in a rural county located northeast of Charlotte, North Carolina. The population of the county is just under 60,000 with the major industry being manufacturing. According to the 2008 Census data, 85% of the population is Caucasian,

12% African American, and the remaining 3% are identified at Asian, Native American/Alaskan Native, or persons who reported multi-racial. The undergraduate college serves 500 resident students and 350 commuter students. Students in the undergraduate college earn Bachelor of Arts degrees in 19 majors and Bachelor of Science degrees in 16 majors (Office of Institutional Research and Assessment). While over 80% of the traditional undergraduates are in-state students, students come from 33 states and 28 other countries. On the main campus, 61% of the students are Caucasian, 28.5% are African-American, 2% are Hispanic/Latino and the remaining 6.5% are from other ethnic/race groups (University Fact Book (2010).

While the student body of the university is somewhat diverse; the pre-service teacher candidate pool is not diverse. A majority of the education majors enrolled in the program are white, middle class females. Also, the college is located in a very rural, non-diverse setting. Therefore, the local schools immediately surrounding the university echo the demographics of the area in that most of the students are Caucasian. However, the teacher education program's director of field placement works very closely with the licensure area faculty to ensure that the students are placed in diverse settings for field placements that correlate with specific classes. All field placement hours are built into the courses so that the instructor of the course has to approve the placement of the pre-service teacher. This procedure ensures that the pre-service teacher is exposed to diverse populations at some point during practicum hours, and that experiences are guided and coherent with theory and practice discussed in course lecture.

The specific course being studied, Diversity in Education (see Appendix A for syllabus), is a required course for all undergraduate teacher education majors. Teacher

candidates are advised to take this course during their junior year of study in either the fall or spring semester. In addition, all students enrolled in the course are required to have been admitted to the Teacher Education Program (TEP). Each semester consists of 15 weeks, 45 contact hours (3 SH weekly). Two different instructors taught the course during the three semesters when the study was being conducted, with the instructor during the last two semesters being the same person.

This course is designed to equip prospective teachers with a broad base of knowledge and skills for teaching diverse learners. The pre-service teachers enrolled are required to complete their service hours all at a middle school that houses grades 6-9, and enrolls 532 students. The demographics of the student body where the pre-service teacher completed the service learning requirements are very different from the schools immediately surrounding the university as a large plurality (44%) of the student population is African American, while the remainder are Caucasian (42%), Hispanic/Latino (5%), Asian (5%), and American Indian (< 1%). According to Education First, NC School Report Cards (2010-2011), the school where the pre-service teachers were placed had 60-80% of students performing at grade level. Additionally, 61.1% of the student population passed both math and reading end of grade tests; well below the district (70.1%) and the State of NC (67.0%). Specifically, 64% of students passed the Reading End-of -Grade test while 85.4% passed the Math End-of-Grade test. For one hour each week, the pre-service teacher candidate would work with an assigned group of identified (by teachers and principal) students whom were at risk either academically or socially. The pre-service teacher would work with the same students on

a weekly basis in order to develop relationships with students as well as to help them with any academic subject needs. Some examples of activities which the pre-service teachers may have facilitated were tutoring for specific academic subject, group study for exam, assistance with homework, and possible critical thinking activities developed by pre-service teacher. To enrich the experience, pre-service teachers were also required to interview students, parents and teachers in order to provide context to the students they would be working with as well as their surroundings (life at home, family, friends..).

<div align="center">**Instrumentation**</div>

This study investigates the effect of the diversity training course on two dependent variables. Two different instruments were used to assess the dependent variables.

Pre-service Teachers' Disposition toward the Inclusion of Culturally Diverse Learners

As reflected in the literature, culturally diverse learners included learners that deviate from White, middleclass, monolingual (Dee, J., & Henkin, A., 2002).   Included in this group were students who belonged to high incidence ethnic groups: African-American and English Language Learners (ELL).   To assess the participants' attitudes toward culturally diverse students, the Pluralism and Diversity Attitude Assessment (PADAA) (Stanley, 1996 as stated in Dee, J, & Henkin, A. 2002) was used (see Appendix B). The 19-item PADAA is designed to measure the "extent to which a respondent possesses attitudes supportive of cultural diversity in education and the extent to which the respondent is comfortable with diversity in the classroom" (Dee, J., &

Henkin, A. 2002, p. 26). The PADAA is a Likert-type response continuum for which

responses ranges from 1, *strongly disagree*, to 6, *strongly agree*. "The reported alpha

reliability coefficient for the PADAA is .91 and reported test-retest reliability was .84.

Factor analysis yielded a 4-factor solution with internal consistency reliabilities in the

range of .72 to .85 for the respective factors." (Stanley, 1996, as stated in Dee, J, &

Henkin, A. 2002, p26.)

The PADAA has 4 subscales: Appreciate Cultural Pluralism, Value Cultural

Pluralism, Implement Cultural Pluralism, and Uncomfortable with Cultural Pluralism.

The range of scores in each of the subscale area determines the underlying attitude and

how that attitude might translate into teaching behaviors. For example, a respondent that

scored well in the Appreciates Cultural Pluralism subscale might be described as

respecting individual differences in students and understanding student behavior due to

these differences (Stanley, 1992). A student who scored well in the Values Cultural

Pluralism subscale gives value to individual expressions of cultural influences and will

express attitude this verbally. However, the person's teaching methods may not change

significantly due to attitude. A respondent who scored well in the Implements Cultural

Pluralism subscale likely will verbally express the appreciation and value of diversity,

and will also express a pluralistic ideology verbally as well as pedagogically (Stanly,

1992)

Pre-service Teachers' Attitudes toward the Inclusion of Students with Disabilities.

Disability refers to broad categories including learning disabilities, students with

development handicaps, multiple handicaps, and with severe behavioral handicaps (Cook,

2002). To assess the participants' attitudes toward the inclusion of students with

disabilities, the Opinions Relative to Integration of Students with Disabilities (ORI) Scale

(Cook, 2002) was used. (See Appendix B.) The scale is designed to measure responders'

attitudes toward the inclusion of students with disabilities in a general education

classroom setting. The ORI contains 25 statements. The participants use a 7-point Likert

scale to respond to statements regarding various aspects of inclusion. Four factors are

addressed in the ORI scale: Benefits of Inclusion, Integrated Classroom Behavior

Management, Perceived Ability to Teach Students with Disabilities, and Special vs.

Integrated General Education. The validity of the instrument is supported by findings

that ORI scores were "significantly and positively related to measures of attitudes toward

people with disabilities and were unrelated to respondent sex, age, ethnicity, or education

level" (Cook, 2002, p. 266).   Cronbach coefficient alpha was reported to be 0.88 for the

entire scale.

All of the students involved in the research study will be asked to complete simple

demographics surveys that will include information such as gender, age, and race. This is

done to determine if other factors related to demographics effect attitudes related to the

inclusion of diverse learners.

Demographic Data

All participants completed a simple demographics survey that asked them to

specify their age, gender, race, licensure area, exposure to diverse learners when growing

up, frequency of exposure to diverse learners when growing up, income level when

growing up, location in United States raised, and educational experience. This survey

provided a means to disaggregate the data based on these demographics. (See Appendix B.)

Procedures

Upon receipt of IRB approval from Liberty University, the researcher obtained IRB approval from the university at which the study was conducted. Once IRB approval for this institution was obtained the research began. The researcher contacted all students enrolled in the teacher education program by email and other social mediums (Facebook and Falconn, the University's system for dissemination of information to students) to inform them of the research. The researcher visited all courses prefixed with EDUC/HPED/SPED and distributed the informed consent to the students (Appendix C) 1 week prior to data collection. With two weeks left in the semester the students were given the simple demographics survey upon which they identified race, gender, and age and whether or not he/she has taken the EDUC 322 Diversity in Education class. Following the demographics survey during the same class period, the researcher administered the PADAA and the ORI. No incentive was provided for taking the survey. Anonymity assured no risks.

Design

A quasi-experimental nonrandomized control group posttest design was used. The experimental group consisted of pre-service teacher candidates who were either near completion of or who had already completed the introductory diversity course. The control group was randomly selected from the group of surveys of teacher education candidates who had not taken the course in diversity at the time the research was taking

place. This type of research design was chosen because the researcher cannot randomize

the experimental group. The posttest only design was chosen, as opposed to the pretest-

posttest design, because the research shows that when using attitudinal scales,

administration of a pretest can cause pretest sensitization (Ary, D, Jacobs, L., Razavieh,

A., & Sorenson, C., 2006).

