

Teacher Education Redesign Initiative  
Race, Culture, Class, and Gender Task Group  
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## **A. Introduction**

“As an Anglo teacher, I struggle to quiet voices from my own farm family, echoing as always from some unstated standard...How can we untangle our own deeply entrenched assumptions?” (Finders, 1992)

“Mrs. Gussman is one of the best English teachers in the school. She spends every weekend reading her immigrant students’ compositions and making careful comments in red ink. To soften her criticisms, she says something positive before writing suggestions for improvement, using students’ names to make the comments more personable. “Jae Lee, these are fine ideas.” These red inked notes send shock waves through the families of her Korean students, but Mrs. Gussman is unaware of this until the principal calls her into the office. She is told that – Koreans, particularly those who are Buddhists, only write a person’s name in red at the time of death or at the anniversary of a death. Therefore, to see the names of their children in red terrified the Korean parents.” (Dresser, 1996, pp. 38-39)

“Most students in the United States are still attending segregated schools. Within schools, students are segregated by race and tracked by class...Segregation and tracking destine most students from a very early age for a particular socio-economic role in their adult life. There is a vast disparity in what is spent per student. White suburban schools have approximately twice the funds per student as compared with urban schools where students are congregated...When this is multiplied by the number of students in a classroom or school, the disparity is enormous. That money buys fewer students per teacher, classroom necessities like books, pencils and paper, not to mention computers, art and music classes, recreational equipment, teacher’s aides, special events and field trips, and in the long run, the best teachers. Students are given a direct measure of their social worth and future chances by the amount of money they see being spent on their education. When we look at the disparities in educational expenditures we have to acknowledge that most white students have tremendous educational advantages over students of color...Education is more than money. It includes teachers, curricula,

school buildings, safety to learn and many other factors. Racism affects the quality and quantity of each of these resources. Teachers in the United States are disproportionately white, far beyond their representation in the general population, and this disparity is increasing. Few students of color have role models of their own ethnicity, and few white students have contact with people of color in authority. In addition, challenges to white culture-based curriculum are harder to organize because there aren't sufficient numbers of teachers of color to counter traditional curricula." (Kivel, 1996, pp. 186-187).

"One day in the yard, I witnessed a conversation between Rodney, an African American fourth grader, and two of his former teachers, Ms. Sullivan and Ms. Hill. Ms Sullivan had been explaining to me her efforts to get her students to think about their futures and what they wanted to do with their lives. She stopped Rodney, a student in her class the previous year, and asked him what he wanted to do. He said he wanted to go to college but first he had to go to prison. When Ms. Sullivan looked horrified and asked him what he was talking about, he spelled it out for her: "All black men go to prison." He thought it would be more efficient to get his prison term out of the way before he went to college rather than having to do it afterward. He was impervious to both teachers' efforts to convince him that it was not true." (Lewis, 2003, p. 54)

"Students of color now constitute 45 percent of our population in our public schools. Some school systems, such as California's reached a ratio of 50 percent students of color as early as the late 1980s. Thus it appears that our educational institutions must wrestle with issues of multicultural education and the development of bilingual programs....The diversity index of the United States stands at 49, indicating that there is approximately one in two chances that two people selected at random are racially or ethnically different." (D. W. Sue & D. Sue, 2008)

1. We begin with quotations that voice the expressions of others in order to emphasize the real experiences of how cultural diversity lives and breathes in classrooms today. Even so, these quotes probably understate the intensity, pervasiveness, and sheer complexity of race, class, culture, and gender dynamics that beginning teachers will confront.
2. The quotes also induce the four outcomes that we describe in this document for beginning teachers: (1) Self; (2) Self and Others; (3) Self and Schools; and (4) Self and Society.

3. In approaching our charge as a task group, we tried to harness the collective wisdom from diverse fields such as history, education, philosophy, sociology, anthropology, critical theory and pedagogy, psychology, and counseling psychology. We also relied on the breadth and depth of our extant knowledge, pedagogical experiences as well as personal experiences while pausing long enough to reflect on gaps and blind spots in our deliberations.
4. We acknowledge that there is a great deal more expertise available on this subject matter in the college and outside of it that may not be represented in our discussion. The time frame in which all of this was conducted is a further natural limitation to how confident we feel about the current document. As such, we consider it a work in progress open to feedback, redirection, and revision.
5. We tried to be as concrete as possible but, if at times we appear less than specific, this ambivalence reflects the sentiment within applied fields that try to define cultural competence - that cultural competence remains hard to define and that current definitions lack consensus and continues to be difficult to operationalize (Ridley, 2001).
6. Nonetheless, let there be no doubt that we consider cultural competence to be an indispensable characteristic of all beginning teachers and, hence, an obligatory goal of teacher education. In fact, we believe that the following outcomes that we present should serve as an overarching framework from which beginning teachers frame the rest of teacher education courses and practice.
7. In this document, “teachers”, “future teachers,” and “beginning teachers” are used interchangeably and refer to a continuum of teachers in training towards graduation as a beginning teacher and induction.
8. Our teacher preparation activities are based heavily on the work of Kim and Lyons (2003) which emphasizes a blend of didactic, cooperative learning, and experiential pedagogical activities in order to maximize cross-cultural learning.

