AN EXPLORATORY STUDY OF THE PERCEPTIONS AND EXPERIENCES OF SELECTED EDUCATORS ON THE INFUSION OF MULTICULTURAL EDUCATION INTO THE LANGUAGE ARTS CURRICULUM IN BROWARD COUNTY, FLORIDA, PUBLIC SCHOOLS

AUDREY E. LAWRENCE
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by
Audrey E. Lawrence

A Dissertation Submitted to the Faculty of the College of Education In Partial Fulfillment of the Requirements for the Degree of Doctor of Education

Florida Atlantic University Boca Raton, Florida December 1999
AN EXPLORATORY STUDY OF THE PERCEPTION AND EXPERIENCES OF SELECTED MIDDLE SCHOOL TEACHERS ON THE INFUSION OF MULTICULTURAL EDUCATION IN THE LANGUAGE ARTS CURRICULUM IN BROWARD COUNTY SCHOOLS, FLORIDA

by

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This dissertation was prepared under the direction of the candidate's dissertation advisor, Dr. Ted Urich, Department of Educational Leadership, and has been approved by the members of the supervisory committee. It was submitted to the faculty of the College of Education and was accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

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ABSTRACT

Author: Audrey E. Lawrence

Title: An Exploratory Study of the Perceptions and Experiences of Selected Educators on the Infusion of Multicultural Education into the Language Arts Curriculum in Broward County, Florida, Public Schools

Institution: Florida Atlantic University

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The purpose of this study was to investigate and to explore the perceptions and experiences of selected educators on the infusion of multicultural education into the language arts curriculum in Broward County, Florida, Public Schools. This study also sought to discover the best practices of those language arts teachers who did infuse multicultural education into their curriculum.
Little empirical data exists which elicits the views of language arts teachers about the infusion of multicultural education into the curriculum. Limited research on the middle school level is available.

A qualitative single-case study design was used. The study was conducted at multiple sites; and the primary sources of data were interviews, document analyses, and researcher participant and nonparticipant observations. The sample of 48 participants was selected from 9 Broward County, Florida, Public Schools, including 6 middle schools. The sample included middle school language arts teachers, as well as principals, assistant principals, media specialists, teachers of English for Speakers of Other Languages (ESOL), directors of multicultural education, and multicultural resource teachers.

Based on the analysis of data, the perspectives and experiences of most teachers were multidimensional. Eight categories of findings relating to the perspectives of language arts teachers on the impact of multicultural education into the curriculum emerged: (a) multicultural education implementation; (b) the theoretical approaches used by language arts teachers to infuse multicultural education into the curriculum; (c) the impact of
multicultural education on students, teachers, and the instructional process; (d) social and organizational factors that impact the infusion process; (e) the availability of resources, the authenticity of materials, and challenges encountered in the infusion process; (f) teacher needs; (g) the significance of the affective domain factors that teachers bring to the experience; (h) and standards and matrices.

Overall, the participants in this study felt that the experience of teaching and learning from a multicultural perspective was enormously valuable to the self-concept, academic achievement, and the cultural appreciation among their students. The findings indicate that the curriculum that is presented or practiced is gradually moving beyond the lowest level of the additive approach toward a multicultural approach to infusion as suggested in the literature. Most practitioners are at Grant and Sleeter's (1999) single-group studies approach to multicultural education infusion which looks at the infusion of a single ethnic group.
To my entire family, especially
Martin, Trinea, Trina, Jazzmyne, and Javari
for all your love, support, and blessings.
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CHAPTER 1
INTRODUCTION

The United States, one of the most ethnically and culturally diverse nations of the world, is currently experiencing its largest demographic transition since the late 19th century. It is reported that by the Year 2000, one third of the United States population is predicted to be non-White. Illustratively, in the United States, the Asian American population is expected to quadruple by the Year 2038 to 32 million, while Latinos will account for more than 40% of the population growth over the next 60 years and will become the nation’s largest minority group by 2013. African Americans will double in number by the Year 2050 (Banks, 1994; Cummins & Sayers, 1997).

As a result of predicted demographic changes, enactment of new laws to guarantee equal rights for all citizens, continuing tensions between diverse ethnic groups, and the issue of multiculturalism has become a central issue in the United States. This will result in a proliferation of multicultural infusion programs in private and public organizations around the country (Banks & Braithwaite, 1995).
Multicultural education is defined as a movement designed to empower all students to become knowledgeable, caring, and active citizens in a deeply troubled and ethnically polarized nation and world (Banks, 1993a). The changing cultural realities of the United States have made multicultural education an immense and relevant tool in the restructuring of education. Educators and civic leaders in school districts across the United States are adjusting curriculum to infuse multicultural education by adopting, making resolutions, or mandating a more diversified curriculum. Many educators across the country are beginning to rethink old assumptions about minority or nondominant cultures and about the ways in which culturally and linguistically diverse populations are being educated (McCaleb, 1997).

The review of the literature has substantiated numerous studies or has referred to the fact that educational institutions face an uphill challenge in preparing America's students to take their place in adult society and in the global work force. In recognition of this, state boards of education have mandated that school
districts modify their curricula and deliver multicultural education to all students. The National Council for Social Studies [NCSS] (1997) suggests that one important implication of the changing demographics is that education in the 21st century must help low-income students and students of color to develop the knowledge, attitudes, and skills necessary to participate in the work force and in society.

Banks (1996) described multicultural education as a salient example of an education reform movement that is moving down the road toward academic legitimacy and institutionalization. He proposed that some of the significant markers of its development are evident in the establishment of required multicultural teacher education courses among academia, the proliferation of multicultural education textbooks, scholarly books and articles, and the establishment of national organizations and magazines.

A number of multicultural theorists (Davidman, 1996; Diaz, 1992; Gollnick & Chinn, 1994) corroborate Banks’s (1977) views and support the idea that cultural diversity should be an integral part of the total education experiences of all students in all school settings. When reading any current educational literature, one is certain
to find some mention of teaching from a multicultural perspective. Banks connoted that most of what educators infuse as multicultural education is still the basic strategies and suggestions of celebrating cultural diversity. He wrote:

In many schools, most of what is taught about ethnic groups are in the form of specialized days and celebrations. Some schools have Black Week, Indian Day, and Chicano Afternoon. On these days students prepare ethnic foods, build teepees, and venerate ethnic heroes, sing ethnic songs, and perform ethnic dances. Ethnic community people might also be invited to the school to give talks that "tell it like it is." This approach to multicultural education is problematical... thus everyday in the classroom ought to be Black Day, Chicano Day, and Jewish American Day. . . Focusing on the strange and exotic traits and characteristics of ethnic groups is likely to reinforce stereotypes and misconceptions. Rather than focus on the exotic characteristics of ethnic groups, the teacher should emphasize the common needs that all human groups share. (pp. 19-20)

Multicultural education, nonetheless, represents a change in educational thinking. It offers a relevant view of educational purpose in an increasingly complex world. It is not a quick fix. It does, however, provide a map from which to chart the future, and it can help educators and communities challenge arrangements that reproduce inequities (Sleeter, 1992). Much still depends on the teachers (Brawarsky, 1997).
The following comment from a middle school teacher who participated in this qualitative study emphasizes the challenge that educators face today in infusing multicultural education into the curriculum:

Most of the time, what I see is really Mickey Mouse type of activities, math-around-the-world kind of stuff that doesn’t get to the heart of the matter. I find resources lacking in math and sciences. Now there are more pictures in books, and they bring in different cultures; but it is still very surface. It takes time to research because there is a lack of material. There are more materials coming out now, but there is not much available so you have to do your own research and develop your own kinds of multicultural curriculum and activities for the students.

In the presence of tremendous challenges to teach all students, several of the educators interviewed admitted that there is no easy way to incorporate cultural knowledge throughout their teaching. A question often posed by the researchers on the infusion of multicultural education is, How can knowledge about the students’ cultures allow educators to make the academic content of their teaching more meaningful to students by relating it to their own experiences and building on their prior knowledge? This is an important question to consider.
A comment from one teacher interviewed summed up the question of how and why it is necessary to teach from a multicultural perspective:

I think multiculturalism needs to be part of the core curriculum; and until that happens, we will only have that surface kind of thing. Multiculturalism should be more of the core instead of an additive. If we do not change the attitude from multiculturalism being an addition instead of part of the core and if we don't see the power that is in multiculturalism, things are not gonna change.

Gollnick and Chinn (1994) suggested that for multicultural education to become a reality in the formal school setting, the total environment must reflect a commitment. The diverse cultural backgrounds and microcultural membership of students and families are as important in developing effective instructional strategies as are their physical and mental capabilities.

Many scholars (Attinasi, 1994; Banks, 1994; Bowman, 1994; Gollnick & Chinn, 1994; Ladson-Billings, 1992), agree that multicultural education is a reform movement designed to improve academic achievement, student self-esteem, belief in pluralism, and overall improved schools for all students, but especially for students of color.
Statement of the Problem

According to Banks (1994), educators are recognizing that courses in ethnic studies alone will not enable African Americans, Latinos, and Native Americans to achieve at levels comparable with most mainstream White students. Courses and materials in ethnic studies, no matter how soundly conceptualized and taught, cannot, by themselves, bring about the kind of substantial educational reform needed to enable students from diverse racial and ethnic groups to experience educational equality.

Banks (1992) argued that multicultural education is the reform movement that not only deals with the educational problems of low-income students and students of color but also with the educational problems of cultural groups, such as women, people with disabilities, religious groups, and regional groups, including Appalachian Whites.

Banks (1992) cited Gay (1983) who supported the multicultural education concept but was concerned that the focus of the movement may become too broad and global.

Because of educational experiences, social patterns, and the Eurocentric bias of school curricula, school districts, postsecondary education, and cultural institutions are ill-equipped to deliver multicultural
programs that meet the needs of the majority (Banks, 1994; Diaz, 1992; Gay, 1997; Gollnick & Chinn, 1994; Schultz, 1997).

This researcher documented the views of 48 educators in public middle schools in Broward County, Florida, on their perspectives and experiences in teaching from a multicultural standpoint.

Another problem of multicultural infusion in the curriculum is the controversy of how to best integrate multicultural education. Diaz (1992) argued that educators cannot simply inject select ethnic heroes or events into an unreconstructed curriculum. He believed that educators must reconceptualize their canon of knowledge when restructuring the curriculum to reflect multicultural perspectives.

Banks (1991) contended that there are various approaches educators should use to integrate cultural content into the school and into the university curricula. He suggested contributions, additives, transformations, decision-making, and social-action approaches. These approaches to multicultural education infusion are discussed more fully in chapter 2.
Little empirical data exists which elicits the views of middle school language arts teachers regarding the infusion of multicultural education into their curriculum. A review of the literature has substantiated the existence of limited research, mainly on the elementary or university levels. This study is an attempt to understand the link between what language arts teachers say and do in reference to the infusion of multicultural education into the curriculum and the actuality of their instruction in the classroom.

Research Questions

1. The primary question in this study was, How do middle school teachers in Broward County, Florida, Public Schools infuse multicultural education into the middle school language arts curriculum?

2. The secondary question was, What approaches, including teacher-student relations, teacher expectations, and classroom organization and pedagogy (instructional strategies) (Banks, 1991; Gibson, 1976; Nieto, 1992; Sleeter & Grant, 1994), are used by teachers to infuse multicultural education into the classroom?

3. Another question addressed was, What social and organizational factors influence how multicultural
education is practiced in the classroom (Diaz, 1992; Nieto, 1992; Tiedt & Tiedt, 1990).

4. Finally, this study explored the question, What do educators believe are the key factors for the transformation of curriculum on the infusion of multicultural education and on the lives of their students based on teacher observations in the classroom? The theoretical viewpoint of this study is presented in the following section.

Theoretical Perspectives

Three theoretical perspectives on the infusion of multicultural education into the curriculum are used in this study. The first perspective explored the meanings and practices of teachers based on Gonzales’s social construction theory (1995). The second perspective examined Nieto’s theory (1992) of how the content reform process influences the construct and practices of teachers. The third perspective was Banks’s theory (1994) of curriculum reform that also involves the process or approaches teachers use.

Gonzales's Social Construction Theory

Gonzales (1995) theorized that there were certain factors, issues, and conditions at a school that matter to
those who seek to support, facilitate, and practice multicultural teaching. She believed that one's educational approach to address multiculturalism is a process in which a variety of core factors constantly interact to influence the meanings and practices of teacher classroom enactments.

Four themes or dimensions of the social constructions of teachers of multicultural education emerged from Gonzales's study (1995) from interviews and observations with elementary teachers in an urban setting. She presented various factors that shaped the beliefs and practices of these teachers with multicultural education infusion. Gonzales found that, in general, the beliefs of most teachers in her study were multidimensional, expressing several themes.

The most common themes that emerged were that (a) multicultural education is empowering (e.g., multicultural education places students in an active role in the classroom; stresses critical analysis and questioning of content or uses social action curriculum projects); (b) teachers have multiple perspectives on culture (e.g., multicultural education analyzes concepts in the curriculum from various cultural perspectives); and (c) social harmony
(e.g., multicultural education focuses on building positive student relations and a safe classroom climate).

The theme cited the least, according to Gonzales (1995), was (d) schoolwide perspectives (i.e., multicultural education addressing issues beyond the classroom: staff relations, staff cultural awareness training, and schoolwide bilingual education policies).

Gonzales (1995) also found that teacher perspectives on multicultural education extended into issues of content and process. She found that certain classroom enactments surfaced from her observations, interviews, and documents. The most common strategy was empowering enactment, or student-centered instructional strategies. Close teacher-student and peer participation structures, critical analysis, student-generated curricula, and cooperative learning exemplify this strategy.

A second common strategy was mainstream enactment, or teacher-centered, strategies. This level of enactment was characterized by low-level teacher-student relationships, where teachers maintained the traditional distance, or border, between themselves and their students, making mutual learning less likely to occur. A third type of strategy was a type of classroom enactment that was a
combination of teacher-centered and student-centered strategies.

Gonzales (1995) further found that certain factors influenced the ideas and practices of teachers across the schools. These factors were (a) organizational, (b) individual-teacher factors, and (c) student factors. The organizational factors that influenced the ideas and practices of teachers included (a) leadership, (b) teacher collaboration, (c) schoolwide programs, (d) training, (e) instructional philosophies, (f) resources, (g) materials, (h) history of the school, and (i) school funds.

Individual-teacher factors that influenced their social constructs and enactments included their (a) backgrounds, (b) ethnicity, (c) education, (d) training, (e) personal beliefs, and (f) teaching style. Student factors included background, ethnicity, language needs, grade level, and interests.

The conceptual framework in this study for describing and analyzing the infusion of multicultural education into the curriculum is also viewed through the lens of how organizational factors, individual-teacher factors, and student factors impact the perspectives of teachers on the infusion of multicultural education into the curriculum.
Nieto's Theory of Content Reform Process

Nieto (1992) conducted ethnographic case studies of the experiences of ethnic minority students in school and found that multicultural education is a process that pervades multiple school factors, such as teacher-student-parent relations, the curriculum, classroom organization, pedagogy (instructional strategies), teacher professional roles, textbooks, and school organizational policies. Multicultural education, as a process, does not allow one to become instantly multicultural. This process is in constant flux and is never quite finished. As suggested by Nieto, this study explored the forms multicultural education infusion took in middle school settings. It explored how and why divergent constructions of multicultural education emerged.

Banks's Theory of Curriculum Reform

Banks's theory (1994) of the multicultural education process greatly influenced the final theoretical perspective that influenced this current study. His concept moved beyond content reform to issues of process. Five dimensions comprised his model: (a) content integration, where teachers use content that reflects the experiences of a variety of cultural groups to illustrate
key concepts in the discipline; (b) the knowledge construction process, which is the process of helping students understand and investigate how implicit cultural assumptions and biases within a discipline influence how knowledge is constructed within it; (c) equity pedagogy, this dimension centers primarily on the process of modifying teacher practices which will encompass a wide range of student abilities and learning styles; (d) prejudice reduction, here the focus is on the characteristics of the racial attitudes of students and how they can be modified by teaching methods and material; finally, (e) an empowering school culture, this involves teachers and administrators promoting gender, racial, and social-class equality within classrooms and schools. The focus of the content integration and the knowledge construction dimensions was to develop what Banks called a transformative curriculum. The goal was to empower students with the knowledge and skills that can help them become critical thinkers and influential citizens.

Banks (1994) outlined four levels of integration of ethnic content that teachers use in the process of infusing multicultural content into the curriculum: (a) Level 1, a contributions approach; (b) Level 2, an ethnic additive
approach; (c) Level 3, a transformation approach; and (d) Level 4, a decision-making and social-action approach. All four approaches will be discussed in-depth in chapter 2. Thus, this study explored how teachers instruct and practice multicultural education, content, and process issues (e.g., instructional strategies, implicit curriculum of teacher-student relations, classroom climate, and organizational structures and norms). These theoretical perspectives outlining the general dimensions of multicultural education infusion as discussed by Banks (1994), Gonzales (1995), Nieto (1992), and were explored in this study. The intent was to increase awareness and understanding of how teachers attempt to transform their curriculum from a monocultural perspective to a multicultural perspective.

**Statement of Purpose**

The purpose of this multiple site case study was to explore the perceptions and experiences of selected educators on the infusion of multicultural education in the language arts curriculum of Broward County, Florida, Public Schools. Using naturalistic observations, interviews, and document analysis, this researcher focused on one area of infusion, the perceptions and practices of educators who
are infusing multicultural education into the language arts curriculum in selected middle schools.

This study reports on the thoughts and beliefs of educators regarding the social and organizational factors that interact to shape their perspectives and practices while involved in the infusion process. Data are presented that allow educators to have a clearer understanding of how to infuse multicultural education.

The broad goal of this study was to serve as an exploratory effort to access the attitudes and viewpoints of middle school language arts teachers relative to multicultural infusion in the language arts curriculum. It examined what teachers were doing to infuse multiculturalism into their curricula, how they were implementing it, and the constraints that arose from the process. The data will assist educators who are struggling with the concept of multicultural infusion in the curriculum. The study identifies a variety of strategies that have been infused into the curriculum by selected educators to improve teaching and learning in middle schools in Broward County, Florida, Public Schools.

The benefit of this research was to strengthen the existing body of knowledge relative to the infusion of
multicultural education by middle school language arts teachers successfully teaching from a multicultural perspective.

This study compared the classroom practices and the strategies of teachers with those written in the canon of research on multicultural education by leading researchers in the field, including Banks, 1991; Gollinick and Chinn, 1994; Gonzales, 1995; Nieto, 1992; and Sleeter and Grant, 1994). In addition, this study went beyond the packaged how-to formulas to address more tangible dynamics, such as real classroom practices, teacher-student interactions and relations, teacher expectations, and real world instructional strategies, which are addressed further in Chapter 4. Scholars and practitioners argue that focusing exclusively on curriculum content is problematic for the field of multicultural education (Gonzales, 1995).

A collection of the best teaching practices compiled from this study by Lawrence (1998) was printed into a guide. This guide adds to the body of knowledge. It outlines strategies and activities used by practitioners who successfully teach from a multicultural perspective. The benefit to the participants at the school sites and to the School Board of Broward County was to assist in the
infusion of multicultural education across the curriculum in all content areas by distribution of this guide to the Research and Development Department of the School Board and to add to the multicultural resource materials available in the media center of each participant's school.

**Significance of Study**

There is substantive value in expanding the current limited findings of research that explore the infusion of multicultural education from the perspective of teachers in the field because the literature does reflect ample research on multicultural strategies and methods. There also is, however, a less substantial body of knowledge on the perspectives and experiences of effective infusion processes and content in multicultural schools. There is also very little empirical research in the multicultural curriculum literature which sheds light on infusion into the existing language arts curriculum in middle schools, as well as research in which interviewing is an important element of the methodology.

This researcher found that educators perceived multicultural infusion programs as crucial to the educational process in terms of changing the attitudes, stereotypes, and beliefs of students about self, which may
lead to improved academic achievements as observed in the classroom or in school.

This researcher believes that the results from this study are significant because professionals in the field of education see the need for a paradigm shift in the way schools are managed and in the way children are taught. They see the need for teaching from a multicultural perspective, yet studies on the impact of multicultural education on the instructional development of teachers and on student achievement are limited.