Data Analysis

The statistical procedure used was independent samples T-test, analyzing the

difference in means between the posttests of the participants for both the PADAA and the

ORI. The T-test provided the researcher a means to determine if there was a statistically

significant difference in the means between the post-test from which inferences can be

made as to whether or not the 3 - semester hour course did or did not have impact on the

participants' attitudes.

CHAPTER FOUR: Results

Introduction

This study investigated the effect of a three-credit hour, service-based course in diversity on pre-service teachers' attitudes toward inclusion of diverse student populations, both culturally diverse and students with disabilities, in the general education classroom. This study focused on pre-service teachers who have completed the course through the use of validated attitudinal instruments and a short demographics survey. The researcher administered two attitudinal surveys to students in 15 education prefix courses. The total number of surveys completed was 110, and no student completed the survey twice.

The research study was designed to answer the following question:

What is the impact of one three-credit hour service-based introductory service-based course in diversity on pre-service teachers' perception of their attitude regarding the inclusion of diverse learners in a general education classroom?

Null Hypotheses as related to Research Question:

1. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes toward inclusion of culturally diverse learners than those who do not participate in the course.

2. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes of appreciation for cultural pluralism than those who do not participate in the course.

3. Undergraduate students who participate in a three-hour service-based course in diversity will not have significant differences in attitudes of valuing cultural pluralism than those who do not participate in the course.

4. Undergraduate students who participate in a three-hour service-based course in diversity will not have significant differences with regard to implementing cultural pluralism pedagogy in the classroom than those who do not participate in the course.

5. Undergraduate students who participate in a three-hour service-based course in diversity will not have significant differences toward feeling uncomfortable with culturally diverse learners than those who do not participate in the course.

6. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes toward inclusion of students with disabilities than those who do not participate in the course.

7. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly better understanding of the benefits of integration of students with disabilities in the general classroom than those who do not participate in the course.

8. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes about integrated classroom behavior management than those who do not participate in the course.

9. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes about their perceived ability to teach students with disabilities than those who do not participate in the course.

10. Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes about the qualifications of general versus special educators teaching students with disabilities than those who do not participate in the course.

Demographic and Descriptive Data

The sample included within this study was a representation of the students enrolled in a liberal arts university in North Carolina who have identified Teacher Education as their major. All students for the spring 2011 semester enrolled in a course with the prefix EDUC, HPED, and/or SPED were invited to participate in this study. Although the researcher may have visited more than one class in which a student was enrolled, students were asked to complete the survey only once. The researcher, during the last 2 weeks of classes, attended all 15 courses with the identified prefixes to administer consent forms and surveys. The total number of surveys completed was 110..

Of the 110 respondents, 70% (77) were 18-25 years of age, 43% (47) had taken the service-based introductory class in diversity, 60% (65) identified Elementary Education as their licensure area, 92% (101) identified as white/Caucasian, and 77% (85) were female. When participants were asked the number of EDUC/HPED/SPED classes at or over level 400 (all methods classes are coded as 400 or higher and the intended

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curriculum specifies the infusion of diversity concepts) they had taken, 49% (55) of the participants reported they had taken none (0); 13% (14) reported that they had taken two (2); 8% (9) reported that they taken three (3); and 30% (21) reported that they had taken four (4).

Eighty-five percent (77) of the participants reported that they had grown up (spent more than 10 consecutive years) in the Southeast, 41% (45) grew up with an average household income of $51,000 or higher, and 93% (102) reported that they had attended public school during K-12.

Participants were also asked if they were exposed to diversity when growing up, and if so, how often. With regard to ethnic/racial diversity, 90% (98) of participants indicated exposure to people of different ethnical/racial backgrounds when growing up, with 83% (93) indicating frequency of more than once a week. Eighty-eight percent of pre-service teachers reported were exposed to people with disabilities, when growing up,, with 70% indicating frequency of more than once a week. Finally, participants were asked if they were exposed to people with different socioeconomic status. Ninety-five percent (104) indicated they were. Eighty-nine percent (98) indicated this exposure occurred more than once a week.

The researcher performed analysis to test each of the null hypotheses. The results are organized by the instrument as well as sub-scores of the surveys.

Levene Homogeneity of Variance Test

Prior to running the independent t-tests, the researcher chose to conduct Levene Homogeneity of Variance test in each of the test groups (taken the class and not taken the

class based on each factor). The purpose of the Levene Homogeneity of Variance test is to ensure that the assumption of equal variance is valid. In order to assume that all groups are of equal variance, the significance level had to be above 0.05. The researcher reviewed the information to determine if the difference between the two groups was significant ($<.05$) in order to determine which group to use (assumed or not assumed). After reviewing the information from SPSS and performing the Levene Test for Homogeneity of Variance, all but two groups were above the 0.05. Therefore, the independent sample t-tests were performed assuming homogeneity. The two instances in which the Levene's Tests for Homogeneity of Variance were below .05 were in ORI Factor 1 and ORI factor 4.

Pluralism and Diversity Awareness Attitude Assessment (PADAA)

The PADAA is divided into four (4) subscales: Appreciates Cultural Pluralism, Values Cultural Pluralism, Implements Cultural Pluralism, and Uncomfortable with Cultural Diversity. For scoring purposes, the author of the instrument assigned questions to each of the subscales and totals were taken. Each subscale score is assigned a range of scores to determine the value the respondent places on the area. Independent sample t-tests were run for each of the four subscales on the PADAA: and the results are as follows.

PADAA Composite Score. Hypothesis 1: Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes toward inclusion of culturally diverse learners than those who do not participate in the course. Table 1 shows the mean composite scores for both independent

groups and the PADAA: those who participated in the diversity course and those that did

not participate.

Table 1

Mean Scores for PADAA Composite Score

	Have you taken Diversity in Education	N	Mean	Std. Deviation	Std. Error Mean
PADAA	Yes	47	47.0000	4.61566	.67326
Composite	No	63	46.9365	6.47295	.81552

The scores indicate that the respondents that completed the three-semester hour service-

based introductory course in diversity scored slightly higher that the respondents who did

not participate in the course.

Table 2 shows that, based on the independent samples t-test analyses, the

difference in the means was not statistically significant at the .05 level.

Table 2

Independent Samples t-test Results for PADAA Composite Score

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PADAAcomp1	Equal variances assumed	1.781	.185	.057	108	.954	.06349	1.10935	-2.13544	2.26242

Based on the information presented, the researcher accepts the null hypothesis.

Appreciates cultural pluralism (PADAA Factor 1). Hypothesis 2:

Undergraduate students who participate in a three-hour service-based course in diversity

will not have significantly different attitudes of appreciation for cultural pluralism than

those who do not participate in the course. The mean of the PADAA Factor 1 for the pre-

service teacher's who participated in the three-semester hour, service-based introductory

course in diversity in education was 10.00. The mean for the respondents who had not

participated in the class was 9.95. Table 3 shows the independent samples t-test does not

indicate a statistical difference in the means at the .05 level.

Table 3

Independent Sample t-tests Results for PADAA Factor 1

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df				Lower	Upper
AppCultPlural	Equal variances assumed	1.124	.291	.210	108	.834	.048	.226	-.401	.496

The mean scores for each group (9.95 and 10.00) indicated that all pre-service teachers

who participated in the study, according to the subscale range, either moderately or

strongly appreciated ideals of cultural pluralism, regardless of participation in the

diversity course. Based on the information presented, the researcher accepts the null hypothesis.

Values cultural pluralism (PADAA Factor 2). Hypothesis 3: Undergraduate students who participate in a three-hour service-based course in diversity will not have significant differences in attitudes of valuing cultural pluralism than those who do not participate in the course. The mean of the PADAA Factor 2 for the respondents who participated in the three-semester hour, service-based introductory course in diversity was 6.76. The mean for the respondents who did not participate in the class was 7.35. Table 4 shows, upon analysis of the independent samples t-test, that the difference in means was not statistically significant at the .05 confidence level between the two groups.

Table 4

Independent Sample t-tests Results for PADAA Factor 2

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Values Cultural Pluralism	Equal variances assumed	.593	.443	-.877	108	.382	-.392	.447	-1.277	.494

The mean scores for each group (6.96 and 7.35) indicated all pre-service teachers who participated in the study, according to the subscale range, either moderately or strongly

valued the ideals of cultural pluralism, regardless of participation in the course. Based on

the information presented, the researcher accepts the null hypothesis.

      Implements cultural pluralism (PADAA Factor 3). Hypothesis 4:

Undergraduate students who participate in a three-hour service-based course in diversity

will not have significant differences with regard to implementing cultural pluralism

pedagogy in the classroom than those who do not participate in the course.