**B. What Successful Beginning Teachers Need to Know & How to Assess and How to Teach Them** (Charges & Deliverables Numbers 2-4)

1. About SELF  
Future teachers will understand themselves as beings who position themselves and are positioned by others in relation to dimensions of differences (racial, social class, gender), and other hierarchies in school and society. That teachers will “become

students of history and how it has shaped all of us into the beings that we are and how we wish to reshape ourselves.” (Cross, 2005)

OUTCOME	ASSESSMENT	TEACHER PREP EXPERIENCE
<p>Our future teachers will be able to discuss their own histories and current thinking drawing on notions of white privilege, hegemonic masculinity, heteronormativity, and internalized oppression.</p>	<p><u>Cultural Impact on Motives to Be a Teacher Exercise</u>                      This reflection and self-discovery paper requires students to: (a) define “culture;” (b) describe their own ethno-cultural background, (c) identify three of their personal motives (desires, needs) that are potentially beneficial and three that are potentially harmful, and discuss how they might affect their teaching. The criterion for a beneficial motive is whether its consequences are likely to help rather than harm students. The criterion for a harmful motive is the reverse. [HINT: 1) There may be some overlap between helpful and harmful motives. 2) Motives are not the same as traits. For example, it is not sufficient to say that one of your motives is that you are empathic. <u>Why</u> or <u>how</u> does this trait lead you to desire to be a teacher What impact has your culture had on your motives to be a teacher?</p>	<p>Visual Media: Examples: The Color of Fear; Last Chance for Eden, Halsted Street.</p> <p>Constructive Controversies</p> <p>Cross-Cultural Simulations: Examples – Headbands; Star Power</p> <p>Reading Samples: Takaki, R. (1993). <i>A different mirror: A history of multicultural America</i>. Boston, MA: Little, Brown and Company.</p> <p>Zinn, H. (2003). <i>A people’s history of the United States: 1492-present</i>. New York, NY: HarperCollins.</p>
<p>Future teachers will understand that they are privileged &amp; marginalized depending on context</p>	<p><u>Their Story - My Story Paper</u>                      This paper is not about right or wrong answers. It is about confronting one’s ability to understand the</p>	<p>- Same as above -</p>

	<p>lives of others, people teachers may have to teach some day, and the capacity to empathize with their backgrounds. It is about the development of <i>cultural empathy</i>, if you will. Teachers first have to discover their own privilege, oppression, or marginalization and also are able to describe their cultural identity. To stimulate this process, teachers will choose two books to read from a recommended list and write a short reflection paper that honestly examines how his/her own cultural/ethnic identity and roots help or make it difficult for him/her to identify with the character(s) in the book(s). Teachers are encouraged to incorporate in their response their experience of and attitude toward gender, race, socioeconomic status, work, education, family, religion, and social change. They earn points for demonstrating: (a) self-awareness; (b) cultural awareness; (c) the ability to be self-critical; and (d) by identifying what they regard as their own strengths and limitations in teaching those culturally different from themselves.</p>	
<p>Future teachers will recognize &amp; demonstrate understanding of white privilege</p>	<p>- Same as above -</p>	<p>- Same as above -</p>
<p>Future teachers will</p>		<p>JIGSAW Cooperative</p>

<p>understand the importance of cultural identity and develop a positive sense of racial/cultural identity</p>	<p>- Same as above -</p>	<p>Learning Exercise: Racial/Cultural Identity Development Models</p> <p>Visual Media: First Person Plural, Daughter from Danang</p> <p>Reading Sample:  Helms, J. E. (1992). <i>A race is a nice thing to have</i>. Topeka, KS: Content Communications</p>
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2. About SELF & OTHERS

Future teachers, in their interactions with others, will make attributions, formulate assumptions, and behave towards others in a manner that is culturally informed. This inevitably requires that teachers gain a more sophisticated understanding of others experiences and be able to relate to the world of others.