While this research did not focus specifically on multicultural education and its impact on academic achievement, research on how multiethnic education improves academic achievement for students of color is important. According to Hymowitz (1992), "A major goal of multicultural education is to improve academic achievement" (p. 29). Rose (1992) concluded, "In addition to questions about achievement, effectiveness and process, research related to multiculturalism needs to focus on the experience of individuals" (p.6).

Understanding this case study research is critical because ethnic minorities currently account for more than 20% of the school-age population. Dudley and Bell (1991)
reported that by the Year 2000, 50% of all urban school-age children will come from minority groups. At the same time, they predicted that during the 1990s, the minority teaching force is expected to decline to approximately 5% of the nation’s teachers.

This study is significant because of the paucity of studies that consider comments from teachers who are impacted by the changing demographics and mandates infusing multicultural education into the existing curriculum. A purpose of the infusion of multicultural education into the curriculum is to reduce the presence of racism, bigotry, prejudice, and stereotypes to produce a 21st century generation of multiculturally educated and globally aware work force (Gollnick & Chinn, 1994). Therefore, this study will add a body of research in the area of multicultural education infusion to assist educators in addressing social and educational issues at several different levels of education.

Delimitation of Study

The participants and sites studied were limited to participants, locations, and activities involved with the infusion of multicultural education into the curriculum. Sites were analyzed one at a time; the
findings were later merged during the data analysis phase. The participants were limited to language arts teachers, as well as to administrators, media specialists, and noninstructional staff.

Limitations and Assumptions

Qualitative research depends largely on beliefs or a perception from one source of data, such as the participant self-report in a survey or in an interview. This required the researcher to make inferences about the underlying beliefs of the individuals involved. These inferences may be biased because participants may have been unwilling to represent accurately their beliefs. Therefore, beliefs cannot be directly observed or measured but must be inferred from what people say, intend to do, and actually do.

A limitation of this study is that this researcher was aware that a reliance on self-report or interviews, at best, only allows for a partial picture of what someone's perceptions or beliefs may be. This researcher was also aware that personal definitions may have colored the way information was interpreted (Messner, 1994). This study was conducted with a sample population from middle schools, district curriculum departments, district training
meetings, and the director of multicultural education of Broward County, Florida, Public Schools.

A final limitation of this study was that the participants did not necessarily represent the whole faculty in language arts throughout Broward County Public Schools. The purpose of this study was not to focus on an institution, but rather to listen to the voices in the context of their schools, of those who infused multicultural education to achieve curriculum transformation.

Assumptions, which may have also limited the scope of this study, were:

1. All participants participated on a volunteer basis.

2. All participants were asked to respond frankly.

3. All participants had common understandings of the multicultural infusion process.

Definition of Terms

For the purpose of this study, this researcher defines multicultural education as an instructional strategy that can make a difference in the lives of students by enhancing their self-esteem, reducing prejudices and stereotypes, and by giving them a definitive lifelong skill embedded in
cultural awareness to be able to compete in a global and diverse world. This definition drives the focus of this study.

Other terms and definitions that were utilized throughout the body of the dissertation were:

**Culturally diverse students.** Those students with cultural backgrounds, such as Native Americans, African Americans, Hispanics, Asians, and immigrants from nonwestern countries.

**Florida Consent Decree.** An out-of-court agreement in 1991 between the state of Florida and several community-based organizations (Multicultural Education Training Associates) which outlined descriptive mandates for serving limited English proficient students in public schools in Florida, including inservice training for district and school personnel.

**Minority students.** Students with non-European backgrounds, including Native Americans, African Americans, Hispanics, Asians, and immigrants from nonwestern countries.

**Summary**

The focus of this study was to explore the question, How do educators in Broward County, Florida, Public Schools
infuse multicultural education into the middle school language arts curriculum? Multicultural education infusion into the curriculum is being implemented in various degrees and in various content areas in schools across the nation to meet the challenge of empowerment of students to live in a global society and to become critical thinkers as the 21st century approaches.

Multicultural education is a complex and dynamic reform movement that has become the catalyst for transforming curricula. The remainder of this study explores and analyzes the infusion of multicultural education into the language arts curriculum. An increased awareness of the multicultural content and process of curriculum transformation is offered in the process.

Chapter 2 provides a theoretical framework for studying multicultural infusion. A case study methodology, as described in chapter 3, was used as the research strategy. Chapters 4, 5, and 6 present the findings and conclusions from data obtained from interviews, observations, and document reviews. The findings in chapter 4 describe the perspectives of language arts teachers. In chapter 5, the impact of the infusion process
is described. Chapter 6 offers conclusions, recommendations and implications for further research.
CHAPTER 2

REVIEW OF THE LITERATURE

The United States, has one of the world's most culturally diverse populations. As the 21st century approaches, an ever-changing fabric of differing cultures is unfolding, and classrooms across the nation are becoming more culturally and linguistically diverse. Because of this growing cultural diversity in communities, the United States is now a country of many cultures, races, and religions. With the expansion of the minority population across the country, the spread of new multicultural perspectives throughout America's schools has slowly taken its place among major educational reforms. Today teachers are faced with the challenge of how to preserve and to enhance cultural pluralism in a free and democratic society.

As Eurocentric paradigms yield to a new multicentric reality, educators must consider culture and language as crucial to educational planning and instruction. This literature review focuses on the changing demographics, the
theoretical approaches to infusing multicultural education into the curriculum, and state and district responses to Florida's system of school improvement and accountability.

**Changing Demographics**

Leslie, Glick, and Gordon (1991) reported that an estimated 9 million foreign-born people have immigrated to the United States since the 1980s. They assert that because of this mass migration, at least 2 million children, or 5% of the total kindergarten through 12th-grade population, have limited proficiency in English. These authors presented data that showed an estimated 3.5 million school children are Hispanic and are from homes where English is not the first language.

Along with the challenge of teaching students with limited English proficiency, more educators are teaching ethnic minority students. The authors suggest that there are classrooms in seven states of the United States where more than 25%, of the students are not native-English speakers. They compare this phenomenon with teaching in "Classrooms of Babel" (p. 56).

Stotsky (1991) added to the body of literature that discusses what is termed multicultural mayhem by claiming that the transition of America demographically is somewhat
paradoxical to the ancient biblical tale, "Tower of Babel" (p. 26). Suddenly, the melting pot theories of the past have become a multiethnic stew, and we have melted away into a nation of groups. According to Stotsky:

Ideological multiculturalism sees the United States not as a melting pot where individuals from all nations join together to become Americans but as a nation of inviolable ethnic and racial groups. We were an America of various ethnic groups all demanding equality, and recognition, by the inclusion of their individual culture and history into the curriculum. (p. 26)

This growing diversity is reflected in the last census breakdown. The 1990 census identified over 600 ancestry groups in the United States alone. With this pattern, new labels to identify various ethnic groups emerged.

Padilla (1997) asked the question, "Is America Having an Identity Crisis?" (p. A-1). Padilla presented data showing a summary of the history of identifying race and ethnicity through the census dating back to 1790 (see Table 1) and reported on the divisive and stigmatizing effect racial and ethnic labels have on some minorities.

With the evolving cultural ancestry, Landers (1990) argued that: No longer can schools ignore the rest of the globe, and no longer can they treat all Americans as if they sprang from the same mold. They must teach young
Table 1

Race and Ethnicity Labels In The United States Dating Back to the First Census

<table>
<thead>
<tr>
<th>Year</th>
<th>New Census Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1790</td>
<td>Slaves (counted as 3/5s of a person)</td>
</tr>
<tr>
<td>1800</td>
<td>Indians</td>
</tr>
<tr>
<td>1820</td>
<td>Free colored persons; foreigners not naturalized (to distinguish between native-born Whites); all other persons</td>
</tr>
<tr>
<td>1830</td>
<td>Aliens-foreigners not naturalized</td>
</tr>
<tr>
<td>1850</td>
<td>Blacks, Mulattos</td>
</tr>
<tr>
<td>1860</td>
<td>Civilized Indians, Asiatic</td>
</tr>
<tr>
<td>1870</td>
<td>Chinese</td>
</tr>
<tr>
<td>1890</td>
<td>Japanese; Quadroons (one-quarter black), Octoroon (one-eighth black); &quot;race&quot;; &quot;mother tongue&quot;</td>
</tr>
</tbody>
</table>

(table continues)
<table>
<thead>
<tr>
<th>Year</th>
<th>New Census Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1910</td>
<td>Other</td>
</tr>
<tr>
<td>1930</td>
<td>Negro, Mexican</td>
</tr>
<tr>
<td>1940</td>
<td>Filipino, Hindu and Korean</td>
</tr>
<tr>
<td>1950</td>
<td>American Indian</td>
</tr>
<tr>
<td>1960</td>
<td>Hawaiian, part Hawaiian</td>
</tr>
<tr>
<td>1970</td>
<td>Hispanic</td>
</tr>
<tr>
<td>1980</td>
<td>Vietnamese, Asian Indian, Guamanian, Samoan, Eskimo, Aluets</td>
</tr>
</tbody>
</table>

Note. The above table illustrates the evolution of the cultural diversity of the United States and the development of the "melting pot" theory of multiculturalism.

From "Is America Having an Identity Crisis?" by M. T. Padilla, 1997, the Orlando Sentinel, pp. A1, A10.
Americans about the world, and as they do, they must teach Americans about their diverse selves. (p. 683)

Multiethnic and multicultural education are the educational prescriptions needed to teach young Americans about diversity. The prescription comes in the form of papers, speeches, books, resolutions, curricula, and workshops promising to reduce all that ails the educational system of racism, bigotry, prejudice, and stereotypes to produce a 21st century generation of a multiculturally educated and a globally aware work force. Anxieties about the changing demographic shifts and racial composition of America have made educators pay closer attention to multicultural education.

Bullard (1992) suggested that teachers who can make it past the initial confusion and the shortage of curriculum and administrative support to incorporate multicultural education into their curriculum must then make it through a minefield of rhetoric and labels. Along with the urgency to make multicultural education a number one priority came an array of conflicts over definitions of terms, who should teach it, and practices and promises. It became another educational reform movement that some scholars referred to

Schlesinger (1992) argued that the mayhem over multicultural education has led to the disuniting of America. D'Souza (1991) argued that the highly distorted view of the Third World, under the label of multicultural education, also contributes to the mayhem. Despite the controversies over terminology and the rhetoric and labels attached to multicultural reform, sweeping revisions have taken place in school districts across the United States.

Theoretical Foundations

The review of theoretical foundations was conducted to understand the framework of multicultural infusion in the language arts curriculum of Broward County, Florida, Public Schools. This chapter will (a) examine relevant literature on the historical perspective of multicultural education; (b) report on recent qualitative studies in this area; (c) present an overview of what scholars suggest is the best approach; (d) review curriculum and instructional standards and strategies; (e) report on theoretical approaches; and (f) give an overview of state and district responses to the infusion of multicultural education.
Multicultural education is not a new concept. It is merely a relatively new name for concepts that have existed since the 1920s when educators began writing about and training others in intercultural education and ethnic studies. In the 1960s, students of color were being described as culturally deprived of the background required to attend schools based on the cultural content of the dominant society (Gollnick & Chinn, 1994).

Banks (1994) indicated that multicultural education as an educational philosophy and ideology was born out of the civil rights movements of the 1960s and the early 1970s. As segregation cases were tried and upheld, the separate-but-equal doctrine quickly made its way into education, where it not only had an affect on African Americans and Whites but on all people of color. The case of Brown v. the Board of Education of Topeka, Kansas, Chief Justice Earl Warren ruled that, the separate-but-equal doctrine had no place in education (Alexander & Alexander, 1985). Despite the court’s decision against the separate-but-equal law, segregation persisted until the 1960s and early 1970s when the civil rights movement was born. The civil rights movement brought a renewed interest
in ethnic studies, discrimination, and intergroup relations.

According to Alexander & Alexander (1985, p. 405-406) birth from the civil rights movement were bilingual education, busing, desegregation, special-needs education, gender equity, and mainstreaming. These programs attempted to make schools and curriculum opportunities more accessible to various groups of students. The ethnic studies movement grew from these reforms of the 1960s and early 1970s.

Alexander & Alexander (1985) wrote that racial and ethnic pride emerged from oppressed groups in the 1960s creating a demand for African American and other ethnic studies programs in colleges and universities across the country. However, educators involved in minority education were convinced that courses in ethnic studies and materials, no matter how soundly conceptualized and taught, could not, by themselves, bring about the kind of substantial educational reform needed to enable students from diverse racial and ethnic groups to experience educational equality. Educators began to view the total school as the unit of change and not any one variable within the educational environment. This broadly
conceptualized reform movement became known as multiethnic education.

During the early 1970s, multiethnic education was hyphenated as multi-cultural education. This tended to put the emphasis on cultural, with multi functioning as a temporary, add-on modifier (Grant, 1992). Gollnick & Chinn (1994) suggested that students, and participants in ethnic studies programs in the 1960s and early 1970s were primarily members of the group being studied, and that many of these programs were ethnic-specific, and only one ethnic group was studied.

As explained by Banks (1994), multiethnic education continued to evolve until some educators became interested in a broader educational reform movement. This movement would deal not only with the educational problems of low-income students and students of color but also with the educational problems of cultural groups, such as women, people with disabilities, religious groups, and regional groups, including Appalachian Whites. This broader reform movement is known as multicultural education.

This reform movement was designed to make major curricular and structural changes in the education of students in the elementary and secondary schools, along
with colleges and universities. According to Davidman (1996), the educational movement(s) now called multicultural education was initially a set of individual and group responses to economic inequality, racism, and sexism in American culture.

After six decades of concern for civil and human rights in education, educators struggle with the management of cultural diversity and the provision of equality in schools (Gollnick & Chinn, 1994). According to the National Assessment of Educational Progress (as cited in Bowman, 1994), students from low socioeconomic backgrounds and many children of color consistently achieve below the national average in mathematics and language skills, with the gap widening as children continue through their school years.

Outcomes of Multicultural Education Infusion

While most of the studies reviewed were about attitudes and advocacy of multicultural infusion, there is limited research that links multicultural education to student achievement. The research primarily explored information about teaching that will best meet the educational needs of minority students. The following
section will examine what the researchers said are some of the outcomes of research on multicultural education.

The 1960s. During the 1960s, multicultural education research dealt with the relationship between the social sciences and public policies governing minority students. During this era, research on equity issues, especially desegregation, influenced educational policy decisions. The Coleman Report of 1966, (as cited in Grant and Millar, 1992), is one study that significantly influenced public policy in relation to how minority students were educated. The findings of Grant and Millar also cited The Westinghouse Study on Head Start programs, they suggested that these programs did not positively improve academic achievement for poor people and students of color.

Grant and Millar (1992) implied that research on Hispanic students, in particular, led to the language policy written into the Bilingual Education Act of 1968. Research on gender disparities in school programming and the lack of equal opportunities for female students led to such policies as Title IX of the Education Amendments of 1972. Research on disabled students led to policies that placed these students in a less restricted environment. Grant and Millar concluded that much of the research of the
1960s dealt with access into the classroom. The research did not include an in-depth analysis of race, class, gender, and disability interactions. Multicultural research would take this neglected dimension into account.

Learning Styles Research. In the 1970s, outcomes of multicultural research moved into the area of learning styles. This decade saw a growing interest in the idea that students differ in a personality trait called learning style.

Swisher (1992) focused on the construct of learning styles as a promising, yet not panaceaistic, view of successful schooling for the multicultural population of students. The author expounded on the learning style theory known as field-dependent and field-independent learners. She found that learning style preferences correlated with race and ethnicity in that field-independent learners have a perception of discrete parts and are good at abstract analytical thought. They also tend to be individualistic, less sensitive to the emotions of others, and have poorly developed social skills.

Swisher contended that field-independent learners favor inquiry and independent study and can provide their own structure to facilitate learning. Field-independent
learners are intrinsically motivated and less responsive to social reinforcement. According to Swisher (1992), field-dependent learners have a global perspective and are less adept at analytical problem solving. They tend to be highly sensitive and attuned to the social environment; their social skills are highly developed. They favor a spectator approach to learning and organize information to be learned in the form it is given. They are extrinsically motivated and responsive to social reinforcement.

Research conducted by Swisher (1992) into the infusion of multicultural education and the implication of the learning-styles construct suggests that multicultural education recognizes that there are multiple ways of perceiving, evaluating, and behaving. Swisher's research indicates that learning styles preference correlates with race and ethnicity. She concluded that minority students may often display preference for field-sensitive learning approaches (p. 80).

Swisher (1992) further states that multicultural education recognizes that people perceive and learn about the world in different ways and that they demonstrate this understanding in unique methods. She purports that while not conclusive, there is evidence that achievement is
affected by teaching to students' learning-style strengths (p. 82).

The learning-styles construct is a vehicle for moving beyond the rhetoric associated with individual differences and educational equity. Educational equity will exist for all students when teachers become sensitive to the cultural diversity in their classrooms, vary their teaching styles to appeal to a diverse student population, and modify their curricula to include ethnic content. Swisher further states that a learning-styles construct should only be a tool for individualization, rather than a label for categorizing and evaluating.

Ladson-Billings (1992) stated that the learning styles research is open to criticism. She believes that research on learning styles has been limited to only a few selected levels. She writes that there is little evidence to suggest any significant differences in students' academic performance based on a particular learning style. Ladson-Billings found a pattern of learning among students that was directly related to how they were taught. She introduced a term called culturally relevant teaching as a more effective way to infuse multicultural education.
According to Ladson-Billings (1992) culturally relevant teaching operates along a continuum of teaching behaviors and beliefs operationally. Culturally relevant teaching empowers the students, uses the students' culture to help them create meaning and to understand the world, assist students to achieve not only academic success, but social and cultural success as well (p. 110).

Goals of Multicultural Education

An underlying assertion by Hymowitz (1992), that emerged from the literature review in determining the outcome of multicultural education infusion in the curriculum was that, "a major goal of multicultural education is to improve academic achievement." (p. 29) According to virtually all reformers of multicultural education infusion (e.g., Attinasi, 1994; Banks, 1994; Bowman, 1994; Gollnick & Chinn, 1994; Hymowitz, 1992), multicultural education can help students increase their academic achievement levels in all areas. These reformers argue that multicultural education must be integrated throughout the curriculum at all levels. They cite the following infusion strategies to achieve the goal of improved academic achievement, especially for students of color:
1. Multicultural education must start where people are and incorporate multicultural resources from the local community. Positive student and teacher interactions can support academic achievement, regardless of gender, ethnicity, age, religion, language, or exceptionality (Gollnick & Chinn, 1994).

2. Hymowitz (1992) believed that one way to encourage improved achievement and to create a paradigm shift in the way students think about cultural differences is to promote feelings of self-worth and a belief in pluralism instead of offering disadvantaged children an education that stresses only social mobility within American society. This can be accomplished by offering serious courses in geography, foreign languages, anthropology, or comparative religion.

3. According to Attinasi (1994), the goals behind education that is multicultural and socially reconstructionist are to improve academic outcomes, promote equity in the areas of gender, ethnicity, and exceptionality, and to effect change in society beyond the school.

These scholars substantiate the fact that educators face a tremendous challenge in this decade to teach all students. The new paradigm is that each subject area
should be taught from a multicultural perspective. Skills should be taught for students to function effectively in different cultural settings in a democratic society. Students must learn about the inequities that currently exist. Gollnick and Chinn (1994) argued that:

It will no longer be possible to teach all students in the classroom equally, because they are not the same. They have different needs, and skills that must be recognized in developing educational programs. (p. 28)

Qualitative Multicultural Research

A review of the literature indicated that there is a lack of qualitative research in the area of multicultural education infusion among educators in a public school setting or on the middle school level. Whether quantitative or qualitative in orientation, in-depth studies on the topic are virtually nonexistent. This researcher set out to discover research in the area of multicultural education that was qualitative in nature. While much has been written about curriculum and text materials, preservice preparation, and research studies on certified teachers, disciplined inquiry especially incorporating qualitative research is a relatively new field of study; and the practice is limited.
The literature review revealed four recent studies (Gonzales, 1995; Messner, 1994; Rios, 1993; Wahl, 1990) using qualitative methods to examine the perceptions of teacher-educators regarding the infusion of multiculturalism into the curriculum.

Despite the fact that multiculturalism is being infused into teacher education curricula in many universities, Messner (1994) wrote that most of what has been written about multicultural education is theory driven on an ideal level or mandates that program descriptions be written on a formal level of the curriculum.