The mean of the PADAA Factor 3 for the pre-service teacher's who participated in the

three-semester hour, service-based introductory course in diversity in education was 9.81.

The mean for the respondents who have not participated in the class was 10.41. Table 5

shows the difference in the means was not statistically significant at .05 level between the

two independent groups of pre-service teachers.

Table 5

Independent Sample t-tests Results for PADAA Factor 3

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
						Sig. (2-tailed)	Mean Differenc e	Std. Error Differenc e		
		F	Sig.	t	df				Lowe r	Uppe r
ImplementCultPlur al	Equal variance s assumed	2.79 1	.09 8	- 1.12 1	10 8	.265	-.604	.539	- 1.673	.464

The mean scores for each group (9.81 and 10.41) indicates all pre-service teachers who participated in the study, according to the subscale range, either might or would implement the ideals of cultural pluralism, regardless of participation in the diversity course. Based on the information presented, the researcher accepts the null hypotheses.

Uncomfortable with diversity (PADAA Factor 4). Hypothesis 5: Undergraduate students who participate in a three-hour service-based course in diversity will not have significant differences toward feeling uncomfortable with culturally diverse learners than those who do not participate in the course. The mean of the PADAA Factor 4 for the pre-service teacher's who participated in the three-semester hour, service-based introductory course in diversity in education was 20.23. The mean for the respondents who have not participated in the course was 19.22. Table 6 shows the difference in the means was not statistically significant at .05 level between the two independent groups of pre-service teachers.

Table 6

Independent Sample t-tests Results for PADAA Factor 4

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference

								Lower	Upper
Uncomfortable with Cultural Diversity	Equal variances assumed	.009	.926	1.523	108	.131	1.012	.664	-.305	2.329

The mean scores for each group (20.23 and 19.22) indicates all pre-service teachers who

participated in the study, according to the subscale range, are comfortable with diversity,

regardless of participation in the diversity course. Based on the information presented,

the researcher accepts the null hypothesis.

Opinions Relative to Integration of Students with Disabilities (ORI)

The ORI Composite score was computed by positively scoring the 12 items that

are worded negatively, and adding a constant of 75. The scores range from 0-150 with

the higher score representing a more favorable attitude toward the integration of students

with disabilities into a general education classroom. The ORI is also divided into four (4)

subscales: Benefits of Inclusion, Integrated Classroom Behavior Management, Perceived

Ability to Teach Students with Disabilities, and Special versus Integrated General

Education. Specific questions are assigned to each subscale area. The sum of the

positively scored items was used and a range of scores determined the value the

respondent placed on the area. Independent sample t-tests were run for the composite

score, and for each of the subscales. The results are as follows.

Composite score (ORI). Hypothesis 6: Undergraduate students who participate

in a three-hour service-based course in diversity will not have significantly different

attitudes toward inclusion of students with disabilities than those who do not participate

in the course. Table 7 shows mean composite scores for both independent groups: those

who participated in the diversity course and those who did not participate in the diversity course.

The scores indicate that the respondents that completed the three-semester hour service based introductory course in diversity scored higher than the respondents that did not in the ORI composite score. Therefore, they have a slightly more favorable attitude toward the inclusion of students with disabilities into the general education classroom.

Table 7

Mean Scores for ORI Composite Score

	Have you taken Diversity in Education	N	Mean	Std. Deviation	Std. Error Mean
ORI results	Yes	47	94.83	15.439	2.252
	No	63	87.97	18.097	2.280

Table 8 shows that, based on the independent samples t-tests analyses, the difference in the means was statistically significant at the .05 level.

Table 8

Independent Samples t-tests Results for ORI Composite Score

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
ORI results	Equal variances assumed	1.617	.206	2.092	108	.039	6.862	3.280	.361	13.362

Based on the information presented, the researcher rejects the null hypothesis.

Benefits of integration (ORI Factor 1). Hypothesis 7: Undergraduate students

who participate in a three-hour service-based course in diversity will not have

significantly better understanding of the benefits of integration of students with

disabilities in the general classroom than those who do not participate in the course.

Table 9 shows the mean for the two independent groups. The scores indicate the

respondents had participated in the three-semester hour introductory service-based course

in diversity have a slightly higher mean than the respondents who had not participated in

the course. Based on this analysis, the pre-service teacher who participated in the course

understand and verify the benefits of integration marginally better than those who did not

participate in the course.

Table 9

Mean Scores for ORI Factor 1

	Have you taken Diversity in Education	N	Mean	Std. Deviation	Std. Error Mean
Benefits of integration	Yes	47	14.02	5.261	.767
	No	63	10.21	7.090	.893

Table 10 shows that based on the independent samples t-test analyses, the differences in

the means was statistically significant at the .01 level.

Table 10

Independent Samples t-tests Results for ORI Factor 1

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		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Benefits of Integration	Equal variances not assumed	4.331	.040	3.240	107.999	.002	3.815	1.178	1.481	6.149

Based on the information presented, the researcher rejects the null hypotheses.

Integrated classroom behavior management (ORI Factor 2). Hypothesis 8:

Undergraduate students who participate in a three-hour service-based course in diversity

will not have significantly different attitudes about integrated classroom behavior

management than those who do not participate in the course. Table 11 shows mean

composite scores for both independent groups.

Table 11

Mean Scores for ORI Factor 2

	Have you taken Diversity in Education	N	Mean	Std. Deviation	Std. Error Mean
Integrated	Yes	47	6.06	8.573	1.250

classroom behavior management	No			63	4.35	8.126	1.024		

Table 12 shows that based on the independent samples t-test analyses, the differences in the means was not statistically significant at the .05 level.

Table 12

Independent Samples t-tests Results for ORI Factor 2

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Integrated classroom behavior management	Equal variances assumed	.320	.573	1.069	108	.287	1.715	1.604	-1.464	4.893

Based on the information presented, the researcher accepts the null hypothesis.

Perceived ability to teach students with disabilities (ORI Factor 3).

Hypothesis 9: Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes about their perceived ability to teach students with disabilities than those who do not participate in the course.

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Table 13 shows mean composite scores for both independent groups; those who had

participated in the diversity class and those who had not.

Table 13

Mean scores for ORI Factor 3

	Have you taken Diversity in Education	N	Mean	Std. Deviation	Std. Error Mean
Perceived ability to teach students with disabilities	Yes	47	.43	2.940	.429
	No	63	-.41	3.532	.445

Table 14 shows that based on independent samples t-test analyses, the difference in the

means was not statistically significant at the .05 level.

Table 14

Independent Samples t-tests Results for ORI Factor 3

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Perceived ability to teach students with disabilities	Equal variances assumed	3.451	.066	1.321	108	.189	.838	.635	-.420	2.096

Based on the information presented, the researcher accepts the null hypothesis.

Special versus general integrated education (ORI Factor 4). Hypothesis 10: Undergraduate students who participate in a three-hour service-based course in diversity will not have significantly different attitudes about the qualifications of general versus special educators teaching students with disabilities than those who do not participate in the course.   Table 15 shows mean composite scores for both independent groups: those who had participated in the diversity course and those who had not.

Table 15

Mean scores for ORI Factor 4

	Have you taken Diversity in Education	N	Mean	Std. Deviation	Std. Error Mean
Special vs. general integrated education	Yes	47	-.68	3.330	.486
	No	63	-1.17	4.412	.556

Table 16 shows that the difference in the means, based on independent samples t-test analyses, was not statistically significant at the .05 level.

Table 16

Independent Samples t-tests Results for ORI Factor 4

	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ORI4	Equal variances not assumed	7.119	.009	.669	107.978	.505	.494	.738	-.970	1.957

Based on the information presented, the researcher accepts the null hypothesis.

Summary of Results

After analysis of independent samples t-tests of the PADAA, the researcher found no significant difference in the means between the PADAA composite score and the two independent groups: those who had participated in the diversity course and those who had not. Upon further analysis of the 4 subscales of the PADAA, the researcher found no statistical difference in the means between the each subscale and the two independent groups.

Therefore, the course had no impact on the pre-service teachers' perception of their attitude regarding the inclusion of students whose cultural heritage is that other than Caucasian into the general education classroom. Therefore, the researcher accepts the null hypothesis 1 (Participation in a service-based introductory course in diversity has no impact on pre-service teachers' perception of their attitude regarding the inclusion of culturally diverse (or different) students in the general education classroom.)