OUTCOME	ASSESSMENT	TEACHER PREP EXPERIENCE
<p>Teachers will demonstrate the capability for consciousness and awareness of actively monitoring one's behaviors, cultural assumptions, and knowledge around cross-cultural interactions. It also reflects a level of cultural strategizing during cross-cultural interactions.</p>	<p>Teachers will complete and receive feedback on TWO Self-Assessment measures: The Intercultural Development Inventory (IDI) and the Cultural Intelligence Instrument (CQ).</p> <p>The <i>Intercultural Development Inventory (IDI)</i> was formulated by Dr. Mitchell Hammer (1998) in cooperation with Dr. Milton Bennett. The latest version of the IDI is a 50-item, theory-based paper and pencil instrument which measures five of the six major stages of the Developmental Model</p>	<p>Visual Media: Promises</p> <p>Cross-cultural Simulation: BARNGA</p> <p>360 degree assessment and feedback</p>

	<p>of Intercultural Sensitivity.</p> <p>The construct of <i>Cultural Intelligence (CQ)</i>, defined as an individual’s capability to deal effectively with people from different cultural backgrounds and understanding, provides a timely theoretical framework to examine an important question. Grounded in the established stream of intelligence research, CQ is a theoretical extension of existing facet models anchored on the theory of multiple intelligences.</p>	
<p>Teachers will demonstrate knowledge about the cultural aspects of the environment and one’s place within it, and broadly encompasses both cultural universals and cultural differences. It also reflects a level of knowledge about students’ culture, including but not limited to values, norms, and environment.</p>	<p><u>Cultural Immersion Group Experience</u>. Students will study in-depth one of the ethnic/culturally distinct groups represented in Minnesota and write an <u>individual 6-7 page report</u> on cultural characteristics and unique K-12 issues in working with persons in that group. They will need to <u>cite at least 3-5 key references to support your report</u>. Be sure to identify gender and other identity issues within each culture. Cultures you may choose are Asian American, Latino-Hispanic, American Indian, and African American (recognizing the diversity within each of these), international sojourners, new immigrants, or specific populations such as people with disabilities, gays-lesbians-bisexuals-transgender, religious</p>	<p>Active Learning Through Field Experience and direct contact with diverse communities.</p> <p>Visual Media: Exposure to the breadth and depth of documentaries and drama films that depict the diverse cultures in our communities.</p> <p>Introduction to and interaction with key cultural informants in communities and schools.</p> <p>Developing cultural information research skills through traditional and internet means.</p> <p>Presentation of work to others in class helps students to make meaning for them as well as helps them to become self-</p>

	<p>affiliations, and older adults. As much as possible, immerse yourself in the culture through interviews, field visits, reading biographies or autobiographies, poetry, plays, events, film, songs, cuisine, etc. <i>Students are warned that</i> although they will be studying a culturally distinct group, they should <u>be careful not to stereotype</u> members of the group, remembering that there is a wide range of characteristics within any cultural group and that within-group differences can be as significant as between-group differences. Therefore students will address in their papers one way in which this exercise has challenged a pervasive stereotype previously held.</p>	<p>motivated consumers of cultural learning.</p>
<p>Teachers demonstrate the ability to direct attention and energy toward learning and functioning in culturally diverse situations. It refers to the extent to which teachers are confident about their ability to engage in cross-cultural interactions and the extent to which they find intrinsic satisfaction in these interactions. In other words, it is the extent to which a teacher has the intrinsic drive to learn, perceive, and adapt to culturally diverse students and their culturally complex circumstances.</p>	<p><u>Multicultural School Field Learning Experience (PART 1)</u> Students put multicultural theories and skills into practice within a social/cultural context. This service learning involves a three-stage process involving a school in the twin cities metro area. In the first stage, students will visit the school and serve as career conversation buddies with a student. In the second stage, students consult in groups and with the course instructor about their experience and plan and prepare resources to share with their career conversation buddies during</p>	<p>Partnership with schools to develop community-based learning experiences for our students prior to the teaching experience.</p> <p>Case Studies and cultural assimilators that help studies recreate realistic school scenarios.</p> <p>Panel presentations by school personnel.</p>