In examining the body of research on multicultural education that was conducted on an experiential level or which examined the formal or perceived level of curriculum, it was discovered that only a handful of researchers studied multiculturalism using qualitative methods dating back to 1981 (Cumber & Braithwaite, 1995; Grant; 1981; Grant and Koskela, 1986; Messner, 1994; Wahl, 1990).

Messner stated that studies conducted by Wahl examined the perceptions and beliefs of teachers as they related to multicultural education.
Differences in Teacher Perspectives

Rios (1993) attempted to identify differences in how four teachers in an urban, multicultural high school thought about classroom events based on their differing conceptions of multicultural education. Rios discovered that one way to analyze how teachers thought about race and gender was to view them in relation to a cognitive factor. A teacher's approach to multicultural education is one such factor. In the Rios study, the guiding question was, "Are there qualitative differences in how teachers in an urban, multicultural school think about classroom scenes based on their conception and articulation of multicultural education?" Rios selected 16 participants. They were paid volunteer teachers in Grades 9 through 12 at a multicultural high school. The high school chosen was a magnet school specializing in health and recreation.

Rios (1993) collected data on an individual basis and used semistructured interviews. Using qualitative research methods, he used a coding scheme developed to analyze and to compare the differences in teacher thinking about multicultural education.

Results of the Rios (1993) study indicated that with respect to attributions and principles of practice, the
teachers did differ and their thinking about multicultural education was a factor that contributed to this difference. Rios concluded that as the conception of a teacher of multicultural education becomes more sophisticated, the number and kind of attributions increase resulting in more complex thinking.

Like the Rios study, (1993), I also examined the thinking of teachers in urban, multicultural contexts. My study, however, looked at more teachers (N=48) from the perspective of trying to understand the conception of middle school teachers and selected other educators of multicultural education infusion in the language arts curriculum. The hope is that through this understanding, knowledge of the infusion process will be enhanced.

Wahl's Study

Wahl (1990) used semistructured interviews of 25 faculty and administrators at a midwestern teachers' college to examine the meaning of multiculturalism in a specific college of education. Wahl found that the college was implementing aspects of multicultural education without an understanding of its meaning as described by researchers (Banks, 1991); Gollnick & Chin, 1994); Grant, 1981); and the NCSS (1997). Comparable to Wahl's study, this study
focused more on teacher-educator perceptions about multicultural education infusion.

Messner's Study

In an earlier study, Messner (1994) examined the perceptions of 20 professors who taught courses required for elementary certification at two state universities in the Southwest. Messner focused on the thoughts and spoken beliefs of the professors regarding the preparation of preservice teachers for diversity in classrooms. She described the spoken beliefs the participating professors held about multiculturalism, the goals of including it in the curriculum, and the number of referent groups they included under the rubric of multicultural education.

Messner (1994) revealed that the perceptions of multiculturalism that teacher-educators held reflected a human relations approach. This conceptualization included looking at similarities, differences, getting to know us, and addressing stereotypes and prejudices. Like Messner, this researcher believes that perceptions, especially those of the people involved in the infusion of multicultural education in the content areas, are very important to curricular transformation.
Gonzales’s Study

Gonzales (1995) used an exploratory case study design to focus on teachers within four urban elementary schools in northern California to gain an in-depth understanding of multicultural education from teacher perspectives. Her study used social construction theory. A theory which states that individuals’ perceptions of the reality around them shape their thoughts and behavior. She centered on the multicultural education perspectives and classroom practices of teachers using the central question, How is multicultural education enacted in the classroom?

Gonzales (1995) used semiguided interviews, observations, and a collection of relevant documents and methods to study the perceptions of elementary teachers of multicultural education in the classroom. The study sought to understand how multicultural education is socially constructed and enacted by teachers in schools and classrooms. Her study explored how and why organizational, individual-teacher, and student factors interacted to shape the ways multicultural curriculum is constructed and practiced by teachers in the classroom.

Some of the major themes and ideas that emerged included: (a) Most teachers addressed both content and
process to make education multicultural; (b) many of the teachers advocated combining teacher-centered and student-centered approaches, particularly with minority group students; (c) teachers at schools with many limited English proficient students regarded diversity and bilingual programs as part of their concept of multicultural education; and (d) constructions and practices of teachers were influenced by leadership, collaborative school structures, and schoolwide programs and resources. Overall, the study found that teachers reformed their educational approach to address multiculturalism as an ongoing process with a variety of core factors constantly interacting to influence meanings and practices.

One strength of Gonzales's study (1995) was her initiative in exploring what Sleeter and Grant (1987) believed was the most severe impediment to reaching a clearer understanding of multicultural education. This impediment was the paucity of empirical studies exploring the perspectives of classroom teachers on what happens when teachers work with multicultural education in their classrooms, what forms it takes, why it takes these forms, and what barriers are encountered. A limitation of
Gonzales’s study was that it was conducted only in elementary schools.

Gonzales (1995) concluded that her study provided only a snapshot of four schools and nine teachers in the process of trying to make education more multicultural. Thus, she argued that research on multicultural education should take a less programmed approach and more of an organizational perspective in order to better understand the meaning and practice of multicultural education at a school site. Gonzales emphasized that future analysis on the perspectives of teachers was needed.

The research by Gonzales (1995) was relevant to this study because it is designed to take another step toward filling the gap in knowledge within the field of multicultural education by studying it in practice. Unlike Gonzales’s study, this study focused on the perceptions and experiences that middle school language arts teachers and selected other educators in Broward County, Florida, Public Schools held regarding the infusion of multicultural education into the curriculum. This study explores the practices enacted in the classroom, and the discovery of which of Banks’s (1992) approaches, (contributions, additives, transformations, decision-making, and
social-action approach) were being enacted.

While no particular model relative to the infusion of multicultural education into the curriculum was studied or used to guide this study, various theories and studies conducted on the subject citing practices and strategies in the multicultural education were examined. Background research by those scholars who have greatly shaped the way multicultural education is presented, designed, and infused in schools all across the United States was presented.

While most scholars reported on or studied various strategies and activities or recommended various predesign programs to infuse multicultural education, certain scholars (Banks, 1994; Gollnick and Chinn, 1994; Ladson-Billings, 1994; Menkart, 1993; and Sanchez, 1997) offered a more comprehensive approach to teaching from a multicultural perspective.

**Quantitative Multicultural Research**

With the increase in the number of ethnic minority students in the classroom, the need to understand how teachers think in multicultural classrooms is critical. Few researchers have studied teacher perspectives on the infusion of multicultural education into the curriculum using either qualitative or quantitative methods. Burcalow
(1984) and Hawk (1986) used quantitative methods to study teacher attitudes and perspectives of infusing multicultural education into the curriculum.

Burcalow's Study

The purpose of Burcalow's (1984) study was to determine the perceptions of teachers regarding multicultural education. Using a survey design, Burcalow conducted a descriptive study of university deans and faculty in accredited programs of teacher education throughout the six regions of the National Council for Accreditation of Teacher Education. The study was designed to reveal information at both the institutional and faculty levels about the perceptions and practices of teacher-educators as they pertained to multicultural teacher education, with the greatest emphasis focused on faculty perceptions and practices.

Burcalow (1984) discovered that teachers used an approach in which they interpreted multiculturalism in terms of broad perspectives of cultural understanding and fostering attitudes. He called this approach cultural understanding or education about cultural differences. According to Burcalow, proponents of the cultural understanding approach teach students to respect and to
accept others who are different from them. This approach is used to create understanding about particular ethnic characteristics. By teaching students to understand the way people live, students will be less prejudiced; eventually, social justice will increase.

**Hawk's Study**

Hawk (1986) examined classroom practices in multicultural education in elementary schools of the South Bend, Indiana, Community School Corporation and proposed a plan of action for implementing multicultural education. Hawk designed a questionnaire to gather data about the amount of classroom time spent in multicultural activity and to determine teacher attitudes about multicultural education.

Hawk (1986) believed that although the issue of multicultural education has received considerable attention, most of the discussion has been rhetorical and theoretical. She stated that insufficient attention has been given to those individuals and situations which are affected most directly by multicultural education (i.e., students, teachers, and their classroom experience).

Hawk's research (1986) described classroom practices, constraints affecting the process of multicultural infusion.
into the curriculum, and suggested ways of making multicultural education a vital component of daily classroom activities. Limitations of Hawk's study included the bias of the instrument used in favor of multicultural education, the fact that participants were regular elementary school teachers, grades 1 through 6, and the emphasis placed on the quantity of time versus the quality of instruction in the questionnaire.

Hawk (1986) discovered through an analysis of the responses that teachers valued the concept of multicultural education but spent little classroom time in multicultural activity. Teachers reported that consciousness-raising activities and human-relations training in the use of multicultural methods could result in teachers planning more frequent multicultural activities.

A recommendation was made for a follow-up study from a broader range of data-gathering styles and methods. Hawk (1986) suggested that a study employing naturalistic or qualitative inquiry would be a useful tool to help continual development of multicultural education and to address the issues of effectiveness or quality of such activity.
Multicultural Teaching

This researcher discovered that it takes a conscious effort on the part of the educator to interact with students, plan lessons and assignments, and to approach teaching multiculturally as an enthusiastic learner with much to learn from students and community members who have cultural backgrounds different from their own. The bottom line on the infusion of multicultural education into the language arts curriculum is that much depends on the teachers. However, questions among educators remain:

1. What is multicultural teaching?
2. What is the teacher’s role?
3. What exactly is culturally relevant teaching?
4. What does multicultural education infusion encompass in the school environment?

Ladson-Billings (1994) purported that culturally relevant teaching was the key to making multicultural education work. She believed that this teaching was a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes.

Ladson-Billings (1994) also maintained that "teachers who practice culturally relevant methods can be identified
by the way they see themselves and others. They see their teaching as an art rather than as a technical skill” (p. 25). She contended that teachers who taught from a multicultural perspective believed that all their students could succeed rather than believe that failure is inevitable for some. According to Ladson-Billings, these teachers viewed themselves as part of the community, and they saw teaching as giving back to the community. They helped students make connections between their local, national, racial, cultural, and global identities. They demonstrated connectedness with all their students and encouraged that same connectedness among the students.

Researchers in the area of multicultural education explained that this infusion encompassed all aspects of school life. Educators must realize that it is necessary for the values of multicultural education to be modeled throughout the school environment, and classrooms should become models of democracy and equity (Gollnick & Chinn, 1994; Menkart, 1993).

Gollnick and Chinn (1994) provided a broad explanation of what it meant to teach from a multicultural perspective. These authors expressed the view that such teaching required the incorporation of cultural diversity throughout
the total learning process. They are of the opinion that all teaching should be multicultural and all classrooms should be models of democracy and equity. To do this requires that educators:

1. Place the student at the center of the teaching and learning process.

2. Promote human rights and respect for cultural differences.

3. Believe that all students can learn.

4. Acknowledge and build on the life histories and experiences of the microcultural memberships of the students.

Teaching that is multicultural seeks, listens, and incorporates student voices. Students are encouraged to speak from their own experiences and to do more than to repeat answers that teachers would like to hear. Teaching that incorporates student voices allows students to make sense of the subject matter within their own realities. In multicultural teaching, the learning styles of students and the teaching styles of the teachers are used to develop effective instructional strategies. Knowing the cultural background of students helps teachers determine how to
structure the classroom to take advantage of the natural learning styles of students.

Integrating cultural diversity into the curriculum requires continuous monitoring of the instructional materials used and supplementing these materials with the stories and perspectives of others. Multicultural materials that teachers use should be an integral part of the curriculum in every subject, regardless of how culturally diverse the community. For educators to infuse multicultural education into the curriculum, it is important to realize that extra planning time will be needed to discover ways to make the curriculum and instruction reflective of cultural diversity. To teach multiculturally requires starting where students are and empowering them.

**Curriculum**

In the area of curriculum, Gollnick and Chinn (1994) implied that there were a number of components and concepts that should be included in a multicultural curriculum. Components of multicultural education that might be included are ethnic, minority, and women's studies; bilingual education; cultural awareness; human relations; and values clarification.
Curriculum is more than the composite of courses that students are required to take. Curriculum and instruction used in the process of infusing multicultural education in some school districts are provided to teachers in the form of a guide that outlines the goals, objectives, and activities for their teaching assignments.

In other schools, the textbooks selected for the courses serve as the curriculum guides for the teachers. The teachers' guides that accompany the textbooks usually outline activities and supplementary resources that can be used with the texts. Other teachers are given instructions about the concepts to be taught and the level that students are expected to attain by the time they finish the year. These teachers have the opportunity to select activities, supplementary materials, and textbooks that will assist in that process. This study sought to explore how curriculum and instruction were used to infuse multicultural education.

Currently, theorists state that the efforts to implement multicultural education are inadequate if they are not at least at the infusion, and, preferably, the transformative level (Gay, 1996). According to the NCSS (1997),
Curriculum transformation is necessary for the nation's schools, colleges, and universities to describe accurately the Western roots of American civilization and to depict the diversity that characterizes the West. (p. 139)

The NCSS (1997) published guidelines in an attempt to assist educators with research-based standards for infusing multicultural education. The NCSS offers the following guidelines for infusing a multicultural curricula: (a) The multicultural curriculum should reflect the cultural learning styles and characteristics of the students within the school community; (b) the multicultural curriculum should provide students with continuous opportunities to develop a better sense of self and that this development should be an ongoing process, beginning when the student first enters school and continuing throughout the student's school career; and (c) this development for a better sense of self should include at least three areas:

1. More students should be helped to develop accurate self-identities. Students must ask questions such as, Who am I? In addition, What am I? This will allow students to come to grips with their own identities.

2. The multicultural curriculum should help students develop or improve self-concepts. Students should learn to
feel positive about their identities, particularly their ethnic identities.

3. The multicultural curriculum should help students develop a greater self-understanding.

Other guidelines presented by the NCSS (1996) for the infusion of multicultural education into the curriculum include the following:

1. The curriculum should help students understand the totality of the experiences of ethnic and cultural groups in the United States.

2. The multicultural curriculum should help students understand that a conflict between ideals and realities always exists in human societies.

3. The multicultural curriculum should explore and clarify ethnic and cultural alternatives and options in the United States.

4. The multicultural curriculum should promote values, attitudes, and behaviors that support ethnic pluralism and cultural diversity, as well as build and support the nation-state and the nation's shared national culture.

5. The multicultural curriculum should help students develop their decision-making abilities, social
participation skills, and sense of political efficacy as necessary bases for effective citizenship in a pluralistic democratic nation.

6. The multicultural curriculum should help students develop the skills necessary for effective interpersonal, interethnic, and intercultural group interactions.

7. The multicultural curriculum should be comprehensive in scope and sequence, should present holistic views of ethnic and cultural groups, and should be an integral part of the total school curriculum.

8. The multicultural curriculum should include the continuous study of the cultures, historical experiences, social realities, and existential conditions of ethnic and cultural groups, including a variety of racial compositions.

9. Interdisciplinary approaches should be used in designing and implementing the multicultural curriculum.

10. The curriculum should use comparative approaches in the study of ethnic and cultural groups.

11. The multicultural curriculum should conceptualize and describe the development of the United States as a multidirectional society.
12. Schools should provide opportunities for students to participate in the aesthetic experiences of various ethnic and cultural groups. The study of ethnic and cultural groups should be based on more than social sciences.

13. The multicultural curriculum should provide opportunities for students to study ethnic group languages as legitimate communication systems and to help them develop full literacy in at least two languages.

14. The multicultural curriculum should make maximum use of experimental learning, especially local community resources.

15. The assessment procedures used with students should reflect their ethnic and cultural experiences.

In designing and developing multicultural curriculum, educators may need to look beyond the process of promoting heroes and celebrations to incorporating more comprehensive guidelines and research from the multicultural canon. At the infusion level of multicultural education implementation, educators can be empowered in practice by demonstrating how the typical components of curriculum development can be culturally diversified (e.g., How can sensitivity to cultural diversity be embedded in a
curriculum rationale, statement of goals and objectives, content and learning objectives, and the performance assessment of students) (Gay, 1996). Gay stated that:

The notions of impacting that which is habitual, routine, and fundamental . . . teacher talk is a major component of instruction, and it affects culturally diverse students differently, it should be a primary target for multicultural infusion. (p. 58)

Diaz (1992) summed up the issue of curriculum and multicultural infusion by offering the following viewpoint:

A true multicultural curriculum integrates cultural content throughout subjects (p. 13) and grade levels, placing new content where it is pedagogically and contextually appropriate. The infusion approach involves a review of the entire curriculum and affects all of the school's faculty . . . Also, because the infusion approach reaches a much higher percentage of the student population, there is a greater likelihood that parents or students will raise the question, "Why do we study this nontraditional material"? (p. 13)

This study serves to give educators an overview of guidelines and suggestions that are more comprehensive and researched based, especially in the areas of curriculum design.

Approaches to Multicultural Education Infusion

All major multicultural scholars have developed different approaches to implementing cultural diversity in classroom curriculum and instruction. In some form or another, they include variations of inclusion, infusion,
deconstruction, and transformation. Embedded in all these models are ideas of historical context, developmental growth, and increasing referential and conceptual complexity. Each model also conveys the message that some approaches to dealing with cultural diversity are inherently better than others, and everyone should aim to adopt them (Gay, 1996). Rather than continuing to argue that there is a single best way to do multicultural education to which everyone should adhere, this study has presented multiple legitimate approaches, as reported in chapter 5.

Grant and Skeeter’s Five Approaches

Equally important in capturing the perceptions of multiculturalism are the approaches used. Grant and Sleeter (1999) studied multicultural infusion in teacher education and provided a framework for examining five different teaching approaches that address human diversity—race, ethnicity, gender, social class, and disability. In their book, they provided actual lesson plans in a “before-and-after” format, and comments from students about what turns them on to learning. Their primary goal was to help practitioners examine existing patterns of curriculum and instruction and then learn how to change them to
respond better to human diversity. Grant and Sleeter identified the following five approaches to incorporating multiculturalism in education:

1. Exceptional and Culturally Diverse Approach.
Teaching the exceptional and culturally diverse approach is primarily concerned with the cognitive aspects of learning. The goal of this approach is to facilitate students who are not White, do not speak English, are from low-income homes, are disabled, or are otherwise discriminated against in the mainstream culture. This approach bridges whatever deficiencies or differences they have so that they will be successful in school and will better meet the demands of traditional American life. Provisions of services such as ESOL programs, transitional bilingual classes, remedial and compensatory education classes would be available.

2. Human Relations Approach. The human relations approach, which is the same as the contributions or additive approach, has more of an affective or humanistic focus. This approach promotes feelings of unity, tolerance, and acceptance within the existing social structure. It promotes positive feelings among students, reduces stereotyping, and promotes positive student self-concepts within the school setting.
3. Single-Group Studies Approach. The single-group studies approach is not as global as the human relations approach and is more focused. The goals for this approach are to promote social structural equality and immediate recognition of the identified group. This approach is the same concept as Banks's (1994) additive or contributions approach. Students learn about the culture of a particular group. The students are taught from the perspective of that group. They become aware of how the group has been victimized and with the knowledge of current social issues facing the group, work toward social change which would benefit the identified group.

4. Multicultural Education Approach. The multicultural education approach differs from the previous three approaches in that the emphasis is on total school reform. This approach is similar to Banks's (1994) transformational approach. The goals of this approach are to promote social structural equality and cultural pluralism, respect for those who differ, and support for power equity among groups. Curriculum is organized around the contributions and perspectives of several different groups, and critical thinking and analysis of alternative viewpoints are encouraged.
5. Multicultural and Social Reconstructionist Approach. The multicultural and social reconstructionist approach deals more directly with oppression and social inequities related to race, class, gender, and exceptionality than do the goals of the other approaches. The content of the curriculum builds upon the curriculum of the fourth approach with the addition of the content being organized around current social issues involving racism, classism, sexism, and handicaps. Embedded in this approach is the decision-making and social action approaches suggested by Banks (1994).

Gay’s Approaches to Incorporating Multicultural Education

Gay (1996) offered the following four approaches for incorporating multiculturalism in education: inclusion, infusion, deconstruction, and transformative. She suggested that these systematic approaches are needed at the developmental stages of multicultural education theory. Gay referred to the inclusion stage of multicultural education which is the presentation of heroes. Students are introduced to a host of ethnic minority individuals who have made major contributions to their own cultural groups, as well as to the United States, society, and humankind.
At the infusion level of multicultural education, implementation education can be empowered in practice by demonstrating how the typical components of curriculum development are culturally diversified. Analyzing teaching to determine things that teachers routinely do, and then changing them to be culturally responsive, is an empowering activity. This level of infusion is reflective of Banks's (1996) equity pedagogical level of infusion.