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After analysis of independent samples t-tests of the ORI, the researcher found significant difference in the means between the ORI composite score and the two independent groups: those who had participated in the diversity course and those who had not. Upon further analysis of the 4 subscales of the ORI, the researcher found statistical difference in the means between the independent groups in one subscale; benefits of integration (ORI Factor 1). Therefore, the researcher rejects null hypothesis 6 (Participation in a service-based introductory course in diversity has no impact on pre-service teachers' perception of their attitude regarding the inclusion of students with disabilities in the general education classroom.).

CHAPTER FIVE: DISCUSSION

The goal of this research study was to investigate the impact of participation in a three-semester hour service-based introductory course in diversity on pre-service teacher's perception of their attitudes toward the inclusion of diverse learners into the general education classroom. The design of curricular features that help prepare contemporary teachers to teach diverse student populations is a critical task for a teacher education program. The available body of research is mixed as to whether this preparation is best done through the offering of one course in diversity or through the infusion of concepts related to diversity in several courses.

Summary of the Findings

Inclusion of Students with Disabilities

The researcher found the completion of the three-semester hour service-based introductory course in diversity had some impact on the pre-service teachers overall perception of their attitudes toward the inclusion of students with disabilities into the general classroom. Specifically, the data showed that the respondents who did complete the class had a slightly more favorable attitude toward to the inclusion of students with disabilities into the general education classroom as opposed to those who did not take the class. Also, the respondents who had completed the class had a slightly better understanding of the benefits of integration of students with disabilities into the general education classroom than those who did not take the course.

Inclusion of Culturally Diverse Students

The researcher found the completion of the three-semester hour introductory service-based course in diversity had no impact on the pre-service teachers overall perception of their attitudes toward the inclusion of culturally diverse students into the general classroom Yet, upon further analyses, the data also showed that the three-semester hour service-based introductory course in diversity moderately impacted the pre-service teachers' perception of their value of cultural pluralism, as well as their comfort level with diversity. This would likely manifest itself into a change of attitude in the pre-service teacher; yet would not significantly change the teaching methods the pre-service teacher would use.

Demographic Variables

The researcher found the demographic variables that had a large effect on the pre-service teacher's attitudes toward the integration of students with disabilities included the participation in the three-semester hour introductory service based course in diversity, and the age of the participant. The gender, licensure area, exposure to diverse learners, frequency of exposure when growing up, household income, where in the United States participants were raised, and race/ethnicity of the respondent had little impact on the attitude toward the integration of disabled students. Upon analyses of the demographic variables with regard to the inclusion of diverse learners, the demographic variables had little to no impact on the attitudes toward the inclusion of diverse learners.

<div align="center">

Discussion of the Findings

</div>

All children in the United States, regardless of ethnicity or ability, deserve to have quality teachers. Student learning is the ultimate goal of the teacher. However, many factors intercede with this variable such as student background, teacher attitudes, and

how teachers are prepared and licensed in university teacher preparation programs.

Where there is no "one size fits all" method for preparing pre-service teachers, the

common goal of teacher education is to prepare teachers to meet the academic standards

for all students for whom they are chosen to serve.

A review of the research indicates a mixed response to the effectiveness of

offering one course specifically related to diversity or to infuse the concepts of diversity

into all classes taken by pre-service teachers. The findings of this study show that the

three-semester hour service-based course in diversity impacts the perception of the pre-

service teacher's attitude toward the inclusion of diverse learners both with regard to

ethnicity and disability. However, changing the attitudes of pre-service teachers is just

the first step.

Pre-Service Teacher Attitudes Toward Inclusion of Culturally Diverse Students

The subscales of the Pluralism and Diversity Awareness Assessment can be

viewed as a continuum of teaching behaviors. As described in chapter three, a teacher

who appreciates cultural pluralism (factor 1) will respect the individual differences and

understand student behavior. A teacher who values cultural pluralism (factor 2) will

express the acceptance of individual differences verbally, however may not significantly

change teaching behaviors. A teacher who implements cultural pluralism practices

(factor 3) indicates likelihood that pedagogy would simulate a pluralistic ideology. The

final subscale addresses the participants comfort level with regard to cultural diversity.

This study showed a difference in the value of cultural pluralism between the

groups of students who had taken the service-based introductory course in diversity and

those that hadn't; those that had completed the course scored higher in this area.

Therefore, there was impact on the attitude of the pre-service teacher with regard to

valuing cultural pluralism. This can be explained by the fact that certain people who

choose to become teachers have an innate propensity or disposition to respect the

individual differences of others, and a service-based introductory course in diversity can

help pre-service teachers express their respect of individual differences.   If this in fact is

the case than teacher preparation programs must look to the higher level classes in order

to go beyond simply reinforcing the acceptance and valuing of cultural diversity, to shift

the paradigm of pedagogical practices that facilitate cultural competence in learning

experiences.

The third subcategory of the PADAA, the implementation of cultural pluralism

practices, was largely impacted by the number of EDUC/HPED/SPED courses taken over

400; the more classes over the 400 level the more favorable the attitude toward

implementation of cultural pluralism. Therefore, based on this research study, best model

for preparing teachers to deal with the challenge of a diverse classroom is to have a

specific course in diversity followed by upper level programmatic courses that infuse and

apply the concepts of this course into subject-specific experiences. By doing so, the

teacher education program is not only changing attitudes, but ensuring these attitudes will

be expressed verbally as well as pedagogically.

This study shows that pre-service teachers who participated in the research,

regardless if the class was completed or not, appreciate cultural pluralism and are

comfortable with diverse learners. The students that are enrolling in university teacher

education programs are exposed to culturally diverse students when growing up due to inclusive practices in American public school systems, social media, and various pop culture trends. This may explain why the course had no impact on the pre-service teacher's perceptions of their attitudes toward the inclusion of culturally diverse learners. Their attitudes already favor the inclusion of culturally diverse learners in the general education classroom. Because knowledge and skills in implementing inclusive practices for diverse learner are preceded by attitudes and beliefs, teacher education programs must focus on and provide courses and experiences that impact pre-service teachers' pedagogical practices so culturally diverse learners are not marginalized in the general education classroom.

Through the use of a service-based course in diversity, pre-service teachers are exposed to students who are culturally different than they are. This provides the opportunity for the students to develop and further understand the diverse learner in the context of the world of education. From this point, the teacher education program can build on this new knowledge and appreciation for cultural diversity and focus on the implementation of pedagogically sound practices for marginalized students. As mentioned previously, teacher education programs cannot simply change the attitudes of pre-service teachers', they must arm pre-service teachers with the tools necessary to facilitate a learning environment that is conducive to the diverse learners needs.

Pre-Service Teacher Attitudes Toward Inclusion of Students with Disabilities

According to this study, the completion of the three-semester hour service-based introductory course in diversity had an impact on the pre-service teacher's perceived

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attitude toward the inclusion of students with disabilities into the general classroom. Specifically the course facilitated a better understanding of the benefits of inclusion. This is one leg of the three-legged stool necessary for successful inclusive practices. The additional legs are a strong self-efficacy toward teaching students with disabilities, and mutual respect between special educators and general classroom teachers.

The results of this study show that the course did not impact the perceived ability to teach students with disabilities. According to research, teachers who understand and believe in integration are more likely to practice inclusive behaviors. Research also indicates increased self-efficacy relates to the willingness to adapt the curriculum and instruction to meet the need of the included student. Therefore, teacher education programs must realize that simply changing the attitude of the pre-service teacher is not enough. The preparation program must facilitate a level of deep self-actualization of the pre-service teacher related to the inclusion of students with disabilities in order to increase pedagogical confidence.

This study also showed that that the completion of the introductory, service-based course had no impact on the pre-service teachers' attitude toward integrated classroom behavior management. Once again this forces teacher education programs to ask that although there was increased understanding of the benefits of integration, is this enough to change instructional strategies in order to serve students regardless of ability.

Preparing Pre-service Teachers for Diverse Learners

According to this research, the pre-service teacher already has an attitude that favors the inclusion of students with disabilities into the general classroom as well as a

high level of comfort, appreciation and respect with regard to culturally diverse learners. However, this predisposed favorable attitude is not likely to manifest itself into research-based best pedagogy for diverse learners. Whereas the research is mixed regarding how to change attitudes related to diverse learners enrolled in teacher preparation programs, the research is solid in espousing that teacher education programs have to do more than change attitudes in order for teachers to implement pedagogical practices that support pluralism and inclusion.