	<p>the return visit. In the third stage, students return to the school and continue and complete their conversations with their buddies.</p>	
<p>Teachers demonstrate the capability to use a flexible behavioral repertoire based on specifics of a given cultural situation, i.e., the capability to enact both appropriate verbal and nonverbal behaviors in specific cross-cultural situations. In other words, the extent to which a teacher acts appropriately in cross-cultural situations</p>	<p><u>Whose Classroom Is It Anyway? A Multicultural Teachers' Improv</u>: A group project that requires teachers to create a complex cross-cultural classroom/school situation and then demonstrate an ineffective as well as an effective teacher response.</p> <p><u>Student Teaching Evaluations</u>          Incorporate into student evaluations, if not already present, behavioral outcomes that supervisors can assess and provide feedback on.          Three examples of outcomes:</p> <ul style="list-style-type: none"> <li>• Independently articulates, understands, and monitors multiple cultural identities in interactions with others</li> <li>• Regularly uses knowledge the role of culture in interactions to monitor and improve effectiveness as a professional</li> <li>• Critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues with others</li> </ul>	<p>Triadic role plays with observer and feedback.</p> <p>Students see race, class, culture, and gender issues from lectures and their textbooks come alive</p> <p>Students see the inextricable relationship to subject teaching and learning and how cultural and linguistic barriers impact the learning experience and outcome</p> <p>Teaching practice supervisors play a critical role in helping students to translate their learning to real children, classrooms, and school personnel.</p>

### 3. About SELF & SCHOOLS

Future teachers will recognize that schools are socially constructed systems that are susceptible to racism. That schools and classrooms are often structured in ways that advantage and disadvantage some groups but are also critical sites for social and cultural transformation.

OUTCOME	ASSESSMENT	TEACHER PREP EXPERIENCE
<p>Future teachers are able to explain how institutional racism works in schools</p>	<p><u>Autoethnography</u> should reflect appreciation for how dominant pedagogical styles, school curricula, behavioral expectations, personal prejudices of school personnel (among other things) often convey overt and covert messages that devalue the culture, heritage, and identity of minority students.</p> <p>Writings must show awareness that, when minority individuals actively resist and reject the implicit and explicit messages attacking their ethnic identity, educational achievement is negatively impacted.</p>	<p>Case Studies that illustrate the complexities and policy implications in schools.</p> <p>Guests presentations &amp; separate panel of school teachers and school administrators.</p> <p>Panel of students to share about their racial/cultural experiences in their school buildings.</p>
<p>Future teachers understand the mechanisms and effects of school’s sorting and classifying/stratifying function—especially in terms of tracking within schools and how it affects teachers and students roles and access to knowledge</p>	<p><u>School Inequalities and Social Justice Paired Project</u> With one other classmate, students will create a fictitious case study that highlights at least one social injustice and inequality produced by our schools, be able to define and articulate the problem, and then propose a creative solution.</p>	<p>- Same as above -</p>
<p>Future teachers can articulate how schooling is a process of social and cultural reproduction</p>	<p>- Same as above -</p>	<p>- Same as above -</p>
<p>Future teachers create &amp; fight for social justice even if it’s just in their classroom – avoiding common and often inappropriate use of suspensions and referrals to</p>	<p>- Same as above -</p>	<p>- Same as above -</p>

special education.		
Future teachers understand resistance theory.	- Same as above -	- Same as above – plus didactic session about resistance theory

#### 4. About SELF & SOCIETY

The story of the United States is often told in terms of the American Dream.

Historian James Truslow Adams is thought to have coined the phrase “American Dream” in 1931, in his book, *The Epic of America*. Adams wrote that the American Dream is:

“That dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability and achievement. . . . It is not a dream of motor cars and high wages merely, but a dream of social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position.”

Future teachers will understand that despite an ideal about what is considered common culture in the United States, that many groups are typically not included within this celebrated cultural identity and more often than not, many students with multi-generational histories in the United States are routinely perceived to be new immigrants or foreign. That such exclusion is frequently a result of dissimilarities in power and influence.

OUTCOME	ASSESSMENT	TEACHER PREP EXPERIENCE
Our future teachers will be able to construct and articulate a sophisticated and nuanced critical analysis of this story of America, for what it illuminates and what it hides or distorts. In pursuing this analysis, students will make use of, among other concepts and theories, the following:  · myth of meritocracy in the United States	<u>Multicultural School Field Learning Experience (PART 2)</u> Similar to field experience part 1 in outcome number 3, students put multicultural theories and skills into practice within a social/cultural context. In this different diverse school context than part 1, beginning teachers will focus on learning about school experiences, ideals, and cultural values placed on education. This service	Partnership with schools to develop community-based learning experiences for our students prior to the teaching experience.  In-class visual 4-D graph that portrays the views of children in the school community visited.  Reading Samples:  Corwin, M. (2001). <i>And still we rise</i> . New York,