The deconstruction approach, also known as critique, interrogation, and knowledge reconstruction, is similar to the transformational approach. Students are groomed to be healthy skeptics who are constantly questioning existing claims to social and academic truths in search of new explanations and to determine if the perspectives of different ethnic and cultural groups are represented. Nothing is sacrosanct, infallible, perfect, totally finished, or purely objective. Students discern author biases, determine whose story is being told, and validate it from which point-of-view, determine how to engage in perspective taking, as well as how to be self-monitoring, self-reflective, and self-renewing, especially in relation to issues of cultural diversity.
The transformative approach, which is the same as the social action and decision-making approach, focuses on constructing new realities, new systems, and new possibilities. This approach is the action response to deconstructive processes. Since deconstruction focuses on thinking and imagining new explanations of culturally pluralistic social situations, transformation takes the revisioning processes to its conclusion by acting upon the mental constructions. Transformation uses models, facsimiles, simulations, and actual creations that involve students in various forms of social and political actions. Within and outside schools, the transformation approach symbolizes moral and ethical commitments to freedom, equality, and justice for culturally diverse peoples.

**Banks’s Four Levels of Multicultural Integration**

Significant to this study, and comparable to Gay’s theoretical approaches (1996), is Banks’s multicultural theory (1992). Banks identified four levels encompassing four approaches at which multicultural education is integrated into the curriculum. He argued that multicultural education must move beyond content reform to issues of process.
Overall, Banks's approaches (1992) of infusing multicultural education into the curriculum differ from each other in terms of the extent or levels to which ethnic content is integrated into the curriculum:

At Level 1, the contributions approach, heroes, cultural components, holidays, food festivals, international days, and other individual elements are added to the curriculum, often on special days or occasions.

At Level 2, the additive approach, content, concepts, themes, and perspectives are added as supplements to the curriculum without changing its basic structure, purpose, and characteristics. According to Banks (1992), neither the contributions approach nor the additive approach challenges the basic structure or canon of the curriculum to the higher levels of infusion. Cultural celebrations, activities and content are inserted into the curriculum within its existing framework and assumptions. When these approaches are used, the selection of people, events, and interpretations related to ethnic groups and women often reflect the norms and values of the dominant culture rather than those of cultural communities.

At Level 3, the transformation approach, change occurs to the canon, paradigms, and basic assumptions from which
curriculum is viewed. The perspectives of cultural groups are integrated into course content to help students understand how cultural groups emerged from a synthesis and interaction of diverse cultural elements. By transforming the curriculum multiculturally, students are better able to understand concepts, events, and people from diverse ethnic and cultural perspectives. They begin to think critically and to develop skills to formulate, document, and justify their conclusions and generalizations (Banks, 1994).

At Level 4, the decision-making and social-action approach, the transformative curriculum is extended by enabling students to pursue projects and activities that allow them to take personal, social, and civic actions related to the concepts, problems, and issues they have studied. Students make decisions on social issues involving cultural groups and may take constructive social action to solve them.

The four dimensions that move the teacher beyond content reform to issues of process are (a) content integration (b) the knowledge construction process (c) equity pedagogy (d) and empowering school culture (Banks, 1991).
The first two dimensions, content integration and the knowledge construction process, focus on developing what Banks (1991) called a transformative curriculum. Teachers used examples and content from a variety of cultures and groups to illustrate essential concepts, principles, generalizations, and theories in their subject area or discipline. Infusions of ethnic and cultural content into the subject areas, social studies and language arts, yield more opportunities.

According to Banks, "this infusion should be logical and not contrived" (p. 3). The second involves the process by which teachers help students to understand, to investigate, and to determine how the implicit cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways in which knowledge is constructed within it. This infusion process is best integrated when studying science and social studies.

The equity pedagogical process involves modifying teacher practices to be more consistent with a wide range of student abilities and learning styles. Teachers modify their teaching in ways that will facilitate the academic achievements of students from diverse racial, cultural, gender, and social-class groups.
Finally, by providing an empowering school culture, teachers and administrators promote social, racial, and social-class equality within classrooms and schools. This refers specifically to monitoring grouping and labeling practices, interactions among staff and students, and disproportionate enrollment in gifted and special education. Grelle & Metzger (1997), stated that "teachers who do not work toward student empowerment may themselves feel invisible or disempowered" (p. 157).

Thus, as this study explored how teachers infused multicultural education into the curriculum by investigating what the teachers were doing, how they were doing it, and what constraints, if any, were experienced in infusing multicultural education into the curriculum, the researcher used Banks's (1994) transformative approach to guide the study. The transformative approach to multicultural infusion is designed to empower students with the knowledge and skills that can help them become critical thinkers and influential citizens. Although the approaches identified by Banks (1992), Gay (1996), and Grant & Sleeter (1999), do not correlate exactly, they are all conceptually similar.
Research in multicultural education is an international phenomenon. This researcher discovered that the issue of integrating multicultural strategies and activities into the curriculum has been studied by several professionals in the field of multicultural education and that school districts across the United States are adjusting curricula to infuse it.

In studying multicultural education over the past decade, researchers have concluded that one can select almost any educational literature and find some mention of teaching from a multicultural perspective. Most of the information, however, still contains the basic strategies and suggestions of celebrating cultural diversity, with certain months reserved for various ethnic groups, or their heroes, and the festivals that are popular among educators.

**State and District Responses**

The Florida Department of Education (1994) sought to make multicultural education a number one priority by legislating an amendment to Section 229.594 of the Florida Statutes, known as Blueprint 2000: A System of School Improvement and Accountability. This is also known as the Florida Multicultural Education Act of 1992 or Bill PCB PS 92-02.
Since 1991, educators in the state of Florida have had a legal responsibility in the form of a mandate to serve Florida’s minority populations. Bill PCB PS 92-02, passed in 1991, reads in part:

Whereas, the 1991 Florida Legislature recognized that in order to live, learn, and work in a pluralistic world, the children of this culturally diverse state need to build an awareness of their cultural and ethnic heritage, develop an understanding, respect, and appreciation of the history, culture, and contributions of other groups, and eliminate personal and national ethnocentrism so that they understand that a specific culture is not intrinsically superior or inferior to another. (p. 58)

As a result of the Florida Consent Decree (Florida Department of Education, 1994), that ordered training for teachers that taught limited English Proficient Students, virtually all teachers in the state of Florida are now required to receive training in multicultural issues. In 1991, the decree came about as a result of an out-of-court settlement between the Florida Department of Education and various Hispanic advocacy organizations. As a result of this court order, in 1991, former Commissioner of Education of Florida, Betty Castor, formed a multicultural education task force. The task force was charged with the mission of examining curriculum, inservice training, and other aspects of education in the state of Florida.
In 1993, the Florida Department of Education issued a report based on the findings of the task force. The report revealed that over 38% of Florida's students were minorities and the number is increasing, especially in Southeast Florida, where up to 60% of the students are racial and ethnic minorities. African Americans comprised 24% of the student population, and Hispanics accounted for 12% of Florida's students. The Task Force reported that in the 1992-93 School Year, about 63% of these students, mostly Hispanics, were in ESOL programs.

In addition, the report (Florida Department of Education, 1993) indicated that in the area of training, Florida teachers and other personnel in multicultural education or pre-service teacher education programs were not adequately prepared to manage multicultural issues or to design and implement related strategies in the school environment.

Further, the Florida Department of Education report (1993) indicated that many teachers in Florida were unaware of multicultural training or related activities in their districts. Some districts were providing inadequate inservice support, and the multicultural training provided was inadequate or of poor quality even though it was
extensive and needed. The Task Force summarized its findings by recommending more and better training for teachers. (p. 9)

The 1993 Florida Department of Education report implied that in the areas of writing skills, mathematics, the Grade Ten Assessment Test, and the High School Competency Test, there was a consistent difference in achievement between non-Hispanic Whites, Hispanics, and African Americans. It was also shown that there was a consistent pattern of disproportionate representation in the area of discipline. The data revealed that Hispanics were the least often suspended at a rate of 6%, followed by 6.5% of Whites, and 14% of African Americans.

The report compiled by the task force (Florida Department of Education, 1993) also depicted disproportionate numbers for minorities among dropouts: Whites, 5%; African Americans, 9%; Hispanics, 7.5%; Asians, 2.5%; and Native Americans, 6%.

The task force made several essential recommendations, including the following:

1. Each school district should establish a multicultural education task force to develop district-wide policies and guidelines to address the goals of Blueprint
2000, and local schools should update their policies and
guidelines to infuse multicultural education.

2. The Florida Department of Education Blueprint 2000 (1994) pointed out that in meeting the requirements of (2)(a), Florida Statutes, all school districts should broaden the variety of activities and training in multicultural education to address Goal 3 of Blueprint 2000 Student Performance, and Standard 1 of Goal 3; "Florida students locate, comprehend, interpret, evaluate, maintain, and apply information . . . in order to perform tasks and/or for enjoyment" (p. 26).

Also addressed was Goal 6 of Blueprint 2000, Teachers and Staff, and Standard 1 of Goal 6. "All teachers and staff demonstrate the skills, values, and knowledge needed to assist students in meeting the standards and outcomes" (p. 38).

3. Performance standards be established and implemented for multicultural education (Florida Department of Education, 1994).

The School Board of Broward County (1989) implemented the infusion of multicultural education in schools throughout the district. The School Board wrote that, "the purpose of multicultural education was to facilitate
improvement in learning by all students while at the same time providing a multicultural curriculum that meets the needs of a multicultural, multiethnic society."

Ethnic Diversity of Broward County Public Schools

A report issued by the School Board of Broward County (1998) describes the Broward County, Public Schools as one of the most culturally diverse public school systems in the United States. Data collected by the School Board revealed information about the top ten countries represented among the student population in the county, and the top ten languages spoken among those who were Limited English Proficient (LEP) (see Table 2).

In December 1989, The School Board of Broward County decided to adopt a resolution to implement a comprehensive African/African American curriculum through an infusion program. During the same school year, a decision was made to expand the infusion program to include not only African American content but also Hispanic, Native American, Caribbean/Haitian, and Asian American content. The following pie graph is an illustration of the racial breakdown of Broward County Public Schools for the 1996-1997 School Year (see Figure 1).
### Table 2

**Top Ten Countries Represented and Languages Spoken in Broward County, Florida, Public Schools 1996-1997**

<table>
<thead>
<tr>
<th>Top 10 Countries</th>
<th>Top 10 Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Haiti</td>
<td>3,991</td>
</tr>
<tr>
<td>2. Jamaica*</td>
<td>3,864</td>
</tr>
<tr>
<td>3. Colombia</td>
<td>1,638</td>
</tr>
<tr>
<td>4. Brazil</td>
<td>1,399</td>
</tr>
<tr>
<td>5. Bahamas*</td>
<td>1,321</td>
</tr>
<tr>
<td>6. Venezuela</td>
<td>1,243</td>
</tr>
<tr>
<td>7. Peru</td>
<td>986</td>
</tr>
<tr>
<td>8. Canada*</td>
<td>917</td>
</tr>
<tr>
<td>10. Mexico</td>
<td>677</td>
</tr>
</tbody>
</table>

**Note.** Adapted from "Diversity of the Broward County Public Schools" Broward Educator, 1998, in the *Sun Sentinel*, p. 5.  
*English-speaking countries.*
Figure 1. Racial breakdown of the diversity of Broward public schools. Reprinted from “Diversity of the Broward County Public Schools” Broward Educator, 1998, in the Sun Sentinel. P. 5.
It is the philosophy of the Multicultural Education Department of the School Board of Broward County (1989) that,

multicultural education is of importance to the diverse pupil population of Broward County in that it will provide them with an education that expresses diverse views of history and culture and recognizes multiethnic contributions.

The School Board of Broward County (Broward, 1989) has adopted a multicultural curriculum that integrates culturally diverse education in the social studies program through various infusion programs aimed at specific groups. The School Board defines the infusion program as the inclusion of specific ethnic content in the curriculum, which has been systematically excluded. African/African American infusion is one such inclusion.

The School Board (1989) plan for the infusion of multicultural education called for the careful integration of special content into the curriculum through lesson plans especially developed for infusion. The lesson plans were specifically correlated with the scope and sequence of the textbooks according to unit and chapter arrangement following the chronological sequence of history, where applicable.
Beginning in 1990, the School Board of Broward County began to infuse multicultural education into the curriculum. From 1990 and through 1992, African/African American information was infused. By the end of the 1992 to 1993 school year, expansion of the program included Hispanic, Native American, Caribbean, and Haitian content.

Through the infusion program, students were taught an understanding of historical events, cultural precepts, and contributions of the people of Africa and their descendants, the African Americans, to the development of the United States of America. This formula was also used to infuse Hispanic, Asian, and Caribbean/Haitian culture into the curriculum.

In 1994, Twyman and Younkin conducted an evaluation of the multicultural infusion program for the School Board of Broward County, Florida. The formative evaluation surveyed the teachers participating in the program. Data were collected through a review of program, school, district records, and representative teacher lesson plans. Interviews were conducted with program staff, school-based and district administrators, teachers, students, and parents.
According to this report, the evaluation team made on-site visits to representative elementary, middle, and high schools, where they spoke to teachers, administrators and counselors, examined the schools' organization for multicultural infusion, observed classes in session and spoke to the students. There were also semi-structured focus group interviews with representative samples of teachers, principals, and community groups working with the Multicultural Education Department.

The second evaluation (School Board, 1994) reported that at the elementary level, subject area lesson plans were purchased from Portland, Oregon, where a successful multicultural program had been developed. According to the study, these lesson plans were used for infusion of multicultural history and culture into the elementary language arts, science, social studies, and math, music, and art curriculum.

At the elementary level, data collected revealed that teachers used materials innovatively for exhibits and displays, materials and ideas was shared, and local PTAs, guest readers, and role models from all ethnic groups were invited into classrooms. Results of the study revealed that 53% of the teachers felt that the Multicultural
Education Infusion Program (MEIP) (School Board, 1994) significantly affected the way they organized and presented information to students.

The study also revealed that infusion lesson plans developed and distributed by the MEIP office were used regularly by 61% of the teachers. While much has been written on incorporating multicultural education into the curriculum, the state of Florida reported that many of the programs and practices highlighted in the 1993 report from the Florida Department of Education have not yet reached the goal of comprehensive infusion.

The task force conducting the review made several essential recommendations to increase the extent to which districts are providing multicultural education, to increase the extent of training for Florida teachers and other personnel, and to improve student performance.

One key recommendation that was used to guide this study was a request from the Florida Department of Education report (1993) that research be conducted identifying minority students who were successful in school and that studies on the use of culturally sensitive pedagogy, resilience, and other characteristics of successful minority students be examined and applied, where
appropriate, to Florida's school improvement process. Further, the Florida Department of Education should ensure that all schools where minorities and low-income students are not performing at the norm, or above, develop specific strategies that target improving their performance.

Multicultural education has received considerable attention in Broward County Public Schools within the past 10 years. Today, students and teachers of the Broward County Public Schools participate in various multicultural programs in an effort to create an environment in which students can understand, respect, and ultimately value cultural diversity.

This researcher attended a meeting of elementary teachers with the coordinator of multicultural education of the Broward County, Florida, Public Schools, teachers were given an overview of the resources and assistance available to them through the Multicultural Education Department. These services included:

1. Setting up a network of teachers and coordinators to assist with filtering the resources and information to the general community of educators.

2. Displaying multicultural works of students in various locations at the Board of Education Building.
3. Offering workshops and symposiums to dispense information on the multicultural education infusion process.

4. Grant writing and paying for teachers to attend selected workshops through the arts and cultural enrichment program.

5. A Student Enrichment Directory.

6. Activity guides.

7. Thematic curriculum guides.

8. A community resource person and business partners.


**Summary**

The emphasis the Broward County Schools have placed in multicultural infusion provides fertile ground for a study in the perceptions about and infusion of multicultural education of selected middle school educators in the language arts curriculum. Sanchez (1997) summarized the essence of multicultural education infusion by stating that "Development and implementation of a multicultural curriculum must eventually be evaluated for effectiveness" (p. 163).

This study is one way of describing and analyzing the development and implementation of multicultural education
in the language arts curriculum of selected middle schools in Broward County, Florida, Public Schools, through the perspectives of teachers, administrators, coordinators, media specialists, and staff.

The bulk of the research on multicultural education suggests that this method of teaching requires the incorporation of cultural diversity throughout the total learning process. It seeks, listens, and incorporates student voices—students are encouraged to speak from their own experiences, promoting critical thinking. The learning styles of students consistent with the teaching styles of teachers are used to develop effective instructional strategies and require examining sensitive issues and topics ranging from historical and contemporary events from the perspective of all races, genders, ethnic groups, and religions (Gollnick & Chinn, 1994).

Curriculum and instruction development plays an integral part in the infusion of multicultural education. The objective is to transform the curriculum to help students from diverse cultures learn how to transcend their cultural borders and to engage in dialogue and action essential for the survival of the democratic political system and way of life (NCSS, 1997).
The NCSS (1997) suggests that:

curriculum and instruction should reflect the cultural learning styles and characteristics of the students within the school community. The curriculum should provide students with continuous opportunities to develop a better sense of self; it should help students understand the totality of the experiences of ethnic and cultural groups in the United States; it should help students develop the skills necessary for effective interpersonal, interethnic, and intercultural group interactions; and it should help students to view and to interpret events, situations, and conflict from diverse ethnic and cultural perspectives and points of view (pp. 144-148).

Created by the Florida Department of Education (1993) on the state level, the task force reported that preservice teacher education programs have not adequately prepared most teachers to manage multicultural issues or to design and implement related strategies in the school environment.

The task force made several important recommendations to the Florida Department of Education (1993) to correct the problem:

1. Each school district should establish a multicultural education task force.

2. All school districts should broaden the variety of activities and training in multicultural education.

3. All teachers and staff should demonstrate the skills, values, and knowledge needed to assist students.
4. Performance standards should be established and implemented for multicultural education.

In response to Florida’s laws and policies governing multicultural education infusion, the School Board of Broward County, Florida, (1989), implemented the infusion of multicultural education in schools throughout the district. This was carried out through resolutions, and the expansion of the curriculum to include African American, Hispanic, Native American, Caribbean/Haitian, and Asian American content. The School Board defined the infusion curricula as the inclusion of specific ethnic content into the curricula that had been systematically excluded.

Reviews of the approaches to infuse multicultural education revealed a consensus of the importance of integrating the process through various levels. These levels included the contributions approach, the additive approach, the transformation approach, the decision-making/social-action approach, the inclusion approach, the infusion approach, and the deconstruction approach (Banks, 1994; Gay, 1996). These approaches took on four dimensions that move the teacher beyond content reform to issues of process. These four dimensions are (a)
content integration, (b) the knowledge construction process, (c) equity pedagogy, and empowering school culture. The ultimate goal of the four dimensions is to reach a level of curriculum transformation (Banks, 1994).

The purpose of this study is to understand the infusion of multicultural education into the language arts curriculum from the perspective of middle school language arts teachers, as well as administrators, district personnel, staff, and media specialists. The perspectives of teachers are critical in providing firsthand experiences and best practices to assist others in understanding how to successfully infuse multicultural education into the curriculum. A multiple site case study was used as a means to provide an understanding of how the infusion process was conducted. The next chapter presents an overview of the methodology of this research.
CHAPTER 3

METHODOLOGY

To understand practitioners' point-of-view about their experiences of infusing multicultural education into the curriculum and to document what transpires inside the classroom, a qualitative study of the infusion of multicultural education into the language arts curriculum of six public middle schools in Broward County, Florida, using the case study method was designed. Yin (1994) described the case study method as the preferred strategy when how or why questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context.

This researcher will use the case study method to answer how teachers infuse multicultural education into their curriculum. The method will also allow the researcher to retain the holistic and meaningful characteristics of real-life events of teachers' involvement with the infusion of multicultural education into the language arts curriculum (Yin, 1994).
This study fits Yin's (1994) explanation of the case study method as participants were selected educators involved in the infusion of multicultural education into the language arts curriculum. In this study, the investigator had little control over how multicultural education is infused at a particular site. Finally, the study of the infusion of multicultural education into the curriculum is a contemporary, real-life topic; but the relevant behaviors cannot be manipulated.