Although the research did not suggest significant differences in data, the researcher still believes that a service-based introductory course in diversity that addresses cultural diversity as well as students with disabilities is important. It allows the pre-service teacher to put into context their attitudes and perceptions of diversity and gain an understanding as to how this relates to being a teacher of diverse learners. Having put the pre-service teachers' personal attitudes regarding diverse learners into perspective will then offer an opportunity for the upper level methodology courses to integrate best teaching practices for the diverse learner. Teacher education programs must continue to focus on and provide courses and experiences that impact pre-service teacher's pedagogical practices so culturally diverse learners are not marginalized in the general education classroom. In addition to a shift in paradigm for teaching culturally diverse learners, this model may also facilitate a deep-self actualization of the pre-service teacher related to the inclusion of students with disabilities.

Study Limitations

This study had limitations that may have influenced the results. The findings of

this research study rely heavily on self assessment which poses a threat to external validity. Other limitations include selection effect (the students are enrolled in a small Methodist Liberal Arts University located in rural NC), setting effect (the schools in which the students are placed for field placement are not be as diverse as one would like for the study to be generalizable), and history effect (the background of the pre-service teachers). These limitations could not be controlled at any point in the survey.

One final limitation of the research study was the attitudinal surveys used. Both the PADAA and the ORI are brief instruments (19 questions and 25 questions respectively) yet both are measuring very complex concepts. Therefore the thoroughness of the questions may not have addressed the complexity of the issues to the extent necessary.

Recommendations for Future Research

While the research on teachers' attitudes towards inclusion has increased, more needs to be done. The following is a list of recommendations for future research based on the outcomes of this study:

1. The study needs to be replicated using a greater diversity of participants in a less isolated area. This will increase the generalizability of the study, and warrant a higher priority for changes to be made in teacher education programs.

2. Research needs to be done specifically to determine the impact of diverse field placements (both culturally and ability diverse) on pre-service teachers self efficacy to teach diverse learners? This will further support the conceptual

framework of servant leadership being infused in teacher education programs as well as the importance of interactions with diverse learners.

3. How did the attitude of the teacher educator impact the perceived attitudes of the pre-service teacher candidates? Research must be done to determine how the ethoses of teacher educators trickle down to the pre-service teachers being trained to teach in diverse settings.

4. Future research must include how dispositions of the pre-service teacher relate to teaching practices in general education classroom settings. This will strengthen teacher education programs preparation of pre-service teachers to feel more confident in implementing a pluralistic ideology, as well as inclusive programs. In turn, teacher education programs will assist current teachers and schools become more inclusive with regard to ethos, policies and organizations.

Conclusion

Teacher quality and the effectiveness of teacher education programs are at the center of several discussions in the education field. These issues, as well as initiatives, external mandates, and educational reform fuel the requirements put forth by accreditation agencies for teacher education programs to equip teachers to be effective with the diverse population in the 21st Century classroom.

A review of the literature and current research of teacher education programs indicates that the dispositions of teachers impact student achievement, therefore teacher quality and the preparation of quality teachers is linked to the disposition of the

candidate. Thus, teacher education programs can no longer focus solely on content knowledge and pedagogical skills; they must identify and assess the dispositions of their teacher candidates. Due to the globalization of today's classroom, dispositions specific to inclusive attitudes are at the forefront of the responsibility of teacher education programs. In addition to changes in the culturally-related demographics of the classroom, the number of students with disabilities receiving a majority of their education in the general education classroom has dramatically increased. Teacher candidates must be appropriately prepared to facilitate learning experiences for all students as the diversity of the students being educated within the general classroom continues to increase.

According to this study, a model that would support the preparation of culturally and ability literate pre-service teachers includes the use of a service-based introductory course in diversity followed by upper level programmatic courses that infuse and apply the concepts of diversity and inclusion in order to not only facilitate a change in attitude, but also to change teaching behavior.

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Appendix A

Syllabus for EDUC 322 Diversity in Education

University
EDUCATION 322 DIVERSITY IN EDUCATION
Section 100   Fall 2010   Credit: 3 SH
MG 107   Monday-Wednesday-Friday   2:00 – 2:50 p.m.
INSTRUCTOR
Office: Email Address:
Office Hours: Office Phone Number:

CATALOGUE COURSE DESCRIPTION

This course is designed to equip prospective teachers with a broad base of knowledge and skills for teaching diverse learners. Teacher candidates study the heritage and culture of high incidence ethnic groups and exceptionalities. They will learn principles of culturally responsive teaching, accommodations for exceptional learners, and strategies for effective inclusion of English language learners in general education classrooms. Candidates will develop and implement a school-based project that responds to identified needs in a local school. This is a writing intensive course. Prerequisites: EDUC 205, EDUC 360

CONCEPTUAL FRAMEWORK OF THE TEACHER EDUCATION PROGRAM

The conceptual framework is **Developing Servant Leaders for Professional Practice: Preparation and Planning, Establishing a Respectful Environment, Instructing Effectively, and Assuming Professional Responsibilities**.

Since 1999, consistent with the vision and mission of the University, the primary focus of the Teacher Education Program has been articulated as "Developing Servant Leaders." **The teacher as servant leader** helps to set high standards for the learning community in which s/he serves. Through daily interaction, teachers encourage academic and civic excellence among their students. Moreover, because of their unique position in the community and society, teachers who are both servants and leaders have the ongoing opportunity through their collaborative relationships with school colleagues, parents, and community agency personnel to model advocacy and high standards of ethics on behalf of students.

The leading phrase of the conceptual framework recognizes **the teacher as professional**. The teacher is not a technician, but rather is a professional informed about the discipline, the nature of the learner, and learning. The teacher must make innumerable independent decisions daily for the benefit of students' affective, cognitive and physical development.

The conceptual framework of the Teacher Education Program embodies **four domains** that specify the areas of a teacher's responsibility.   These domains are based on the work of Charlotte Danielson (*Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007) and are consistent with the North Carolina Professional Teaching Standards, approved by the North Carolina State Board of Education on June 7, 2007.

Under each domain are **curriculum standards** and **professional dispositions,** which candidates for teacher licensure are expected to demonstrate. The curriculum

standards and professional dispositions under the Conceptual Framework that are addressed in this course are identified under "Focus of the Course."

FOCUS OF THE COURSE: CURRICULUM STANDARDS AND PROFESSIONAL DISPOSITIONS
EDUC 322 primarily focuses on two of the four domains under the Teacher Education Conceptual Framework:

Domain 2. Establishing a Respectful Environment
The teacher provides leadership for establishing and maintaining respectful learning environments in which each child has a positive, nurturing relationship with caring adults. In the classroom the teacher is that adult along with teacher assistant and volunteers.

<u>Dispositions</u>
1. The candidate embraces diversity in the school community.
2. The candidate is respectful of others' opinions.
3. The candidate is committed to the development of others.
4. The candidate demonstrates caring for the well being of others.

<u>Curriculum Standards</u>
1. The candidate creates and maintains a positive and nurturing learning environment.
2. The candidate identifies differences in approaches to learning and performance, including different learning styles, learning challenges, and multiple intelligences, and uses students' strengths as a basis for growth.
3. The candidate uses knowledge about the process of second language acquisition and strategies to support the learning of students whose first language is not English to provide nurturing environment.
4. The candidate works collaboratively with families and other adults in the school community for engagement in the instructional program.

Domain 4. Professional Responsibilities
The teacher is responsible, not only to the students, but also to the entire learning community and to the teaching profession. Therefore, the teacher as servant leader models excellence in support of the school and the profession. Moreover, the teacher has an advocacy role to help assure that settings outside the classroom in which the student participates also promote healthy development.

<u>Dispositions</u>
1. The candidate values the dispositions and behaviors of the servant leader including: listening, empathy, conceptualizing, heightened awareness, persuasiveness through action, using foresight, exercising stewardship, healing, commitment to the group, and building community.

2. The candidate models behavior appropriate to a professional setting including: consistent attendance, a strong work ethic, consistent preparation, punctuality, respect for colleagues, and appropriate dress.

<u>Curriculum Standards</u>

3. The candidate assists in identifying needs and implementing plans for school improvement.
4. The candidate communicates with families and professional colleagues to provide services to students.
5. The candidate engages in professional development for personal and professional improvement.
6. The candidate uses personal professional ethics in decision-making and interactions with students, peers, parents, and the community.
7. The candidate advocates for students and schools.
8. The candidate engages in service for benefiting students and improving schools.
9. The candidate perceives and evaluates self as a servant leader.

GETTING ASSISTANCE

The instructor is available to assist students during office hours, at any other time that I am in my office, and by appointment. Please contact me if you need additional explanations, further clarifications, or help with any other matter related to this course. Please come by, call me at my office, or email me. I will respond promptly. All assignments in this class will be posted on Blackboard.