<ul style="list-style-type: none"> <li>· historical connections between scientific racism, intelligence testing, and assumptions of fixed mental capacity</li> <li>· alternative explanations for mobility (and lack of it)</li> <li>· history of demands for assimilation to white, middle-class, Christian meanings and values</li> <li>· history of white racism, with special focus on current colorblind ideology</li> </ul>	<p>learning involves a three-stage process involving a school in the twin cities metro area. In the first stage, students will visit the school and serve as conversation buddies with a student. In the second stage, students consult in groups and with the course instructor about their experience and plan and prepare resources to share with their conversation buddies during the return visit. In the third stage, students return to the school and continue and complete their conversations with their buddies. Students will complete this assignment with an in-class activity that collates all the positive and negative comments gathered from the school children about schools, schooling, and educational aspirations and barriers.</p>	<p>NY: Harper.</p> <p>MacLeod, J. (1995). <i>Ain't no makin' it: Aspirations and attainment in a low-income neighborhood</i>. Boulder, CO: Westview Press.</p> <p>Suskind, R. (1998). <i>A hope in the unseen: An American odyssey from the inner city to the ivy league</i>. New York, NY: Broadway Books.</p>
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**C. Questions, Barriers & Possible Ways to Overcome**

(Charge & Deliverable Number 5)

<b>Questions &amp; Barriers</b>	<b>Ways to Overcome</b>
Goals in this proposal are a HUGE undertaking	<p>In addition to a course that frames these outcomes and “kicks off” these multicultural themes, that all teacher education courses be expected to address race, class, culture, and gender issues.</p> <p>That all beginning teachers be required to sign up for a certain number of diversity dialogues/seminars/ workshops as a requirement for graduation?</p>
What if there is little or no follow through of the concepts, principles, and ideas in	Have students take course(s) that meet these outcomes as a condition for

other teacher education courses.	admission?
What if students fail to meet outcomes for lack of skill or motivation?	Develop clear steps and procedures for working with non-performing students, including a remediation plan.
There can be no fixed schedule for how students journey towards cultural competence How and who does the monitoring?	Course instructors may catch some may have to work with academic advisors and teaching supervisors. Close collaboration with PPG Bob Utke's clinical team?
How can we be sure that teaching supervisors are themselves developed and equipped in cultural competence outcomes in order to supervise beginning teachers around issues of race, class, culture, and gender?	Required training/workshop for all supervisors. Perhaps as part of an orientation/thank you/recognition ceremony/reception at the beginning of the year?
How can we recruit more diverse teachers?	More outreach to diverse communities, open house inviting key community leaders to visit, and a review of admissions processes that help or hinder this goal.
How can we recruit more diverse faculty?	Recruit more diverse faculty.
If we want to be cutting-edge in our use of the IDI and CQ assessments, do we pass on the cost of the assessments and administration to the students? (Total \$45)	Can Bush grant take care of this at least for say two pilot years (4 semesters) of students?

**D. What is Foundational for All of Our Teaching Candidates**

(Charge & Deliverable Number 6)

All of our teaching candidates understand that diversity is a complex, multifaceted reality that exists in people, in their interactions, in schools, and in our society. Therefore, our teaching candidates will journey towards cultural competence and develop a sophisticated view of their self, their relationships with others, with schools, and in society. Our beginning teachers take responsibility for removing cultural and linguistic barriers to classroom learning and are also preventive and proactive agents that seek to create equal and just environments for teaching and learning in our schools.

**E. What Makes the University of Minnesota's Programs Distinctive from Other Programs in the State?** (Charge & Deliverable Number 7)

*Multidisciplinary*

We see and capitalize on the benefits of adapting the theories and pedagogical successes from other applied fields that train for culturally competent outcomes. This results in our having the most extensive use of the IDI than any other state and more buy-in than any other state in the union. We can also become the first teacher education program in the world to have teachers complete the 360 degree Cultural Intelligence (CQ) assessment and feedback.

*Multimodal Teaching and Learning*

Our pedagogy utilizes the most comprehensive range of didactic, cooperative, multimedia, simulated, hands-on, and community/school-based approaches to teaching and learning.

*Multiple Levels of Commitment and Continuity in Teacher Education*

Most teacher education programs continue to have a “multicultural”/“human relations” additional course approach to teacher education. We believe that an “addition” PLUS “infusion in the entire curriculum” approach is required. Every faculty member at our university that trains our teachers must comprehend and commit to the centrality of race, class, culture, and gender issues in teaching and learning, and consequently, frame their teaching and course foci accordingly.

*Multicultural*

The recruitment and composition of our students and faculty must reflect the diversity represented in our classrooms, schools, and communities.