Research Design

An important principle for conducting case studies is the use of multiple sources when collecting data (Yin, 1994). Yin stated that, "The use of multiple sources of evidence to develop a converging line of inquiry enhances the validity of the study by allowing the data to follow a collaborator mode" (p. 92).

The data collection methods used for this study were interviews, observations, and document reviews. This case study was designed to use triangulation, a combination of techniques rather than a single technique, to collect data. Triangulation increases the confidence in research findings through corroboration, elaboration, or illumination of the research question (Denzin, 1988; Rossman & Wilson, 1985).
Patton (1990) suggested that triangulation is the recognition that the evaluator needs to be open to more than one way of looking at a program. Triangulation is described more comprehensively later in this chapter.

**Researcher’s Role**

In qualitative studies, the researcher is the instrument. The researcher’s presence in the lives of the participants invited to be part of the study is fundamental to the paradigm (Marshall & Rossman, 1995). The researcher enters into their lives and brings a range of personal biases and assumptions that are sustained and intensive or is relatively brief, but personal (Locke, Spirduso, & Silverman, 1993).

The researcher started this study with a recognition that she had a vested interest in its outcome. The researcher believed that there were valuable educational rewards in teaching from a multicultural perspective versus the occasional celebration of a special holiday or event.

The researcher’s interest in studying the infusion of multicultural education in the curriculum began in 1992 when she became the liaison between a school and the county multicultural education department.
The researcher's knowledge and experiences of using multicultural education strategies in the curriculum came from completing extensive research on the topic and in writing and presenting several papers for various graduate courses. Extensive involvement with multicultural infusion in education has, in the opinion of the researcher, brought certain biases and assumptions to this study.

**Biases and Assumptions**

Biases and assumptions that this researcher brought to this study include:

1. Multicultural education is a necessary element in the academic achievement of all students but especially students of color.

2. Instructional practice is enriched through multicultural education because it serves the need of a diverse student population.

3. Implementation of multicultural education in the curriculum will vary among individual teachers and individual schools.

4. Teachers should be continually encouraged to teach from a multicultural perspective.
5. Training should be ongoing for faculty and staff in the infusion of multicultural education into the curriculum.

6. The infusion of multicultural education is often an add-on package that includes only racial minorities, or gender issues in its initiatives.

7. Classroom teachers are the single most important factor in the implementation or nonimplementation of multicultural education in the curriculum.

8. Some participants have reservations about infusing multicultural education because of a lack of knowledge, training, valid and accurate resources for going beyond the "Teepee, Chitlin and Festival" approach to multicultural infusion (Banks, 1977).

**Research Sampling**

The single case studied in this research is the School District of Broward County, Florida. The multiple sites studied within the school district are six public middle schools. The participants were selected language arts teachers, media specialists, and assistant principals at the six selected sites.

The School District of Broward County, Florida, is the fifth largest school district in the nation. It comprises
a total of 22,119 employees and 217,218 students which represent 167 countries. There are 120 elementary schools, 33 middle schools, and 23 high schools. The district's student population consists of 35%, African Americans; 47%, Whites; 14%, Hispanics; 2%, Asians; 30%, Indian; and 40%, multiracial. Data from 1997-1998 reveal that there are 17,514 children in ESOL programs, 12 foreign languages taught, and the mobility rate (the rate at which students enroll and withdraw from a school within a year) at the middle school level is 28%. Thirty-five percent of the total population come from families living near or below the poverty level (Annual Report, School Board of Broward County, 1997).

Site Selection

In applying purposeful sampling to this study, a list of the 33 middle schools within the School District of Broward County was mailed to the Director of the Multicultural/Foreign Language Curriculum Department (see Appendix A). To assist with site selection, the Director was asked to identify schools on the list that had reported implementing multicultural education into their language arts or social studies curriculum from the 1992-1993 school year to the present.
The Director responded with a list of 25 out of 33 middle schools that met the criteria. Several schools had implemented the multicultural infusion programs into their language arts or social studies curricula beginning with the 1990-91 school year.

Using the list from the Director of middle schools implementing multicultural infusion (see Appendix B), principals at 25 schools were sent a letter outlining the purpose of the study, requesting permission to conduct the study in their schools, and seeking assistance in identifying a contact person to serve as liaison between the researcher and the school (see Appendix C).

Attached to the letter to the principals was a copy of the consent form (see Appendix D) and a copy of the letter from the School Board of Broward County Research and Development Department giving permission for the study to be conducted (see Appendix E). Of the 25 principals, 16 gave their permission for the study to be conducted at their sites. To lower the number of schools in the study, 6 of the 16 schools were selected because of a high minority student population and other criteria described later from those where the principal gave permission.
The sites selected were from three areas, (north central, south), comprising Broward County Public schools, the Department of Multicultural Education, and other office locations. Six of the sites studied were middle schools. A total of nine site visits were made. School sites selected included: one school from the north area, two from the central area, and three from the south area of the county representing a diverse group of those involved with the multicultural infusion program.

The school sites selected in this study were similar to each other in demographics presented in Table 3. Similarities included the student population totaling over 1,200, over 1,000 students on free or reduced lunch, and eighth grade reading scores above the 30th percentile. All schools had an ethnic composition that was predominantly Black and Hispanic. They were similar according to the following criteria: setting, urban; socioeconomic status of the community, number of students on free or reduced lunch; enrollment; mobility rate; average class size; spending per student, regular program; ESOL; test scores, Stanford Achievement eighth grade reading scores.

The sites studied were selected based on researcher beliefs that teachers in schools that are predominantly
Table 3

Profiles of the School Sites Selected

<table>
<thead>
<tr>
<th>School Sites Selected</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic Variables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Student Population</td>
<td>1051</td>
<td>1611</td>
<td>1755</td>
<td>1647</td>
<td>1668</td>
<td>1446</td>
</tr>
<tr>
<td>Free or Reduced Lunch</td>
<td>571</td>
<td>800</td>
<td>1041</td>
<td>436</td>
<td>1031</td>
<td>971</td>
</tr>
<tr>
<td>Mobility Rate</td>
<td>37%</td>
<td>41%</td>
<td>34%</td>
<td>24%</td>
<td>32%</td>
<td>33%</td>
</tr>
<tr>
<td>Average Class Size (6-8)</td>
<td>26</td>
<td>30</td>
<td>26</td>
<td>28</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>LEP Students</td>
<td>2%</td>
<td>9%</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Grade 8 Reading Scores</td>
<td>37%</td>
<td>42%</td>
<td>38%</td>
<td>56%</td>
<td>32%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Note. S1-S6 represents school name and number, U=Urban, LEP=Limited English Proficient. Grade 8 Reading Scores are of students on grade level.
African American and Hispanic would be more likely to infuse multicultural education. Other criteria used to select schools that had these faculty included: schools that voted to adopt a multicultural focus in school-wide policies, and curriculum development, and schools that adopted benchmarks in the school improvement plan that addressed using various multicultural activities, programs, and training of staff to infuse multicultural education school wide. The researcher believed the above-mentioned criteria were significant in identifying schools who had or were attempting to create a multicultural focus on a school wide level.

The researcher believed that schools having faculty members who believe that teaching from a multicultural perspective is the key to academic improvement among students of color, were more apt to infuse multicultural education in the curriculum.

Preference was also given to sites that reported on-going multicultural activities in their infusion process as indicated in the School Improvement Plan. While there can be more confidence in a study involving multiple sites, the sites selected will not necessarily make the findings generalizeable to other settings. Each site "has a few
properties it shares with many others, some properties it shares with no others" Miles and Huberman, (1994).

The common properties of the selected sites are no guarantee that the data gathered would be transferable, even to other sites that have the same properties. However, the similarities of the sites selected and the similarity of the findings will suggest that they have potential to be useful to others.

For confidentiality purposes, the middle schools were called middle schools S1, S2, S3, S4, S5, and S6. The principals of each site gave permission for access to the facility. In-depth interviews were conducted with middle school language arts teachers in schools which implemented multicultural education as a School Improvement Team Goal.

The racial and ethnic composition of the instructional staff was also a demographic variable that was considered for each site (see Table 4). At each site selected, the ethnic make-up of the student population was composed predominantly of students of color (see Table 5), and the ethnic make-up of the instructional staff was predominantly Caucasian.
### Table 4

Racial And Ethnic Composition Of Instructional Staff

<table>
<thead>
<tr>
<th>School</th>
<th>Black</th>
<th>White</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Indian</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>17%</td>
<td>80%</td>
<td>3%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>S2</td>
<td>17%</td>
<td>71%</td>
<td>8%</td>
<td>0</td>
<td>4%</td>
</tr>
<tr>
<td>S3</td>
<td>20%</td>
<td>78%</td>
<td>1%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>S4</td>
<td>21%</td>
<td>74%</td>
<td>3%</td>
<td>2%</td>
<td>0</td>
</tr>
<tr>
<td>S5</td>
<td>29%</td>
<td>70%</td>
<td>0</td>
<td>1%</td>
<td>0</td>
</tr>
<tr>
<td>S6</td>
<td>37%</td>
<td>57%</td>
<td>2.9%</td>
<td>1.5%</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

### Table 5

Student Population: Ethnic Composition

<table>
<thead>
<tr>
<th>School</th>
<th>Black</th>
<th>White</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Indian</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>41%</td>
<td>44%</td>
<td>13%</td>
<td>1%</td>
<td>.56%</td>
</tr>
<tr>
<td>S2</td>
<td>55%</td>
<td>35%</td>
<td>8%</td>
<td>1%</td>
<td>.18%</td>
</tr>
<tr>
<td>S3</td>
<td>62%</td>
<td>17%</td>
<td>18%</td>
<td>2%</td>
<td>.05%</td>
</tr>
<tr>
<td>S4</td>
<td>35%</td>
<td>39%</td>
<td>20%</td>
<td>4.5%</td>
<td>.18%</td>
</tr>
<tr>
<td>S5</td>
<td>44%</td>
<td>39%</td>
<td>15%</td>
<td>1%</td>
<td>.52%</td>
</tr>
<tr>
<td>S6</td>
<td>58%</td>
<td>16%</td>
<td>23%</td>
<td>1.66%</td>
<td>.28%</td>
</tr>
</tbody>
</table>
Selection of Participants

Purposeful sampling was used to select the participants. According to Patton (1990) purposeful sampling focuses in depth on relatively small samples, even single cases (n=1), selected purposefully. The logic and power of purposeful sampling lies in selecting information-rich cases for study in depth. Patton states that information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposeful sampling (p. 169).

The participants (N=48) were chosen from a group of educators who served culturally diverse populations in an urban setting and who were identified by the site administrators as infusing multicultural education into the curriculum. Seidman (1991) and Tesch (1990) suggested that purposeful sampling allowed the views of truly representative members of the subgroup to be extensively studied consistent with qualitative methods.

The data collection process commenced with the use of purposeful sampling techniques, as well as with the use of
other techniques, such as snowballing or chain sampling (Patton, 1990; Seidman, 1991).

Of the 48 participants, 26 participants were interviewed using a formal semistructured process. These interviews ranged from 30 minutes to 2 hours in length. An additional 22 informal interviews were conducted as a result of snowball or chain sampling effect.

The criteria for selecting participants to interview were based on information-rich informants who had participated in or who had knowledge of the infusion of multicultural education into the curriculum process in Broward County, Florida, Public Schools. From the list of schools provided by the Director of Multicultural Education, this researcher then contacted the principal of each school by letter. The principals were notified of the purpose of the study and that permission had been granted by the Research and Evaluation Department of Broward Schools to conduct this study. Permission was requested to enter the facility to conduct the observations, document reviews, and interviews.

Once the principals gave their approval, they were asked to recommend teachers in the language arts department to interview regarding the extent of the infusion of
multicultural education into their curricula. The principals at each site were also asked for permission to interview any participants or informants they believed possessed the experience, ability, and communication skills to provide the information sought (Crabtree & Miller, 1992).

The final selection of information-rich participants at each site included the department head for language arts, the assistant principal in charge of curriculum, and the media specialist at each site. All participants were contacted by telephone and were apprised of the purpose of the study and were asked for their participation.

Participants in the formal interview process included 6 department heads, 6 assistant principals, and 6 media specialists for a total of 18. Each of the 6 department heads then recommended 3 teachers in their department to interview and observe for another 18 subjects, bringing the total to 36. The department chairs were asked to use the following criteria for recommending teachers: (a) teachers who used cooperative learning and collaboration techniques in their classrooms and (b) teachers who used instructional strategies which incorporated multicultural perspectives into their instruction for observation and interviews. An
initial visit before the actual interview was held to create a nonthreatening atmosphere and to establish procedures to adequately protect the rights of the participants (Seidman, 1991).

Those persons included in the study were considered key informants since they were considered to be people who are particularly knowledgeable and articulate, people whose insights can prove particularly useful in helping an observer understand what is happening (Patton, 1990). In the selection of participants, the researcher also considered ethnicity, disciplines, and teaching experiences.

Snowballing or chain sampling was an approach that was used to locate additional informants to interview (Bogdan & Biklen, 1992). Through the snowballing and chain sampling techniques, certain department heads and assistant principals recommended an additional 12 participants, bringing the total from 36 to 48. The 12 additional participants were interviewed using informal interviews. Each of the 48 participants either selected from the purposeful sampling, chain sampling, or snowballing did, in fact, participate and are included in the analysis of data.
The assistant principals were questioned about how they infused multicultural education into the curriculum; their contribution to the process; and the availability of multicultural materials, supplies, curriculum, and instructional planning time. The school media specialist was interviewed about the availability of books and multimedia resources on multicultural education or the diverse population in the school.

Data Collection

The data collected were qualitative in nature using interviews, observations, and document reviews. Over a period of 4 months, the researcher spent approximately 40 hours at the six schools, during which 48 participants were observed or interviewed for approximately 14 hours. The researcher also attended meetings and did more general observations throughout the school.

Interviewing

The researcher combined the techniques of Seidman's (1991) and Patton's (1990) interviewing techniques that are semistructured, in depth, and focused. Open-ended questions were asked once the interview had begun. The interviewer rarely asked questions and then only for clarification to move the interview to a different level or to check on
understanding. Primarily, the words were those of the participants.

Participants answered open-ended questions to reflect their perceptions and beliefs on the infusion of multicultural education into the language arts curriculum. They stated their ideas about infusion strategies, beliefs about the infusion process, and the impact of infusion strategies on their beliefs. Participant answers were analyzed to discover the patterns in the infusion of multicultural content into the curriculum.

Hand notes were used to record some of these interviews because some participants did not want to be tape-recorded. These informal interviews typically lasted less than 1 hour. The 48 formal, informal, and semistructured interviews were used in the final analysis of data.

The initial interviews ranged from 30 minutes to 2 hours in length. Follow-up interviews or contacts to gather additional information, or to clarify prior interviews, were from 30 minutes to 1 hour long. Total hours spent gathering information from each participant is represented in Table 6.
Table 6

Interviews Conducted-Sites and Hours

<table>
<thead>
<tr>
<th>Locations</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>Hours</td>
<td>2.5</td>
<td>4.0</td>
<td>4.0</td>
<td>5.0</td>
<td>5.0</td>
<td>6.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Specialists</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Hours</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Hours</td>
<td>.30</td>
<td>.30</td>
<td>.30</td>
<td>.30</td>
<td>.30</td>
<td>.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Curriculum Specialist</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts*</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dir. Multicultural Education Department</strong>*</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resource Teacher</strong>*</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>4.0</td>
<td>5.5</td>
<td>5.5</td>
<td>6.5</td>
<td>6.5</td>
<td>7.5</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td><strong>Cumulative Hours</strong></td>
<td>39.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. *Curriculum Specialist of Language Arts-County Position. *Dir..Director of Multicultural Education-County, *Resource Teacher-Resource Teacher Multicultural Education Department-County.or stress because of participation in this study, the participants were given certain assurances of confidentiality.
The interviews were held in a place mutually agreeable to participant and interviewer. It was the interviewer's desire for the interviews to take place in the school where the teachers taught. This allowed the participants to remain at their school sites and gave the interviewer the opportunity to observe the setting and the students in the school where the infusion occurred. Two practice interviews were completed in an ESOL classroom to test the interview guide being proposed. Interviews were completed within a 3-month period beginning in October 1997.

Principals were telephoned to confirm receipt of the letter, to recommend interviewees, and for permission to visit the site. Two interviews were done with each language arts teacher. The first interview of the formal interviews was approximately 1 hour long. The researcher informed the language arts teacher. In an attempt to avoid potential discomfort participants of their right to know who would transcribe and analyze the audio tapes or interview notes; that confidentiality and anonymity would be maintained; that the audiotaped interview transcripts and the signed consent forms would remain in the physical possession of the researcher and would be secure. The initial interviews also gave the researcher an opportunity to establish the
context of the participants' experiences, often referred to as a "focused life history". The participants were asked to tell as much as possible about themselves in light of the topic up to the present time (Seidman, 1991).

The second interview allowed participants to reconstruct the details of their experiences in the context in which they occurred and provide details of their experiences. Participants were asked to concentrate on the concrete details of their present experiences in the topic of the study; participants were also encouraged to reflect on the meaning their experiences held for them, often referred to as a "reflection on the meaning".

The interviews began with an initial discussion of the interview process and consent form, required for Florida Atlantic University research and by The School Board of Broward County. This was also for clarity, prevention of misunderstandings and simple courtesy. Participants were asked to sign the consent form giving permission to be interviewed, and a brief review of the questions followed.

Interview guides that contained a list of questions to probe and explore the infusion of multicultural education into the language arts curriculum were used. The interview guides included: a Teachers' Interview Guide (see Appendix
F), an Administrators' Interview Guide (see Appendix G), a Directors of Multicultural Education Interview Guide (see Appendix H), and an Interview Guide for the County Curriculum Specialist for Language Arts (see Appendix I).

Each interview began with the participants being asked to divulge demographic information, including age, academic major, years taught, and to provide a descriptor term for their ethnicity. The remaining interview questions were open-ended and allowed the participants to relate their experiences and methods of infusing multicultural education into the curriculum. Snowball or chain sampling and follow-up interviews ranged from 30 minutes to 1 1/2 hours. Non-teacher interviews were the result of snowballing, essential informants, or very informed support personnel.

While an interview schedule was not used, the interviews were as casual as an open-ended conversation, or were open to indefinite length. Participants were given an opportunity to review the process of how they infused multicultural education into the curriculum and reflect back on the impact of the process on them and on their students.

Participants were asked (a) how they prepared to teach from a multicultural perspective, (b) their method of
implementing multicultural education into the curriculum, (c) the impact of the curriculum on the students, (d) the impact of the curriculum on instruction, and (e) the purpose of multicultural education and what should be included under this rubric.

The interviewer's task was to listen to the participants as they discussed the implementation of multicultural education infusion into their curriculum. Each participant was interviewed twice for 1 hour, for a total of 2 hours each. A small, inconspicuous tape recorder with a built-in microphone, powered by batteries, was used to record the interviews. The interviews were spaced at least 2 days apart to allow time for reflection, and, if possible, no longer than 1 week apart.

Upon completion of the interviews, the researcher offered the interviewees an opportunity to review a copy of the transcripts of the interviews. A verbatim transcript of each interview was typed, and a copy of the transcript was sent to each participant for member checking. More than half of the participants made minor corrections to their data. No participant suggested any correction that changed the overall theme or their comments.
None of the participants suggested significant additions to the interview as transcribed. Informants were notified that the completed, transcribed, and analyzed audiotapes would be erased or destroyed upon acceptance of the dissertation. None of the participants requested that taped interviews be returned.

Immediately after completion of the interviews, the audiotapes were transcribed verbatim into a word processing applications program. No transcripts were reviewed until all the data were gathered and transcribed.

While audiotaping was the primary means of recording information from participants, notetaking was also used to record key phrases, list major points made by the respondents, and to record key terms or words shown in quotation marks that captured the interviewee's own language. Anticipating several pages of information, a compromise was made to use abbreviations and informal shorthand methods of certain words or comments of the participants (Patton, 1990). All abbreviations were common to the average reader so as not to misrepresent or to misquote the participant.