ACCOMMODATIONS FOR DISABILITIES

If modifications are to be made in instructional processes, students with documented disabilities must contact the Director of Academic Support Services. He will inform the instructor of approved accommodations. Students with a documented disability and approved instructional accommodations are asked to notify the instructor before the end of the last add day.

HONOR CODE

All provisions of the University Student Honor Code are applicable for **<u>all</u>** assignments. Cheating and plagiarism are prohibited under the Honor Code and carry consequences. The first offense of plagiarism during enrollment in the University carries a penalty of a grade of 0 on the assignment or F in the course. Subsequent offenses must be adjudicated by the Honor Board.

CLASS POLICIES:

1. Cell phones should not ring during class and their use is discouraged. If you must use a cell phone during this class, please use a silent signal and step outside the classroom to answer.

2. All assignments are due as assigned. Late assignments will be accepted but will be penalized by one full letter grade. No assignments will be accepted after the last class session.
3. All written assignments must be typed using a standard 12-point font. Assignments should be well-organized and written in formal Standard English. If a student must be absent for any reason, the student should contact the instructor prior to the class session as soon as the absence is known. This information is often helpful for planning class activities.
4. **The instructor reserves the right to change the syllabus to assure that students achieve the objectives of the course.**

COURSE REQUIREMENTS
(1) **Servant Leadership Project.** The central assignment of this course is the design and implementation of a Servant Leadership Project in a local school. This Project must be developed in collaboration with families, at least one peer, and at least one teacher in the cooperating school. It must be responsive to the cooperating school's School Improvement Plan. The instructor will provide a cooperating school and cooperating teachers for the Servant Leadership Project. It is anticipated that all students will implement the requirements of this assignment in the same cooperating school. See Attachment 1 for additional information about this assignment. (50% of final grade)

(2) **Reports on Heritage and Culture**. We will study heritage and cultural preferences of the ethnic groups represented in the cooperating school(s). Students will read references to prepare for class discussion by reading references and reporting on their learning during class discussion. (15% of final grade)

(3) **Reports on Pedagogical Challenges** . Students will be assigned reading from the reference list to prepare for discussion on special topics in pedagogy: accommodations for exceptional students and strategies for the inclusive classroom, culturally responsive teaching, and strategies for teaching English language learners. (15% of final grade)

(4) **Culminating Project: Report on Servant Leadership Project.** The culminating activity of this course will be planned oral reflections by each student on two aspects of the Servant Leadership Project narrative: (1) reflection on learning that occurred during planning or implementation of the Project; (2) a discussion of the professional learning and development that you perceive you need as a result of planning and implementing this project. Oral reflections will be evaluated on the specificity of the reflection in the two areas and in quality of oral discourse. The student is encouraged to prepare a visual aid to enhance this presentation. (20% of final grade)

TENTATIVE SCHEDULE:
Note: This schedule is tentative since much of this course is directed toward design and implementation of an actual Servant Leadership Project. Therefore, the time assigned to

specific activities may be adjusted to respond to realities that the students will face in the school as they attempt to implement a live project.)

Week 1	August 19, 21	Overview of EDUC 322

Week 2   August 24, 26, 28   The School Improvement Plan
                                Analysis of School Demographics and Student Data
            August 26   *Last Day to Add a Class for Credit*

Week 3   August 31,   Discussions: Articles on Heritage and Culture
            September 2, 4

Week 4   September 7, 9, 11   Discussions: Articles on Heritage and Culture
                                Last Day to Drop a Class without Academic Record

Week 5   September 14, 16, 18 Developing the Family Interview Protocol

Week 6   September 21, 23, 25 Interviews with Families (Laboratory)
                                Deadline to Apply for December Graduation

Week 7   September 28, 30,   Discussions and Analyses: Interviews with Families
            October 1

Week 8   October 5,7, 9   *First Half of Semester Ends*
                                Designing Servant Leadership Projects

            October 12-16   *Fall Break*

Week 9   October 19. 21, 23   Designing Servant Leadership Projects/Review of
                                Literature

Week 10   October 26, 28, 30   Implementing the Servant Leadership Project

Week 11   November 2, 4, 6   Implementing the Servant Leadership Project
            November 4   *Last Day to Drop a Course with a "W," "WP," or*
"WF"   *Grade*

Week 12   November 9, 11, 13   Pedagogical Issues and Solutions: The Inclusive
Classroom   and Accommodations for Exceptional Learners
            November 9-13   *Pre-Registration for Spring 2010 Semester (See*
your   *advisor!)*

Week 13   November 16, 18, 20 Pedagogical Challenges and Solutions: English
                                Language Learners

Week 14	November 23, 25	Pedagogical Challenges and Solutions: Culturally Responsive Teaching
	November 26-27	*Thanksgiving Holiday*
Week 15	November 30, December 2	Pedagogical Challenges and Solutions: Culturally Responsive Teaching
Servant	December 8	Culminating Activity: Oral Reflections on the Leadership Project

GRADING SCALE:

Course Grading Scale

	A = 94 – 100	A- = 90 – 93
B+ = 87 – 89	B = 83 – 86	B- = 80 – 82
C+ = 77 – 79	C = 73 – 76	C- = 70 – 72
	D = 65 – 70	F = 64 or below

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Attachment 1. The Servant Leadership Project

1. **Name**: Servant Leadership Project

2. **Instructions:**
   In collaboration with at least one of your peers and at least one teacher and two parents from your cooperating school, develop a Servant Leadership Project that is responsive to the cooperating school's School Improvement Plan and which will serve parents and students in the cooperating school. Parents and students should represent a diverse population. The Servant Leadership Project must demonstrate leadership and collaboration, specifically meeting each of the 10 criteria listed on the checklist for this project.

   The Servant Leadership Project **must be described in a narrative** that includes the following: (1) professional literature reviewed by the candidate to glean ideas for development of the project; (2) discussion of the element(s) of the School Improvement Plan to which the project responded; (3) data included in the School Improvement Plan or other data that were accessed to substantiate the need for the project; (4) reflection on learning that occurred during planning or implementation of the Project; (5) discussion of the professional relationships develop as a result of planning and implementation of the project; (6) discussion of the collaboration with the home and community that occurred during planning and implementation of the project; (7) your assessment of how your project benefited students; and (8) a discussion of the professional learning and development that you perceive you need as a result of planning and implementing this project.

   The culminating activity for EDUC 322 is an oral reflection that focuses on #4 and #8 from your narrative.

   The plan for the project must be approved by the EDUC 322 Diversity in Education instructor, the cooperating teacher, and the cooperating principal. If at all possible, it should be reviewed by the School Improvement Team prior to implementation.

3. **How the Report of the Project Will be Evaluated**
   The report of the Servant Leadership Project will be evaluated based on the Checklist for Servant Leadership Project. The report will be evaluated as earning an "A" if it demonstrates at least seven criteria at the "Exemplary" level. Reports of projects that meet all criteria but have six or fewer criteria at the "Exemplary" level will earn a "B." Reports of projects with one "not met"

criterion will earn a "C." Projects with more than one "not met" criterion will earn a "D."

Checklist for Report of Servant Leadership Project

State Rubric Element	Criteria	Exem-plary	Met	Not Met
1b.1	The candidate engaged in collaborative and collegial professional learning activities to design and implement the Servant Leadership Project.			
1b.2	The candidate identified critical elements in a school improvement plan to which the project was responsive.			
1b.3	The candidate used appropriate data from the school to identify areas of need that were addressed in the Servant Leadership Project.			
1c.1	The candidate used professional literature and/or collaboration with professionals to plan and implement the project.			
1c.2	The candidate developed professional relationships with the cooperating school personnel and peers for planning and implementing the project.			
2e.1	The candidate communicated and collaborated with the families and people in the community for the benefit of students.			
5b.1	The candidate identified further learning activities for professional learning and development.			
2b.	The project served a diverse population of students and parents.			
4g.	Using Standard English, the project is presented in a narrative that includes the eight (8) requirements of the narrative.			
4g.	Using Standard English, the candidate provides a coherent 15-20 minute multimedia summary of the project.			
	Uses APA style and format.			