Upon completion of the transcription of data from the audio tapes, the researcher listened to the audio tapes and
compared them against the transcribed data for accuracy and consistency. Following Waitzkin's (1991) advice, the researcher carefully reviewed the transcriptions for discrepancies, although no discrepancies were found.

To prepare the data for analysis, field notes were taken using a log, as well as written notes along the margins of the transcripts. This allowed the researcher to keep track of themes, hunches, interpretations, and ideas (Taylor & Bogdan, 1984). The field notes included the researcher's insights, interpretations, beginning analyses, and working hypotheses about what was happening in the setting. Field notes were part of the fundamental data base used to document the systematic development and analysis of emerging interpretations, themes, and categories (Patton, 1990; Taylor & Bogdan, 1984).

Potter (1996) suggested a coding method using code-mapping procedures to examine data line by line for potential categories, then grouping the data with the preliminary themes that emerged. Finally, the researcher identified the central themes and conclusions of the overall study.
Observations

Through on-site observations, this researcher incorporated the systematic noting and recording of events, behaviors, and artifacts (objects) in the setting, in order to learn about the behaviors of participants, and the meanings attached to those behaviors. Observations and document reviews assisted in verifying the relationship between what was observed and what was said. The observations conducted explored the setting, the participants, and the social environment surrounding the participants (see Table 7).

A total of 15 nonparticipative observation hours was spent in classrooms, front offices, media centers, cafeterias, and teachers' lounges. Of the 15 hours spent in observations, a total of 2 hours of observations was spent in meetings, training, and planning workshops. An observation guide (see Appendix J) was used to determine the program heard by supporting, expanding, and challenging setting, the social climate in the school and in the classrooms, program activities, participant behaviors, informal and unplanned activities, and nonverbal communication. To build the data base, extensive and detailed notes were taken throughout the observations.
### Table 7
**Observations Conducted At Each Site**

<table>
<thead>
<tr>
<th>Sites</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
<th>Other</th>
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<tbody>
<tr>
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<td></td>
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<tr>
<td>Media Centers</td>
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<tr>
<td><strong>Others:</strong></td>
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<td>2</td>
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<tr>
<td>Front Offices</td>
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<tr>
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<td>Cafeterias</td>
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</table>

**Note.** Participative observations included 2 hours.

Nonparticipative observations included 13 hours.
These observations provided direct, first-hand information about how teachers infused multicultural education into the curriculum and reported on the strategies and techniques that were being used in the infusion process. The initial school site observation was 1 hour in length, with subsequent observations of the school site varying from 1 to 2 or more hours, depending on the type of activity.

Observation sites were selected on the basis of three criteria: (a) The need to show a connection between the participants being interviewed and the setting in which they worked; (b) the need to study the setting and describe it in words and sketches, using all senses; (c) the opportunity to take note of the participants in the setting; (d) to take note of the events; and (e) to take note of the gestures of the people being observed (Glesne & Peskin, 1992).

Through extended observations, the researcher was also able to determine if there was consistency between what people said and what was happening in the classes. A Contact Summary Guide (see Appendix K) was completed after each observation to record comments on the activity. There
was a minimum of one observation for each teacher being interviewed at each site.

Document Review

The purpose of collecting documents was to explore how the multicultural infusion process is portrayed in the written words of the participants (see Table 8). Bogdan and Biklen (1992) suggested that documents represented the data that the participants had given attention to because they compiled it. Reviewing documents such as curriculum guides, policy statements, literature for parents, newspaper articles and teacher lesson plans was helpful in corroborating the observations and interviews while providing historical, demographic, and sometimes personal information that were unavailable from other sources. Document reviews were used to enrich what was seen and portrayals and perceptions (Glesne & Peskin, 1992).

The Document Summary Form (see Appendix L) was completed and attached to collected data (Miles & Huberman, 1994). The Document Summary Form helped this researcher to place the documents in context, explain their significance, and to show the researcher's reflection while conducting field work. Documents reviewed included curriculum guides, lesson plans, activity guides, newsletters, and
<table>
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<tr>
<th>School Sites Selected</th>
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<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
<th>Other</th>
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<td>Free &amp; Reduced Lunch</td>
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<td>Guide (1)</td>
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textbooks. If a document was significant to a particular contact, it was included in the Summary Form information with the research data.

**Data Analysis**

Presentation of results are in the words of the participants and, in part, through interpretation of the thematic material that emerged from the collection of transcripts during the process of field research and analysis (Seidman, 1991).

Data were analyzed by individual cases, then cross-analyzed to produce one case record. Strategies employed to strengthen the internal validity of this study were triangulation, member checking, peer/colleague examination, statement of researcher's experiences, assumptions, biases and submersion/engagement in the research situation, collecting data over a long enough period of time to ensure an in-depth understanding of the phenomenon (Merriam, 1995). These strategies are discussed in more detail later in this chapter.

**Coding the Data**

Data analysis consisted of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 1994). The
transcripts were systematically reviewed and analyzed specifically for (a) the approach the teachers took in the implementation of the infusion curriculum, (b) the range of personal beliefs and attitudes about multicultural education, and (c) how the infusion of multicultural education lessons in the curriculum affected the teachers. Attempts were made to determine if there were themes, patterns of agreement, categories, or contradictions in the data.

After the transcripts were read, passages of interest were marked (coded) and labeled: (What is the subject of the passages that are being marked? Are there words within the passage itself that suggest a category into which the passage might fit?); two copies of the marked and labeled transcripts were then made. Open coding which involves examining the transcripts line by line was then implemented.

A description of the codes used to enable the researcher to see categories that emerged from the data is explained in the data reduction section of this chapter. Miles and Huberman (1994) suggested using a software program called HyperResearch to code data.
Using a computer program to code and to retrieve data, the researcher filed the marked passages into computer files that corresponded to the labels that were devised for each passage. All marked passages were cut and pasted into a single transcript. The passages were then reread with a more critical eye (Seidman, 1991). The data were ultimately analyzed using open coding.

HyperResearch was used mainly to process and to manipulate data (Miles & Huberman, 1994). The researcher was responsible for making the connections between codes, developing higher order classifications and categories, formulating propositions or assertions, and inferring a conceptual structure that fit the data.

Internal Validity

According to Bogdan and Biklen (1992), it is more valuable to use multiple methods to gather data to best cope with error and bias and to combat threats to validity. Internal validity is the extent to which one’s findings are congruent with reality and the trustworthiness of inferences drawn from data (Anderson, Herr, & Nihlen, 1994).

Internal validity was addressed by triangulation of data, member checking, a statement of the researcher’s
experiences, assumptions, biases—presenting the orientation, biases, and peer examination.

1. Member checking is a method that this researcher employed to check for validity. Upon completion of transcription of the interviews, the researcher met with the interviewees and gave them a copy of the transcript of the interview. This gave them an opportunity to read the transcript, correct, delete, or clarify their words (Lincoln & Guba, 1985; Merriam, 1995).

2. Review of the study by a peer was completed through the examination of the study by other professionals, such as the dissertation committee and colleagues.

3. A statement of researcher's experiences, assumptions, biases and the like, as explained in the Researcher's Role section of this chapter, was implemented to enable the reader to better understand how the data might have been interpreted by the researcher (Merriam, 1995).

4. Submersion/engagement in the research situation involved data collection over a long period of time (3 months) to ensure an in-depth understanding of the phenomenon (Merriam, 1995).
5. The notes from each interview were analyzed using triangulation.

This study used multiple sites that allowed the results to be generalized to a wider range of other situations (Merriam & Simpson, 1995).

Every effort was made to triangulate information and to find the range of perspectives using multiple methods, such as observations, interviews, and document reviews and multiple sampling sites, including a selected middle school from each of the three areas of the district (north, central, and south). Observational data were also compared with interview data (what people said in public with what they said in private). The data was checked for consistency regarding what subjects said about the same topics on different occasions.

The perspectives of teachers were triangulated with those of administrators and staff for consistency and accuracy. The teachers' comments were triangulated with administration and staff to verify what was said against what was actually being accomplished.

Reliability

According to Merriam (1995) reliability, the extent to which there is consistency in one's findings, was addressed
by presenting assumptions and theory supporting this study. It is concerned with the question of which findings are true; that is, if the inquiry is replicated, would the findings be the same?

The researcher sought to ensure reliability, dependability, or consistency by using a strategy called an audit trail to describe the steps used in this study. An audit trail demonstrates that findings are consistent with the data collected, and explains how the findings were derived from the data (Merriam, 1995; Yin, 1994).

External Validity

External validity is the extent to which findings or inferences can be generalized to other situations.

1. Thick data description involved providing enough information or a description of the phenomenon of this study so that readers was able to determine how closely their situations matched the research situation and whether the findings could be transferred (Merriam, 1995; Merriam & Simpson, 1995).

2. Multi-site design was used to allow the results to be applied to a greater range of other similar situations.

3. Model comparison was a strategy used to describe how typical the program, event, or sample of multicultural
education infusion was compared with the majority of others in the same study.

4. Sampling within was a phenomenon employed to ensure that the study had numerous component parts; for example, teachers, administrators, and media specialists, each of whom could be purposefully sampled for inclusion in this study.

Data Reduction

The verbatim transcripts were processed with a software program called HyperResearch for further analysis and data reduction. Data reduction are essentially the organization of data for the purpose of interpretation. Data reduction are part of the analytical process that is used to sharpen, sort, focus, discard, and organize data in such a way that final conclusions can be drawn and verified (Miles & Huberman, 1994).

Using triangulation strategies, the 130 pages of raw data were organized in a systematic manner for descriptive and interpretive data analysis. Along with HyperResearch, the data were also triangulated, and the researcher merged all the raw data (transcriptions from interviews, observations and document summary reports) together into one applications folder called data analysis.
The initial questions were reread, the transcriptions were also reread starting with observations and then going to field notes, summary and contact guides, and interviews. The emerging patterns with which to begin the process of analysis were then compared with those patterns generated from HyperResearch to determine which were emerging. It was here that both the researcher and HyperResearch began to match, contrast, and compare the patterns or constructs in the data.

In preparing the data for analysis, verbatim transcriptions were transcribed electronically into a Microsoft word processing program. This included all interviews, self-evaluations, observations, and field note summaries.

Of the 48 interviews entered into HyperResearch, 25 source files were generated for analysis and prepared for open coding. The 25 source files resulted from data reduction strategies or from coding the data for specific themes or categories into which a passage may fit. While open coding generated 25 source files, the findings resulted from the 48 cases analyzed. Open coding with HyperResearch is similar to the method many qualitative
researchers already use to code their studies. The codes used were descriptive and directional.

Sample codes used included (a) additive approach, (b) prep to teach from mc pers, (c) impact on curr and instr, and (d) reccmd tchr educ courses. A more extensive list of the codes used in the analysis of data can be found in Appendix M. A description of the above abbreviations and codes is illustrated in Appendix N. The data was coded to discover the commonalties across cases or the constructs of a phenomenon (Tesch, 1990) to begin to search for themes and patterns in the data.

Data Reconstruction

Data reconstruction procedures were then implemented to further collapse the emerging categories into numbers that were more manageable. The coding resulted in 40 categories or themes of raw data from the 25 source files and the 48 cases analyzed. The data were later reduced to the 8 categories or themes that are more reflective of the research questions addressed in chapter 1.

The 8 categories that emerged most frequently in the data, the total number of cases in which the categories or patterns were displayed, and the frequencies by which they occurred in the data collection are illustrated in Appendix
O. Code frequencies tell how many occurrences there were of each selected code in any of the 48 interviews.

In this study, subcategories, how they relate to each other and to the larger categories, are explained by first labeling the categories, describing their characteristics and including selected excerpts from the source material from the participant points of view to illustrate the code.

The source material (the coded data) is then transformed into interpretive analysis which involves showing interconnections of the 8 major categories and providing illustrations of the important elements of the data in a manner that is easily understood by the reader.

Summary

The case study methodology was used to study the perceptions and experiences of selected middle school teachers on the infusion of multicultural education into the language arts curriculum in Broward County, Florida, Public Schools. Descriptive data on the process of infusing multicultural education into the curriculum were gathered from 48 interviews. To corroborate information, triangulation of data was accomplished through interviews, observations, and document analysis.

Data were analyzed by individual cases, then
cross-analyzed to produce individual records. Themes that emerged from the data collected from the interviews, observations, and documents were categorized into 8 major categories: (a) implementation, (b) theoretical approaches, (c) impact of infusion, (d) social and organizational factors, (e) resources, (f) teacher needs, (g) affective domain factors, and (h) standards and matrices. Each of these was discussed from both a descriptive and interpretive point of view. The findings from this study are presented in the following two chapters.
CHAPTER 4

FINDINGS: PART 1: CATEGORIES AND PROFILES

Findings

Based on the analysis of data, eight findings relating to the perspectives of Broward County, Florida, Public School educators on the infusion of multicultural education into the curriculum emerged: (a) implementation, (b) theoretical approaches, (c) impact of infusion, (d) social and organizational factors, (e) resources, (f) teacher needs, (g) affective domain factors, (h) and standards and matrices.

Table 9 outlines the general findings that emerged from the data analysis. These findings respond to the research questions and goals posed at the beginning of this study: to explore the perceptions and experiences of selected middle school language arts teachers on the infusion of multicultural education into the curriculum.

The purpose of this study was to interview, observe, and review the documents of educators of similarly culturally diverse schools in an effort to explore their
<table>
<thead>
<tr>
<th>Findings</th>
<th>Sub-category for findings</th>
</tr>
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<tbody>
<tr>
<td>1. Implementation</td>
<td>Textbooks</td>
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<td></td>
<td>Prepackaged Curriculum</td>
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<td></td>
<td>Transactional</td>
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<td></td>
<td>Cross-cultural</td>
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<td></td>
<td>Thematic Concepts</td>
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<td></td>
<td>Equity Pedagogy</td>
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<tr>
<td>2. Theoretical Approaches</td>
<td>Contributions</td>
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<td>Decision Making</td>
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<td>Deconstruction</td>
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<td>Additives</td>
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<td>Multicultural</td>
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<td></td>
<td>Equity Pedagogical</td>
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<td>3. Impact of Infusion</td>
<td>Academics</td>
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<td>Curriculum</td>
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<td>Instruction</td>
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<td>Students</td>
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<tr>
<td>4. Social and Organizational Factors</td>
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<td>Workshops</td>
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<td>Authenticity of Materials</td>
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<td>5. Resources</td>
<td>Adopted Curriculum</td>
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<td>Adopted Textbook</td>
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<td>Own Resources</td>
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<td>6. Teacher Needs</td>
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<td>Audiovisuals</td>
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<td>7. Affective Domain Factors</td>
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<td>Reasons for Teaching</td>
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<td>8. Standards and Matrices</td>
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<td>Multicultural Checklist</td>
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<td>Blending Versus Melting</td>
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</table>
experiences and perceptions of the infusion of multicultural education into their curricula. The general purpose was to discover emerging themes from descriptive and interpretive analysis of the interview data.

Based on the analysis of data, educator perspectives and experiences were multidimensional, expressing several emerging themes relating to the infusion of multicultural education into the language arts curriculum. The most common themes expressed were implementation (e.g., "we infuse a wraparound curriculum; "we teach a cross curriculum pattern as a normal part of my lesson throughout the year"); theoretical approaches (e.g., "we do projects and interdisciplinary units across the curriculum, and everyone teaches their part"); the impact of infusion (e.g., academics improve; experience is a positive one; self-esteem is greatly improved); social and organizational factors (e.g., spending hours researching; time consuming; lack of material; teachers don't feel comfortable infusing); resources (e.g., text is relevant to needs; beginning to see more relevance and authenticity in materials; need more resources); teacher needs (e.g., county has sharing sessions methods courses in teacher education, more training and workshops); affective domain
factors (e.g., years teaching; teacher ethnic background; parent participation makes the environment warm and friendly); standards and matrices (e.g., being able to network; tie assessment with curriculum audits; plays not an overriding, but blending role). Teacher perspectives of multicultural infusion into the language arts curriculum extended into issues of content and process.

**Implementation**

Several references to multicultural implementation in the language arts curriculum were emphasized. How teachers conceived of multicultural education was a factor that contributed to the differences in how they infused it into the classrooms (Rios, 1993). A participant in this study who had taught the subject for several years explained that implementation,

Should not be done in isolation. The strategies must be fused in the regular curriculum. It is not a month for this or that. It should be nine months of teaching about humankind.

Implementation, was found in all 25 source files analyzed. This researcher determined that the implementation process was a major finding that emerged among participants. It was important to explore this finding to determine how the participants viewed the above
variable as significant to the practice of multicultural education infusion into the curriculum.

When asked the question, What are some of the ways in which you implement multicultural education into the curriculum, a participant’s response was “the use of the comics to illustrate diversity.”

I use the comics a lot. The comics are taken from different multiethnic literary sources, showing everyone’s perspective. To infuse, I use the comics, so if I use Garfield, I also use Curtis. I white out the dialogue, and the kids figure out the strip; and they rewrite the dialogue. I also address the gender issue. I infuse information about females also. I use games to introduce a new topic. I use novels and interdisciplinary units. I use novels that appeal to the students and that are organized to hold their interest. Sometimes, I believe, I can actually see how the kids can be successful.

This participant also implemented strategies that were reflective of the transformative approach suggested by Banks (1994) in noting the following:

No one can say I only teach about Black people or Native Americans, etc. I find that Native American stories are so good. I cover everybody. I give my kids a knowledge base for life-surviving skills. They need knowledge of everything to help with their writing. How can they write if they have no knowledge base of geography, social studies; that is cities in Broward County. I impart the information so they are comfortable and feel as capable as everyone else. The whole class benefits, even though the particular style I use to deliver the information may subliminally be geared specifically toward assisting a targeted few. Academically, even the basic lower level kids can write a five-paragraph essay.
Participants discussed ways of infusing multicultural education into the language arts curriculum using techniques or strategies ranging from using an old Prentice-Hall literature book to describing the new English text by Houghton-Mifflin as the worst book ever published by that company. Discussions alluded to the fact that in the infusion process: "the text is not a Bible," many others relied on the "World of Difference" curriculum.

Others made reference to the fact that:

Now there are more pictures in the books, and they bring in different cultures; but it's still surface. There are not a lot of materials that talk about deep cultures and differences between cultures and bringing cultures together.

This opinion is reflective of Messner's (1994) view that the conceptualization should include looking at the similarities, differences, getting to know one another, and addressing stereotypes and prejudices.

While some participants expressed satisfaction with using prepared text and curriculum, others shared that textbooks were still very far from being truly multicultural. Therefore, attempts to infuse multiculturalism continue to be isolated incidents of teacher self-motivation, initiative and ambitions to infuse
multiculturalism. Comments seemed to reflect the desire of teachers to make students a viable part of the process "student as worker," and "teacher as coach."

At the other end of the continuum of "how to infuse" were several practices that encouraged a more transactional approach. (Teachers focus on the individual needs of children; they provide a learning environment for child-initiated activity and a skills learning (Neuman, Hagedorn, Celano & Daly, 1995) view of the infusion process. Predictions and thoughts incorporating the students' own experiences are the operative words for helping them move toward a more transactional position in the teaching/learning experience. One teacher noted:

I use free writing to infuse through writing from their own experiences. In grammar, I draw on their experience. Always bring their experience in before; i.e., I bring a new lesson to see how they feel and think and to share ethnic differences. I do not do the round robin reading because some kids do not read well and some only read their small portion and do not keep up. I like when literature takes 2 days. All before introduction of literature I draw on the students' experiences; they make predictions; then they use the literature text.

There was a tendency for some participants to infuse multicultural education into the curriculum using the "teepee and chitlin" activities discussed by Banks (1974).
Finally, one person commented what summarizes the popular opinion among scholars on the enthusiasm that teachers must first possess to effect change in the infusion process:

I have to incorporate humor into my teaching to help quench the negativity and heal the pain. Teachers have to have discussions to make the students who are not from the particular culture more aware of the differences to help come to an acceptance of the other students.

The instructional strategies that language arts teachers are using to teach from a multicultural perspective were compiled by this study to include 101 instructional strategies or concepts. The techniques and ideas ranged from simple statements like "I infuse it as a normal part of my lesson throughout the year to more elaborate techniques like "cross-cultural patterns integrated throughout the various subject areas." The following excerpt is also representative of what the findings from the literature review suggest are the best techniques to implement:

Implementation is done through the curriculum using personal essays. Students bring their background. Students come from various countries, mostly African Americans, Asians, Hispanics. We also go on many field trips usually offered through the SEAS Program. At the beginning of the school year, students write essays to discover student interests, background and personal experiences. Students also use their writing
to reflect. The essays also expose them to other people's lifestyles and backgrounds. Sometimes I Xerox a good one and share it with the class. I take the name off.

The preceding excerpt is also reflective of a teacher who tries to teach the whole child. This teacher is clearly sensitive to the experiences and background that each child brings to the learning experience. The teacher stated that:

Each student is given the opportunity to respect the others' backgrounds and cultural experiences. Students as active participants helping to structure the learning experience are an important aspect of multicultural education infusion and this practice is supported by the literature.

Another teacher commented that:

I infuse multicultural education using free writing to infuse through writing from their own experience. When I start a new story, i.e., the Barrio Boys, I ask them to explain Barrio through their experience. Many Hispanic students can help us understand. This process imparts self-background. I try to develop pride in heritage by comparing their experience with protagonists in the story.

In the excerpt above, a system of incorporating student self-experiences is an important factor. Their participation is an integral part of the introduction of this new lesson.

For the participant in the following excerpt, using a thematic concept to teach from a multicultural perspective
is one way of not only appealing to each child, but also is a way of teaching unity:

I do it thematically. If you do any story, it does not matter where a child is from or what background. There is something within every ethnic group that appeals to my students. There is enough in even another culture, i.e., Shakespeare, Langston Hughes, Alice Walker to touch a child’s life. Perseverance and determination are cross-cultural; they teach unity because every kid can apply it to his/her own life.

According to several practicing language arts teachers, the notions of team effort, combining students with varying abilities, and cultural sharing can be an eye-opening experience for students of various backgrounds. During the interview process, some participants responded with the words “how to infuse” instead of the word “implementation”. In the data analysis phase of this study, these two terms were connected using Boolean Logic (Hesse-Biber, 1998) to show the relationship between the codes and to build the expression in the select codes quadrant. The word implementation was used to code passages of the source material that referred to specific school-wide initiatives in the multicultural infusion process. The following narratives describe such school-wide initiatives:

One teacher explained that displaying student work is a monthly multicultural activity in her school:
One of the things we try to do on a monthly basis is display the students' work at Kathleen C. Wright. There is a particular theme for each month or a country that is presented. Some of the things that are displayed are crafts and poetry.

Another teacher described total faculty involvement at the school.

We have a sharing strategy among the faculty. Every week we pick from a hat. That person thinks of a strategy we can use and shares it at the next meeting. The name of a teacher is pulled from the hat, and that teacher shares a successful strategy that works for him.

Resources

How participants dealt with the challenge of the availability of multicultural resources to infuse multicultural education into the language arts curriculum was significant to the infusion process. Most participants countered the challenge by developing their own resource guides or by using the curriculum guides available from the district for add-on strategies. In reviewing the literature, the add-on approach to multicultural infusion was highlighted as the lowest level among the levels of implementation.

The participants felt that the availability of resources was a significant factor in efforts to infuse multicultural education. Teachers commented that they had
trouble in acquiring adequate library media resources, effective resource guides, and a user-friendly curriculum. The findings revealed that some teachers were satisfied with the current adopted textbook for language arts, while others believed that the books were only mainstream add-ons containing small passages on diverse groups.

One teacher summed up the responsibility of teachers toward the availability of resources to meet their needs:

When you are trying to implement multicultural education into your curriculum, you have to plan for it; that means looking for resources, finding materials, and making lesson plans that fit what you are trying to do. That is the creative part of it.

Using their own resources and the multicultural calendar provided by the district were common traits in the experiences of language arts teachers. From the perspectives of teachers, challenges encountered in the infusion process were the school district's lack of adequate curricular resources that are easy to infuse. Teachers consistently referred to using their own resources for infusing multicultural education into their curriculum.

**Theoretical Approaches**

Approaches teachers took toward infusion are illustrative of the various theories regarding multicultural education described in the literature.
Various participants used a variety of theoretical approaches that illustrated the theories of prominent scholars cited in the literature review. (Banks, 1992; Gay, 1996; Grant and Sleeter, 1989). Approaches ranged from the lowest form of the additive approach (e.g., heroes and celebrations) the deconstruction approach (e.g., discernment, self-monitoring, self-reflective strategies) to the highest approach, transformational (e.g., changes in the canon; paradigms; students are better able to understand concepts, events; critical thinking is encouraged and developed).

Theoretical approaches in the literature included (a) additive (contributions/human relations approach), (b) contributions (human relations/additive approach), (c) decision-making (social action/social reconstruction approach), (d) deconstruction (transformational) (e) human relations (additive/contributions), (f) multicultural (single-group/transformational), and (g) equity pedagogical approach (infusion level, transformational level).

The most commonly practiced approaches emerging from the analysis of data were the additive/human-relations approach described by Banks (1992) and by Grant and Sleeter (1989) and the inclusion approach described by Gay (1996).
Twenty cases commonly referred to strategies used to infuse multicultural education which were indicative of the additive, contributions, human-relations, or inclusion approaches. The comments leading to this analysis occurred 12 times in the source file. The following comment is illustrative of teachers who practiced the additive or inclusion approaches.

Additive Approach

At the additive approach level of infusion, content, concepts, themes, and perspectives are added as supplements to the curriculum without changing its basic structure, purpose, and characteristics Banks (1992). Cultural celebrations, activities and content are inserted into the curriculum within its existing framework and assumptions. The following excerpt is illustrative of the additive approach:

I try to recognize each of the ethnic groups through monthly activities (e.g., Hispanic month had a dance to celebrate Hispanic heritage). We have Caribbean family night. Parents come out. We have a banquet-style dinner and music. Things are sold. We have other activities for parents and children, i.e., talent shows. Parents and children perform. This is done in January.

An administrator summarizes his school involvement in the infusion of multicultural education at the additive
level. He stated that "in February, we traditionally celebrate Black History Month. We have a program, i.e., soul food, luncheon for the faculty, student performances, poetry, dance, dramatization, etc".

In the preceding narratives, the participants outline what the scholars describe as the lowest form of multicultural infusion. Adding a lesson into the curriculum based on a holiday or an ethnic theme is a low-level approach according to the scholars.

One participant emphasized the additive approach by using the multicultural calendar to teach a holiday a month. The teacher noted:

You know, every month we study a different culture. Last month, we studied the Italian culture. This month, Native Americans.

Contributions Approach

Extensively used by participants were the contributions of heroes and leaders to the curriculum. The contributions approach was a common form of multicultural integration in the language arts curriculum among some participants. Others appeared to be evolving toward the higher levels outlined by Banks (1994), Gay (1996), and Messner (1994). Three exemples of the contributions approach follow:
All students learned about certain individuals. I learned, and the students learned about one of their heroes.

Another teacher approached the concept by adding-on information geared toward particular holidays.

Around the holiday time, we discuss the certain holiday. The children videotape interviews with an older person in their neighborhood and ask them about the history of the holiday and its purpose.

One teacher was very adamant about her instructional strategy not being compared with the additive approach mentioned earlier. She was explicit in denouncing the practice of adding on holidays and heroes to the curriculum. Her comments were:

It’s not an additive approach; it’s a norm that goes along with how I teach. As a teacher, my students had to know what was expected of them, and they needed to know who I am.

**Decision-Making/Social Action Approach**

Several teachers clearly allowed the students the opportunity to effect changes in their lives using the decision-making/social action approach. They provided students with the responsibility of making decisions about what was discovered and compare that discovery to what was taught. The students were encouraged to use the power of decision-making to persuade members of the community to
contribute resources to enhance the multicultural curriculum. The following comment from a teacher is an example of using the above-mentioned approach:

I am currently working on a project through the Multicultural Education Department. I am studying the Miccosukee Indians. We are doing this project as an interdisciplinary unit for the team. The culminating event will be a field trip for a hands-on experience to the village. Students will be given questions about the tribe to answer and about their experiences while there. They will make comparisons to what they have seen and to what they’re taught. Through your writing, your very, very basic writing, we are looking at persuasive right now. We can take that persuasive issue and use it in letters to various community resources. As far as asking for multicultural resources, things like that, there are so many ways we can use it.

In one teacher’s case, an example of the decision-making, social-action approach and the teaching of rights and wrongs was highlighted. Her interest in the infusion process was proactive. She described her method of investigating different instructional and curricular options and her coming to the realization that the population of students had changed dramatically over the past 5 years. Therefore, she had to change the way she taught. Through her own initiative, she decided that things had changed. She commented that, "What I was teaching was not enough." She saw multicultural education infusion playing a blending role and not an overriding role in her
instruction. Her perspective for teaching from a multicultural perspective grew out of her enthusiasm and from what she described as her fascination of involving herself and her students in a teacher-student-centered process of learning.

Influenced by her students' needs, she described infusion as happening on a day-to-day basis. She described how she included different multicultural aspects into her lesson by looking not so much at the setting in a story, but at the morals of the different stories and the ways the different cultures passed down their thoughts to their children. The basic principle under which she operated was that of "It takes a village to raise a child."

Self-reflection and social action was encouraged among her students through basic writing.

Using persuasive writing techniques, her students practice the concept of decision-making and social action approach to multicultural infusion. They wrote persuasive letters to various community leaders asking for resources or tackle such challenges as a process called thoughts. (e.g., write your thoughts about walking down the street, you see someone who is not like you, how do you react?).
**Deconstruction Approach**

Several of the participants discussed an approach similar to the deconstruction approach outlined in the literature. Students are guided toward self-reflection, becoming healthy skeptics, who are proud of their heritage, and able to think critically:

When I start a new story (e.g., Barrio Boys), I ask them to explain Barrio through their experience. There are many Hispanic students who can help us understand. This process imparts self-background. I try to develop pride in heritage by comparing their experience with protagonists in the story.

All before introduction of literature, I draw on the students' experience. They make predictions; then they use the literature text.

**Human Relations Approach**

The human relations approach emerged as a strategy used by 20 participants to reduce stereotypes, promote positive feelings among students, and to promote students' self-concepts within the school setting. The frequency of codes that displayed the human relations approach occurred an average of 37 times out of 48 instances in the analysis of data. The researcher found that the human relations approach was a participant's attempt to involve multicultural infusion on a human level. This involved "looking at the needs of my students", "trying to get the
students to become friends with me by first finding out what they liked, their feelings”, and “simply trying to walk in their shoes.”

One teacher added that, “When you teach all students the same way, it’s good for the teacher but not for the student because of the different levels.” Still another stated that “Because I have an interest in people, every student counts; and every background is important.” Finally, a teacher summed up what it meant to teach from a human relations approach by stating:

The reason why I do (teach from a multicultural perspective) is so that my students feel more comfortable and can have success. If they don’t feel good, they are not going to be successful, so I have to include all kinds of multiculturalism and everybody’s culture; and we share each other’s cultures all the time so that the children can feel successful.

Multicultural Approach

The study revealed that the multicultural approach emerged as another example of how participants promote cultural pluralism, critical thinking, analysis of alternative viewpoints, respect for those who differ, and equity among groups. Not only do the participants infuse multicultural education as a normal part of the lesson, but
many address the issues. Some make the point of stressing that their efforts are not simply the additive approach. The following narratives highlight the whole school involvement with multicultural infusion and the language arts teachers' contributions using a multicultural approach:

As much as possible, I try to let them do it their way. So that means I have to change, and I have to learn their system cause I don't wanna impose my ideals on them. Information is sent home in the native language. Parent meetings are conducted in three languages (Spanish, Creole, and French). County level translators are used for parents to communicate in their native language. Interim reports are written in the students' native language, and articles are written in various languages in the school newsletter to inform parents about school happenings.

Two significant examples of a total school approach were underscored, which are reflective of Messner's multicultural education approach (1994). The examples were discovered in a school that incorporated a year-round, school-wide strategy of multicultural education infusion. First, observations yielded an interdisciplinary instructional process in effect throughout the year. The entire school developed a multicultural unit (e.g., the Miccosukee Indians of Florida). Each team selected a portion to teach and to develop projects. As a culminating event, a field trip was taken for hands-on experiences and
practice. The students visited an Indian village. They developed questions about the tribe to investigate while on the trip. They then compared what they studied in the classroom to what was actually experienced. One teacher made the following comment:

We do projects and interdisciplinary units across the curriculum. Everyone teaches his part.

Another person expressed having the students set the pace of instruction:

As much as possible, I try to let them (students) do it their way. So that means I have to change; and I have to learn their system, cause I don't wanna impose my ideals on them.

No examples of multicultural education being infused on the social reconstruction approach level as described by Grant & Sleeter (1999) were found. However, several teachers in this study demonstrated the types of strategies and approaches to instruction that Banks (1994) had suggested in his research on multicultural infusion; that is, empowering students by transforming the curriculum and enabling them to pursue projects and activities that allow them to take personal, social, and civic actions related to the concepts, problems and issues studied.
According to Banks (1992) the equity pedagogical approach is probably the best example of the most empowering approach being infused. The following excerpt is an example of this approach. The comment came from a teacher who described a process similar to Banks’s (1992) equity pedagogical approach, (e.g., modifying teacher practices to be more consistent with a wide range of student abilities and learning styles). A comment by the teacher noted the following:

When you are dealing with multicultural students, you have to present the subject matter in a variety of different ways. You have to do hands on; you can’t just read from this page to the other, especially with these kids (LEP, minority students); it’s just not gonna work. They’re not gonna get the subject material. Therefore, I have to include visuals, videos, and all those kinds of things.

One teacher in the study exhibited an equity pedagogical approach to teaching from a multicultural perspective. While in the minority of teachers, this approach emerged to illustrate how participants changed their teaching practices to be more consistent with a wide range of student abilities and learning styles.
A Vignette

One way this researcher sought to share data was to construct a vignette of a participant's experience. Miles and Huberman (1994) described a vignette as "a focused description of series of events taken to be representative, typical, or emblematic in the case being studied. It has a narrative, story like structure that preserves chronological flow and that normally is limited to a brief time span, to one or a few key actors, to a bounded space, or all three".

This study sought to share excerpts of a participant's perspective by presenting a vignette in the person's own words to reflect the participant's consciousness. The following vignette is one way this researcher wished to share what was learned from the interviews. The words are entirely those of the participant. The vignette is an illustration of the sequence of events of a participant's experience, to share the coherence the participant has expressed, and to link the participant's experience to the social and organizational context within which she/he operates.

In creating the following vignette, the researcher used Miles and Huberman (1994) suggestion of protecting the
participant's identity by using a pseudonym for the person's name.

A DAY IN THE LIFE OF LISA

Some Tepees and Heroes

School 6:

SETTING: South Middle School is located in an inner city, socioeconomic, multiethnic/racial neighborhood. Students come from predominantly African American, Hispanic, and Caribbean backgrounds. The school is approximately 38 years old and is located directly off a major interstate highway. Prior background checks on the school also revealed that this school is on the State of Florida, Department of Education, Critically Low and Warned List for Academic Achievement.

At 7:10 a.m., I pulled into the front of the school. The school stands facing the west and appears to be in great need of repainting. The marquee at the front gate reads School Improvement Team Meeting, Thursday, October 30, 1997, at 7:00 p.m., in the Media Center. As I drove forward, I recognized the teacher standing at the front door as Lisa, the teacher with whom I have my appointment.
Our eyes connected and we waved hello to each other. As I exited my car and began to walk toward her, I noticed seven children sitting on a wall in front of the school. There was one White, four Blacks, and two Hispanics. The children were not talking to each other and they wore fatigued expressions.

Lisa: "Stop pulling up those plants outta there, get out of there", Lisa yelled out at a boy who was pulling up weeds from the dirt-packed, dried up landscape in front of the school.

As I entered the school, she explained that we were entering the Administrative Offices. Lisa reminded me that the first period bell would be ringing in a few minutes, and she always greets her students at the classroom door each morning. As we walked down the hallway to the teacher's room, I could hear and see the security officers and assistant principals moving about the hallways, encouraging teachers to close their doors after the tardy bell rings and motivating students to pick up the pace and get to their classes before the tardy bell rang and they were picked up in a sweep. Students were hustling and bustling about the hallways to get to their classes on time. Socializing and conversations among these middle
school children came to abrupt ends and students hurriedly walked to class to avoid being disciplined for being tardy. As we walked along to Lisa’s classroom, it was quite evident again that this was an old school that was greatly in need of structural and aesthetic repairs everywhere. The paint was peeling from the walls, the steel posts along the hallways were rusty and chipped, and graffiti was seen all over the walls and teachers’ doors. Most of the graffiti was representative of various gangs and racial groups in the school. The words Latin Sisters were written above a symbol that seemed to be gang-related. Nigger Bitches was permanently written on the outside of the girls’ bathroom. RIP Ink was written on the drawing of a headstone, along with a picture of a gun pointing to words on the headstone.

Lisa: Do not feel afraid to walk these hallways. This school is grossly overcrowded, and there is only elbowroom in the hallways, yet everyone shares the narrow space with ease and caution. The population of the school is predominantly Black and Hispanic. As you walk along, you may get the feeling that African American is the dominant culture. The Hispanic and White students try to emulate
the speech, behaviors and attitude of the African American students.

Lisa: Okay, children, stand back; let me open the door. Stand back so I can open the door and let you all in. As you come in, take out your books for silent sustained reading as you enter the room, Lisa reminds her students as they enter the room and sit down. The children got their books and sat in their seats without any conversations among them.

Lisa: Don’t just look at the pictures in your books; the idea is to read; if you only look at the pictures, you won’t earn any megabucks.

Lisa then took out her own book, sat at her desk and began to read along with the children. As I entered the room, I noticed that the room was reminiscent of the open classroom setting that was very popular in the '70s, two classes of 34 to 35 students and two teachers separated by a bulletin board. As I sat there watching the children read, it was clear that this was an activity that received a lot of attention and participation from the children in the classroom. Lisa’s classroom was a gallery of teaching and informational bulletin boards, mobiles, charts, and posters that taught various basic English skills. There was a big
banner on the wall above the windows that said "Be Proud That You Are Unique." As my eyes continued to rove around the room, I caught sight of the many brand-new computers located in Lisa's classroom. As the children continued to read, Lisa finished the pages in her novel that sparked her interest, then proceeded to cut small coupons that looked like fake dollars. Each child who finished reading his book would put the book down and raise his hand for a megabuck (fake money to be redeemed at a later date to pay for various schoolwide activities). The students begin to complete the Do-Now assignment on the board. As I observed the behaviors of the students as they finished reading and collecting their megabucks, it was evident that the teacher had created an atmosphere and climate in her classroom that encouraged learning, peace, and safety.

Lisa: Okay, our silent sustained reading time is over; put your books and your megabucks away.

The children did exactly as told.

Lisa: How many people need to go to the library? she continued, as four students raised their hands.

Later on today, I will give those of you who need more time in the library passes to go.

Lisa pulled up a stool to the front of her class and said,
Who can tell me what holiday we are going to celebrate after Halloween?

She then repeated the question in Spanish. One boy cannot speak English or Spanish; he taps a girl sitting at his table, and she turns and repeats the question to him in Creole. He opens his palms gesturing for her to also tell him the answer. She tells him in Creole, and with a big smile, his hands flew into the air to answer the question.

Lisa: Ramon, what holiday will we celebrate after Halloween?

Ramon: Thanksgiving,

Lisa: Can somebody tell me what the story is behind Thanksgiving?

Ramon: The Indians had a party for the Pilgrims, and they called it Thanksgiving.

Lisa acknowledged Ramon’s answer as correct and continued to briefly review the story of the Indians and the Pilgrims.

Lisa: How many of you have Indians in your country?

Three students raised their hands.

Lisa: Do you know what the Indians in your country are called?

None of the three students knew.
Lisa: I know that the Indians in Panama are called Cuna; most of the Indians in Panama kept to their ways.

A girl from Peru stated that the Indians in Peru stay in the country.

Lisa: Raul, you are from Brazil. There are lots of Indians in Brazil; do you know what they are called?

Raul smiles and shakes his head, no.

Lisa: No? You don’t know about the ones with the poison darts and head hunters?

Lisa: Today we are not going to talk about Indians; you are going to learn how to make an Indian craft called a dream catcher. First, let me ask you this, what are your dreams? My dream is to go back to school to get a master’s degree. I don’t know in what yet, but I want to get my masters. I’m gonna let the boys go first.