Student _____   Date of Presentation _____
_____
Title of Project_____
Course EDUC 322 Diversity in Education   Semester/Year _____

Evaluator _____   Date_____
-

Comments _____

_____

_____

_____

Appendix B

PLURALISM AND DIVERSITY AWARENESS ASSESSMENT FOR PRE-SERVICE EDUCATORS

INSTRUCTIONS

This is not a test. There are no "right" or "wrong" answers. The questionnaire is designed to find out which of several philosophical ideals you might reflect as a future educator. Please work carefully and quickly. Do not spend a long time on any one question. You should mark your answer sheet with the letter that best corresponds to your opinion on each statement.

Please respond to every statement.
KEY

A: I strongly agree   D: I slightly disagree
B: I agree   E: I disagree
C: I slightly agree   F: I strongly disagree

A	B	C	D	E	F	
A	B	C	D	E	F	1. Each student should have an equal opportunity to learn and succeed in education.
A	B	C	D	E	F	2. Each minority culture has something positive to contribute to American Society.
A	B	C	D	E	F	3. There is really nothing that educational systems can do for students who come from lower socioeconomic groups.
A	B	C	D	E	F	4. Educators should plan activities that meet the diverse needs and develop the unique abilities of students from different ethnic backgrounds
A	B	C	D	E	F	5. Students should be taught to respect those who are different from themselves.
A	B	C	D	E	F	6. Students should feel pride in their heritage.
A	B	C	D	E	F	7. Educators should help students develop respect for themselves and others.
A	B	C	D	E	F	8. Minority individuals should adopt the values and lifestyles of the dominant culture.
A	B	C	D	E	F	9. Minority students are hard to work with in the general education classroom.
A	B	C	D	E	F	10. The perspectives of a wide range of ethnic groups should be included in the curriculum.
A	B	C	D	E	F	11. In education it does not matter if a student is rich or poor, everyone should have the same chance to succeed.
A	B	C	D	E	F	12. I enjoy being around people who are different from me.

A	B	C	D	E	F	
A	B	C	D	E	F	13. Educators are responsible for teaching students about the ways in which various cultures have influenced this country.
A	B	C	D	E	F	14. I am uncomfortable around students whose ethnic heritage is different from my own.
A	B	C	D	E	F	15. Students should give up their cultural beliefs and practices to fit in with other students.
A	B	C	D	E	F	16. Cultural diversity is a valuable resource and should be preserved.
A	B	C	D	E	F	17. Physical education activities should be representative of a wide variety of cultures.
A	B	C	D	E	F	18. Cultural diversity is a negative force in the development of the American society.
A	B	C	D	E	F	19. All students should learn about cultural differences.

DIRECTIONS FOR SCORING

Give numerical values for each response as follows:

All items except Items 8 an 15		Items 8 and 15
1	Strongly Disagree	6
2	Disagree	5
3	Slightly Disagree	4
4	Slightly Agree	3
5	Agree	2
6	Strongly Agree	1

To determine the total for each sub-scale, tabulate the score using the items listed for each sub-scale as follows, Appreciate Cultural Pluralism (Items 1, 5, 7, 11, and 15), Value Cultural Pluralism (Items 2, 6, 12, 16, and 19), Implement Cultural Pluralism (Items 4, 8, 10, 13, and 17), Uncomfortable With Cultural Diversity (Items 3, 9, 14, and 18).

INTERPRETATION OF RESULTS - SCALE SCORES

APPRECIATE CULTURAL PLURALISM
- 25 - 30   Strongly Appreciates the Ideals of Cultural Pluralism
- 20 - 24   Moderately Appreciates the Ideals of Cultural Pluralism
- 10 - 19   Not Very Appreciative of the Ideals of Cultural Pluralism
- 5 - 10   Does Not Appreciate the Ideals of Cultural Pluralism

VALUE CULTURAL PLURALISM
- 25 - 30   Strongly Values the Ideals of Cultural Pluralism
- 20 - 24   Moderately Values the Ideals of Cultural Pluralism
- 10 - 19   Does Not Value the Ideals of Cultural Pluralism Very Much
- 5 - 10   Does Not Value the Ideals of Cultural Pluralism

IMPLEMENT CULTURAL PLURALISM
- 25 - 30   Would Implement the Ideals of Cultural Pluralism
- 20 - 24   Might Implement the Ideals of Cultural Pluralism
- 10 - 19   Would Not Likely Implement the Ideals of Cultural Pluralism
- 5 - 10   Would Not Implement the Ideals of Cultural Pluralism

UNCOMFORTABLE WITH CULTURAL DIVERSITY
- 20 - 24   Very Uncomfortable With Diversity
- 14 - 19   Moderately Uncomfortable With Diversity
- 9 - 13   Not Very Uncomfortable With Diversity
- 4 - 8   Comfortable With Diversity

INTERPRETATION OF RESULTS - UNDERLYING AFFECTIVE CONTINUUM

ATTITUDE	HOW THE ATTITUDE MIGHT BE EXHIBITED BY THE TEACHER
APPRECIATION	Respects diversity (individual difference in students). Indicates an understanding that there may be more than one appropriate way to behave. Does not necessarily verbally express this attitude in the classroom

environment. Teaching methods do not necessarily reflect appreciation for diversity.

VALUE   Gives value to cultural pluralism and individual expressions of cultural influences. Expresses this value verbally, but may not change teaching methods significantly.

IMPLEMENTATION   Adapts and uses appropriate teaching methods to meet the needs of each individual. May use non-traditional teaching methods and include non-traditional course content to better meet the needs of all students. Expresses a pluralistic ideology in both action and in verbal communication.

From:	linda stanley wilson [lindasw@mac.com]
Sent:	Friday, March 11, 2011 1:47 PM
To:	Lucas, Dawn
Subject:	Re: PADAA assessment
Attachments:	instrument to send.doc; ATT00001.htm

Importance: High

Hi Dawn-

Attached is the instrument with my references. You have my permission to use it as is or adjust as needed for your setting.

If you had time, I would be grateful if you would send me a bibliography of any publications that reference my instrument. Over the years, many individuals have contacted me to use it, but I have not kept track. Many were for dissertations that may have not resulted in publication.

As I'm only an adjunct faculty at UBC now (and with a slightly different last name), I'm going to make a quick website that may help other individuals locate me more easily and get a copy of the instrument.

Cheers, Linda

Opinions Relative To The Integration Of
Students With Disabilities

General Directions: Educators have long realized that one of the most important influences on a child's educational progress is the classroom teacher. The purpose of this questionnaire is to obtain information that will aid school systems in increasing the classroom teacher's effectiveness with students with disabilities placed in his or her classroom. Please circle the number to the left of each item that best describes your agreement or disagreement with the statement. There are no correct answers: the best answers are those that honestly reflect your feelings. There is no time limit, but you should work as quickly as you can.

Please respond to every statement.
KEY

-3: I disagree very much	+1: I agree a little
-2: I disagree pretty much	+2: I agree pretty much
-1: I disagree a little	+3: I agree very much

-3 -2 -1 +1 +2 +3   1. Most students with disabilities will make an adequate attempt to complete their assignments.

-3 -2 -1 +1 +2 +3   2. Integration of students with disabilities will necessitate extensive retraining of general-classroom teachers.

-3 -2 -1 +1 +2 +3   3. Integration offers mixed group interaction that will foster understanding and acceptance of differences among students.

-3 -2 -1 +1 +2 +3   4. It is likely that the student with a disability will exhibit behavior problems in a general classroom.

-3 -2 -1 +1 +2 +3   5. Students with disabilities can best be served in general classrooms.

-3 -2 -1 +1 +2 +3   6. The extra attention students with disabilities require will be to the detriment of the other students.

-3 -2 -1 +1 +2 +3   7. The challenge of being in a general classroom will promote the academic growth of the student with a disability.

-3 -2 -1 +1 +2 +3   8. Integration of students with disabilities will require significant changes in general classroom procedures.

-3 -2 -1 +1 +2 +3   9. Increased freedom in the general classroom creates too much confusion for the student with a disability.

-3 -2 -1 +1 +2 +3   10. General-classroom teachers have the ability necessary to work with students with disabilities.

-3 -2 -1 +1 +2 +3   11. The presence of students with disabilities will not promote acceptance of differences on the part of students without disabilities.

-3	-2	-1	+1	+2	+3	12. The behavior of students with disabilities will set a bad example for students without disabilities.
-3	-2	-1	+1	+2	+3	13. The student with a disability will probably develop academic skills more rapidly in a general classroom than in a special classroom.
-3	-2	-1	+1	+2	+3	14. Integration of the student with a disability will not promote his or her social independence.
-3	-2	-1	+1	+2	+3	15. It is not more difficult to maintain order in a general classroom that contains a student with a disability than in one that does not contain a student with a disability.
-3	-2	-1	+1	+2	+3	16. Students with disabilities will not monopolize the general-classroom teacher's time.
-3	-2	-1	+1	+2	+3	17. The integration of students with disabilities can be beneficial for students without disabilities.
-3	-2	-1	+1	+2	+3	18. Students with disabilities are likely to create confusion in the general classroom.
-3	-2	-1	+1	+2	+3	19. General-classroom teachers have sufficient training to teach students with disabilities.
-3	-2	-1	+1	+2	+3	20. Integration will likely have a negative effect on the emotional development of the student with a disability.
-3	-2	-1	+1	+2	+3	21. Students with disabilities should be given every opportunity to function in the general classroom where possible.
-3	-2	-1	+1	+2	+3	22. The classroom behavior of the student with a disability generally does not require more patience from the teacher than does the classroom behavior of the student without a disability.
-3	-2	-1	+1	+2	+3	23. Teaching students with disabilities is better done by special- than by general-classroom teachers.
-3	-2	-1	+1	+2	+3	24. Isolation in a special classroom has a beneficial effect on the social and emotional development of the student with a disability.
-3	-2	-1	+1	+2	+3	25. The student with a disability will not be socially isolated in the general classroom.

THANK YOU FOR YOUR ASSISTANCE IN RESPONDING TO THIS QUESTIONNAIRE

Opinions Relative To The Integration Of Students With Disabilities

ORI Scoring Key					
Item #	+/-	Factor	Item #	+/-	Factor
1	+	II	14	-	I
2	-	III	15	+	II
3	+	I	16	+	II
4	-	II	17	+	I
5	+	IV	18	-	II
6	-	II	19	+	III
7	+	I	20	-	I
8	-	IV	21	+	I
9	-	II	22	+	II
10	+	III	23	-	IV
11	-	I	24	-	I
12	-	II	25	+	II
13	+	IV			

1. Positively score the 12 items that are worded negatively by reversing the sign of the response (i.e., from + to –, or from – to +).
2. Sum the 25 item responses.
3. Add a constant of 75 to the total to eliminate negative scores.
4. Scores range from 0 to 150 with a higher score representing a more favorable attitude toward the integration of students with disabilities into general education classrooms.
5. It is suggested that protocols with omitted responses to 4 or more items should not be scored. Protocols with omitted responses are scored as described above, with the omitted responses assigned a value of zero.

Preliminary research data suggest there may be four orthogonal factors that account for the variation in the ORI item responses. Scores for these four factors are determined by summing the positively-scored item responses as indicated in the table below. The use of factor scores as subscale scores for differential prediction of attitudes has not been investigated. The computation of ORI subscale scores cannot be defended until these factors can be shown to be homogeneous, reliable, and specific, and until they consistently predict valid indicators of favorable attitudes of education professionals.

Factor	# Items	# + / #–	Range	Factor Title
I	8	4+ / 4–	0 to 48	Benefits of Integration
II	10	5+ / 5–	0 to 60	Integrated Classroom Management
III	3	2+ / 1–	0 to 18	Perceived Ability to Teach Students with Disabilities
IV	4	2+ / 2–	0 to 24	Special versus Integrated General Education

PERMISSION TO USE ORI FROM AUTHOR

Dear Inquirer:

Thank you for your inquiry about the scale entitled *Opinions Relative to Mainstreaming Special-Needs Children*. This scale was completely revised and is now entitled *Opinions Relative to the Integration of Students with Disabilities* (ORI). I have enclosed with this letter a copy of the *ORI* and a scoring key for your use.

You may reproduce the *ORI* in any form that suits your research needs. The only requirement for the use of the instrument is that you ascribe authorship to Drs. Larrivee and Antonak, using the citation below, in any publication that may arise from your use of it.

Good luck with your research.

Very truly yours,

    s/Richard F. Antonak

Richard F. Antonak, Ed.D.
Retired

Appropriate citation:

Antonak, R. F., & Larrivee, B. (1995). Psychometric analysis and revision of the Opinions
    Relative to Mainstreaming Scale. *Exceptional Children*, *62*, 139-149.

General Demographics Survey

Age: _____Years

Gender: Male____ Female ____

Race/Ethnicity:
White/Caucasian	____
Black/African American	____
Hispanic/Latino	____
Native American	____
Asian	____
Other	____

Licensure Area:
Elementary Education	____
Special Education	____
Secondary Education	____
K-12 Health and Physical Education	____
K-12 Music Education	____

Have you taken EDUC 322 Diversity in Education?   Yes____   No____

How many SPED/HPED/EDUC courses above level 400 have you taken?   _____ Courses

Background: Answer the following questions to the best of your ability.

When growing up, where you exposed to people who are different than you are?

Ethnically Different	Yes___ No ___
Persons with disabilities	Yes___ No ___
Socio-economically different	Yes ___ No ___

If you answered "Yes" to the question above, please indicate how often.

	Daily	Once a week	Once a Month	Once a Year
Ethnically Different				
Persons with disabilities				
Socio-economically different				

What was the average household income of your parents while growing up?

Less than $25,000	____
$25,000-$50,000	____
$51,000-$75,000	____
$76,000-$100,000	____
More than $100,000	____

What part of the United States were you raised in OR have you spent the most time in?

The Northeast	____
The Southeast	____
The Middle West	____
The Southwest	____
The West	____
I did not grow up in the US	____

What describes your k-12 educational experience?

Public School	____
Private School	____

Appendix C

Written Informed Consent

The Effects of Diversity Training on Pre-Service Teachers Disposition toward Inclusion

Dawn Lucas

Liberty University

School of Education

You are invited to be in a research study of the effects of diversity training on pre-service teachers' disposition (attitude) toward the inclusion of diverse learners (ethnicity and ability). You were selected as a possible participant because you are either enrolled in EDUC 322 or have indicated education as your major. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: Dawn Lucas, Doctoral Candidate for Liberty University and Assistant Professor/ Director of the Health and Physical Education Program at your University.

Background Information

Knowledge, skills and dispositions are important with regard to the implementation of inclusive practices in the general education classroom. Teacher Education Programs and Schools of Education across the country are an important factor in cultivating positive attitudes and dispositions of pre-service teachers toward diverse learners. Because knowledge and skills in implementing inclusive practices for diverse learners is preceded by attitudes and beliefs, it is imperative that teacher preparation programs understand the impact the program of study has on the modification of negative attitudes and poor self-efficacy of pre-service teachers. This study attempts to quantify the effects of diversity training of pre-service teachers' dispositions toward the inclusion of diverse learners (ethnicity and ability).

Procedures:

If you agree to be in this study, we would ask you to do the following things: Complete a simple demographics survey. Complete two surveys during the final 2-weeks of the spring semester. The surveys will be given to you in class along with a short demographics survey. There are no teaching assistants that will gain access to this report. In the report, the researcher will not include any information that will make it possible to identify a subject. Research records will be stored securely and only the researcher will have access to the records.

Risks and Benefits of being in the Study

There are no risks associated with this research that are greater than participation in everyday activity.

The benefits to participation are: There are no benefits to participating in this research.

Confidentiality:

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only researchers will have access to the records.

The researcher will not know the identity of the student submitting reflections. The surveys will be stored in a locked filing cabinet in researcher's office and destroyed five years following the study.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the Liberty University or with this University. If you decide to participate, you are free to not answer any question or withdraw at any time with out affecting those relationships.

Contacts and Questions

The researcher conducting this study is: Dawn Lucas. You may ask any questions you have now. If you have questions later, you are encouraged to contact me at 6 Merner Gymnasium, 704-463-3207 or email at dawn.lucas@fsmail.pfeiffer.edu. The chair of my dissertation committee is Dr. Goodwin who is an Associate Professor of Education at Liberty University. Dr. Goodwin can be reached by email mbgoodwin@liberty.edu, or phone 434-582-2265

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact the Institutional Review Board, Dr. Fernando Garzon, Chair, 1971 University Blvd, Suite 2400, Lynchburg, VA 24502 or email at fgarzon@liberty.edu.

You will be given a copy of this information to keep for your records.

Statement of Consent:

I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature:_____ Date: _____

Signature of parent or guardian:_____ Date: _____
(If minors are involved)

Signature of Investigator:_____ Date: _____

COPIES:

> For investigators requesting **Expedited Review** or **Full Review**, email the application along with all supporting materials to the IRB (irb@liberty.edu). Submit one hard copy with all supporting documents as well to the Liberty University Institutional Review Board, Campus North Suite 1582, 1971 University Blvd., Lynchburg, VA 24502.