(everyone laughs)

A student from Haiti: Why do we always go first?

Lisa: I don’t know, but do you have a dream?

Student: My dream is to have a million dollars

Lopez: Finish school and get a job.

Erika: Going to high school to study computers.
Pierre: Go to college and get married.

Lisa: What kind of career would you like to have, Pierre?

Pierre: I wanna be a doctor.

Raul: I also want to be a doctor.

Lisa: That's good. Always dream to go as far as you can.

The preceding dialog between Lisa and her students about the Indians and their future careers is an example of a teacher's attempt to implement what Gollnick and Chinn (1994) refers to as, teaching that is multicultural. Lisa attempts to involve the student's voices in the lesson. She tries to have the students speak from their own experiences.

Roxanne: College and career. I wanna be a secretary.

Lisa: My sister is a secretary even though she has a bachelor's degree in marketing, she really likes being a secretary. Today you will write a one-page essay on your dream for the future. Before you begin to write, we are going to make a dream catcher. The directions for how to make your dream catcher are on the board. Let's read the directions together; this activity is also good practice in following directions.
In the classroom next door, I could hear the other teacher explaining to the students that they were going to be making time lines about their lives. Lisa selected individual students who were probably her best readers to read each of the eight steps off the board on how to make a dream catcher. As they read, she stopped to review new vocabulary words and their definitions as the students read.

Lisa: Dab, who knows what the word dab means?
Ramon: A little bit of something.
Lisa: That's right, Ramon, thank you.

The project begins: Lisa hands out a sheet of paper with a picture of a dream catcher on it, along with numbers from one to eight. The numbers illustrate the pattern to follow with the yarn to make the dream catcher. As Lisa hands out the materials to make the project, a Haitian boy tries to borrow a pencil from his Hispanic classmate next to him.

Classmate: No way, you never return pencils whenever I loan you.

He asked four others of different cultures; they also refused. He attempted to ask a boy who did not speak English as yet for a pencil in broken Spanish.
Haitian student: Mira, borrow un lapiz, por favor?

asked the Haitian boy of the new Hispanic boy.

He also did not loan him a pencil. Finally, a Haitian girl loaned him a pencil, but with strict orders for him to return it after he finished. The students remained seated and spoke in low voices to each other as they passed the materials among each other. The students worked cooperatively even though they were from different countries speaking different languages. Their accents were deep and distinct, yet they worked together as a whole. They were one with each other. As students completed their projects, they looked up to read each step of the directions from the board aloud to themselves. Most read in a halting manner since they were not fluent in English. The teacher serves as an example by also making a dream catcher of her own. The teacher in the other room sticks her head in and comments that she wanted to see how the students were doing.

Teacher: This is the first time we are trying this project; how is it going? Oh, it’s going well; you are all doing a great job.

Lisa: Remember to put the beads on your project as you get to step eight. Also, remember to glue your quill
on the project. Class, everyone stop and look up for a minute. Look at Rosemary’s dream catcher. The students sighed in unison. Isn’t it beautiful? You did a great job, Rosemary.

Maria showed me her dream catcher. It was beautifully done in black and red.

Maria: I bought one for my father last year when I went on a trip to the Everglades. I bought him a big one; he hangs it over the door of the entrance to our house. He never takes it down. It’s supposed to catch all your bad dreams and wishes. I bought it from a shop that sold Indian stuff.

Again, the teacher from next door came into the room. She was checking on the progress of the projects.

Teacher: I got this project from a workshop on multicultural education that I attended.

Ramon began to make chopping signs with his hands as he chanted the Florida State University Seminole spirit fight chant.

Lisa: Okay, Ramon, because you are a soccer star on the school team now doesn’t mean you can sing in my class.

The other students laughed.
Lisa: Okay, let’s begin to clean up; the bell is going to ring. If you did not finish, you can finish in third period. Jose, I love your dream catcher; I really, really, do. I think it is one of the best ones so far.

Joy and pride were written all over Jose’s face.

Lisa: Put your projects on the counter by the window and get ready to go to your next class.

The students did as they were told and sat patiently for the bell to ring.

Lisa: We have about one more minute before the bell rings; who can tell me the name of the Indians in Florida?

Daniel: The Iroquois?

Raul: No, you are wrong; they are called the Seminoles.

Lisa: Yes, they are the Seminoles.

Then she proceeded to do the Tomahawk chopping movement like an FSU Alumnus.

Lisa: Don’t forget, you have to do a paragraph on your dream. Who would like to do it for homework?

Students in unison:

Noooo: We don’t want to do it for homework.
One student shouted that he was going to the Broward County Fair and can't do any homework. Before he finished the sentence, the bell rang. The teachers could be heard in unison giving the students permission to leave. Students waited until the teachers opened the door and stopped by the doors. As the students existed the rooms, they told their teachers good-bye in Spanish or English. The students from Haiti said their good-byes in English.

The preceding vignette is a small exemplary of Banks's (1994) concept of content integration; it also shows some reflection of his equity-pedagogy concepts. To achieve content integration, Lisa used various examples from the students' backgrounds to help them develop an understanding of new concepts, terms, or methods to achieve academic success. Lisa demonstrated the equity-pedagogy concept to modify her teaching style and presentation methods to be consistent with her students' learning styles.

While teaching in this manner exemplifies Banks's all Four Levels of Multicultural Integration (1994), it is far from the prejudice reduction or the empowering school culture approaches to teaching from a multicultural perspective suggested in the literature.
CHAPTER 5

FINDINGS: PART 2: IMPACT OF INFUSION

Findings

The findings from this study revealed that the impact of multicultural education focused on the teachers' perspectives and beliefs about changes that occurred as a result of the infusion efforts, and administrators' level of involvement in the curriculum (e.g. providing resources, opportunity for training, and sufficient planning time). The experiences were mainly positive.

Participant comments ranged from one teacher who believed that, "Students' self-esteem is more built up, and they are more appreciative of each other's culture" to a teacher who believed that "academically, the students may not learn everything you want, but multiculturalism develops a desire to learn." An administrator in this study commented that:

I have observed that, teachers in my school who teach from a multicultural perspective produced students who demonstrated higher overall academic achievements and successes.
Some salient themes emerged from the analysis of data. These themes confirmed several claims made by scholars in the field of multicultural education that when teaching and learning are conducted from a multicultural perspective, a positive change for overall academic improvement evolves. Respondent perspectives about the impact of multicultural education in the language arts curriculum were highly collaborative and compatible with what the scholars in the literature review cited. One teacher described the impact on academics as, "Slow and gradual but must be on-going to see improvement."

**Impact on Academic Achievement**

Comments on the impact of multicultural education infusion on academics ranged from those on the impact on academics being significant, to just a little and gradual, to those from a teacher who commented that the experience did little to improve academics; however, the improvement on academics is on-going.

In the following narrative, a teacher also stated that academics improved as a result of multicultural infusion:

Academics especially improve because if you have a writing assignment and you let them do it on something that they are more comfortable with, that’s gonna make them more successful. Even when we do science projects, we ask the kids what they are interested in,
what they had done before in their countries; and they pick topics that they can feel some success with.

While these perspectives were more prominent among ESOL teachers, feelings among regular language arts teachers who infuse multicultural education into their curriculum were very similar.

Curriculum and Instruction

Multicultural infusion had a significant impact on curriculum and instruction. There was consistent emerging evidence that planning and creativity was greatly influenced. One teacher noted:

Teaching from a multicultural perspective is more challenging. There is more preparation. You have to be very creative. The preparation is more like this: It’s not a single-minded, let’s cover a chapter. Preparation is broader. It’s more divergent. A little more searching for more resources instead of saying, here’s one book, let’s just use this one book; it’s more, well, what about this book and this book. When you are trying to implement multicultural education into your curriculum, you have to plan for it. That means going looking for resources, finding materials, making lesson plans that fit what you are trying to do; and that’s the creative part of it.

The following passage illustrates how the instructional process evolves from teacher as deliverer of information to teacher as coach, which is reflective of multicultural education’s impact on instruction:

Preparation is more. I have to take into account all the different activities that I want do so that
everybody is participating in the multicultural aspect of everything we do. It takes away from me in the classroom. I do not become the instructor; I am the facilitator, and I coach them. They do the instruction; they become the ones who are responsible for giving the other kids the information for helping them complete a project.

One participant felt that the impact of multicultural education on instruction and curriculum was helpful but was cautious:

Yes, it's very helpful; but I don't think infusion is the way that we need to go. It should be more of the core, and not the additive.

The general view among teachers and administrators of the impact of multicultural education on curriculum and instruction was usually positive. Even the respondent who commented that "the work is doubled" provided some indication that multicultural education represented a challenge that required more preparation time.

The results showed that overall, educators' opinions of the impact of multicultural education on the curriculum were positive. All of the six school based administrators who participated in this study agreed that multicultural education infusion throughout the school had a positive effect on school climate and instruction.
Impact on Students

A consistency was evident among some teachers in their comments on the impact on students. The following passages reflect that there were consistency and extensive revelations expressed in several cases on the effect on self-esteem, appreciation of self and others, tolerance for differences, empowerment, and on being better prepared to work and to live in a diverse, global society. The data revealed significant impact on students as stated by the administrator below:

In middle school, kids learn how diverse they are and that it’s okay to be who I am. They are different from everyone individually, even though their friends like the same kinds of things. They learn tolerance. Their self-esteem is greatly improved. Students like to feel their experiences are validated. It gives them a good sense of worth; makes them feel that they’re not alone. I also see an improvement in my students’ attitudes. They are more appreciative of others and of self.

One teacher commented that:

It empowers them. It takes what other people call a negative and turns it into a positive. I think that everybody should be proud of who they are and should be able to learn more about themselves.

Teacher perspectives of the impact of multicultural education on self-esteem were generally positive. One participant commented that, "Building their self-esteem through respect for their culture, then seeing that their
culture is valued within the system, will make a world of difference”, was synonymous with what the scholars suggest is a purpose of multicultural education. According to another participant:

This is for any kid, usually the ones who are encapsulated in their own little culture; the typical white-middle class student is so limited because they have no other experience; they are the ones that will benefit the most.

Still another commented:

I doubt if there is an impact per se. because of coming up from grade school, and they are accustomed to it by now. In addition, they are not sitting in any one ethnic grouping in the classrooms; it is so diverse that they just take it as it comes.

Yet another stated, “I don’t see that great of an impact on the general population.” Another teacher’s comments revealed that her students experienced a sense of “empowerment”:

It empowers them. It takes what other people call a negative and turns it into a positive. I think that everybody should be proud of who they are and should be able to learn more about themselves.

Overall, the teachers participating in this study felt that the experiences of teaching and learning from a multicultural perspective were enormously valuable to the self-concept, academic achievement, and cultural appreciation of the students. In the following example,
the teacher commented that there are also some negative changes in behavior experiences among foreign-born students:

Sometimes I experience behavior problems as a quest to be recognized because of the way they are looked upon by my majority peers. For example, in spelling, words like deportation, immigration caused major discussions among students.

Another teacher commented that the negative experience arises after the student is placed in the regular academic program:

Sometimes it's after they are mainstreamed and are assimilated that you see them begin to stereotype or show intolerance.

One teacher sees the problem among Haitian students as evolving from the community and how its members reacted to the immigration of the Haitians in South Florida. Yet, she offers a solution to their learning experiences that will make this group of students feel a sense of belonging. In the following selection, she comments on her strategy for keeping her students' sense of self intact:

I find that the Haitian kids need to improve their self-esteem with their culture because here, in South Florida, being called Haitian is a derogatory term, and so that's difficult for me. I find that is challenging. Other than that, talking about their culture just builds them up. They are always proud of their culture. They make flags in their spare time; you put them on the computer and they are making flags of their country. They come here and they don't want
to lose what they had in their country. It's really fascinating to see them share information about the histories or politics in their own country or how they do a specific thing, or how their educational system is so different. We need a lot more sensitivity with the Haitian American students. I feel sometimes they are not part of the African American History. We don't do enough and they have a very rich culture. Also the Asians.

Impact on Teachers

Not only do the participants stress the impact of the infusion of multicultural education on students, there was a general consensus among participants that teaching from a multicultural perspective also had an impact on teachers. One participant summed up the impact of multicultural education on teachers in the following narrative:

The teacher's instructional role is minimized in the delivery of information. Student contact is probably more. We spend a lot of time with our students. spend a lot of time one-on-one with students; interviewing them, finding out about their background, their family background and their educational background.

Consistent throughout most of the comments from the teachers was the perspective that multicultural education infusion has significant impact on teachers professionally and personally. Comments from the participants were mainly about the concern for time to plan, and the availability of resources.
Many saw the infusion process as central to student achievement. They saw it as a paradigm shift in teacher lesson planning, presentation and changing the teachers' instructional role to being less a deliverer of information. Student contact is probably more. A lot of time is spent with the students. The following comment was typical:

We interview them, find out about their background, their family backgrounds and their educational backgrounds.

The comments describe the impact of multicultural education on educators who teach from a multicultural perspective:

It takes away from me in the classroom. I do not become the instructor; I am the facilitator, and I coach them. They do the instruction; they become the ones who are responsible for giving the other kids the information and for helping them complete a project.

Multicultural education has a great impact on teachers and students.

My experience is a positive one.

I feel comfortable with the delivery of multicultural education; some teachers don't.

The following comments from a teacher articulated concerns for what was viewed as a negative impact of multicultural education infusion:
The negatives usually come out in discussions. The stereotypes are brought up, but this leads to discussion that can lead to positives.

Additionally, there was a more transformative view of the impact of multicultural education in the curriculum. The following comments describe in greater depth the overall perspective of participants involved in this study on the greatest impact of multicultural infusion:

They will make comparisons to what they have seen and what they're taught.

The teacher may be the first person to give you validation. Life-long learning tasks and cooperative learning skills prepare them for the job market.

Finally, it was revealed from the findings that the impact of multicultural education infusion on instruction and on curriculum, students, teachers and academics reflects what scholars describe as the ultimate goal; to change how students think about themselves and to positively transform them into better citizens in a global society.

Social and Organizational Factors

Social and organizational factors that influence how teachers infuse multicultural education are examples of systemic influences that are generally outside the realm of individual participant control. Social and organizational
factors are those matters imposed on the teacher by society or the school district. They are (a) parents, (b) time constraints, (c) the preparation needed to teach from a multicultural perspective, and (d) the availability of appropriate training.

Parents

In the following excerpt, one participant suggested that a challenge that affects social and organizational factors in the infusion process can come from parents:

Sometimes challenges encountered come from the parents because their view of what a curriculum should be and should not be are not as open sometimes; however, rarely from the administration, never from the administration, and never from the kids.

This researcher believes that parents often see the curriculum as encompassing the three Rs (reading, writing, arithmetic). Some parents, view multicultural education as an add-on to the curriculum that may be acceptable at the periphery of the curriculum but not at its core.

Training/Workshops

Steps to be taken to teach from a multicultural perspective and the organizational and social factors that come into play, have a great impact on the infusion process. The preparation of respondents in this study
ranged from teacher training in ESOL workshops to no formal training.

Teachers who were mandated by the school district to take multicultural training to change attitudes and to be more sensitive to the students' cultural backgrounds, were more resistant to the district’s multicultural goals. They did not see the true value of the mandated program of professional development. This contrasts with teachers who were self-motivated to learn about how to teach from a multicultural perspective for personal and professional growth. Historically, teachers have resisted mandates in which they were not active participants in the decision and selection process.

Resources

In addressing the topic of multicultural infusion, the narratives of the participants explored the issue of resources. The authenticity of resource materials was discussed, along with the challenges encountered in finding adequate resources. The availability of resources to teach from a multicultural perspective, including the availability of library media resources and teacher-owned or originally developed materials was a significant issue.
Of the participants who found resources readily available, there were those who labeled what was available as "Mickey Mouse" activities. "Math around-the-world kind of stuff that doesn’t get to the heart of the matter." One teacher stated that, "some groups are ignored. There’s a vacuum, i.e., for Native Americans and Asian Americans."

Discussions on the issue of multicultural resources indicated that the authenticity of materials has gotten a lot better. However, one respondent stated that "the old school lessons are boring and not relevant to the real world that my students live in." Stories are told in the texts provide more relevance and authenticity, but there is still a need for more authentic supplemental audio-visual resources.

The ability of teachers to put their hands on resources that ranged from speakers to books and to audiovisual materials was an essential aspect in the infusion process. While all the administrators in this study felt they had provided teachers with adequate resources via the school district, several teachers commented that there was a need for more resources. One administrator commented that:
Any shortage of resources for the effective infusion of multicultural education in the classroom was attributed to a shortage of funding from the county or state level.

The overall opinions were that while it was not easy to select the materials, the collections of ethnic and multicultural books in the local media centers had greatly improved.

Still, comments on the availability of resources showed that there is a wealth of available resources for infusing multicultural education into the curriculum; however, it has been difficult to find resource materials for some groups. The following comment reveals a point of view that was common among respondents:

For research, both print and electronic information and professional journals are available. There is also a recommended list from the county of resources, books and materials that are multicultural when ordering. It was not easy selecting the materials because many publishing houses select books to sell, yet there are always some groups that are left behind.

Other comments from teachers ranged from observations about resources being adequately available, to remarks that resources needed improvement. From teachers' perspectives, the following factors about the availability of resources influenced teachers' practices across the schools:
Resources are easily available if you go out and ask. Even the children are a good source for information and resources.

There is a need to have more audio-visual resources. It would be nice to have authentic information in video form to supplement. Some groups are much ignored; there is a vacuum, especially for Native Americans and Asian Americans.

While the lack of available resources on the Native Americans and the Asian Americans was a common theme that emerged from the respondents, one teacher summed up the responsibility on the part of the teachers to find resources to meet their needs:

When you are trying to implement multicultural education in your curriculum, you have to plan for it; that means going looking for resources, finding materials, making lesson plans that fit what you are trying to do; and that’s the creative part of it.

Still, the following comments from another respondent are definite reflections of the respondents’ beliefs and perspectives about the availability of resources:

I would like to see less of the little booklets that give you limited activities. I would like to see more multimedia, videos, and interdisciplinary units, instead of just a little lesson that shows a multicultural perspective on a topic.

**Authenticity of Materials**

The authenticity of resources (e.g., how well does a story or picture in a book reflect the exotic or the real life experiences of an ethnic group, race, or culture),
challenges encountered, availability of resources, library media resources, and one's own resources were very significant in the infusion of multicultural education into the language arts curriculum or into school-wide initiatives. Also, extensive discussions on the category of print and visual resources, and the variables that impact availability, or the lack thereof, were mentioned in the following examples:

The authenticity of the current curriculum is KWL (know, want to know, learned). This text has excellent background information. The information is very authentic.

Most of multicultural education is surface. The books are still strictly mainstream. They mostly give passages on diverse groups as reading, daily reading passages.

The authenticity of materials are much more acceptable. Different authors, some more softer, some more vocal.

I am beginning to see more relevance and authenticity in the text.

They need to show more of the groups as more regular every day people and incorporate it in the text. Now we just stress the famous people and rich people from the particular background. In addition, we need to show more about regular families and customs and backgrounds, the hard-working people to identify with families, i.e., uncles, parents, their beliefs, their lives.

In the first excerpt, the speaker believes that the current text appears to be very authentic. This is unlike
the third narrative that illustrates the surface, add-on approach that has plagued multicultural education infusion. What is illustrated in the last narrative is a request that is almost standard among educators, the need for text and for curricula to be more reflective of a culturally pluralistic society.

Teacher Needs

Teacher instructional and developmental needs were important to the successful infusion of multicultural education. In this study, all 48 participants stated that they saw a need for better teacher preparation, including multicultural education methods courses in teacher education, more hands-on training, sharing sessions among peers, supplemental audio visual aids and better workshops.

The overwhelming request by respondents for more training and workshops made these findings significant as noted in the following excerpt:

Even when you have gone to a workshop, you still need to put your own flair to it. No matter where they are from, you still have to meet their needs; and if you can use something from their culture to do it, all the better.

The preceding narrative illustrated the attitude of a teacher who practiced what this researcher suggests is instructional tailoring to meet the needs of the individual
The teacher readily acknowledged that the workshop was a reference, a beginning. When the workshop is over, educators need to be conscious of the needs of the students they teach and to go beyond the formula suggested in the workshop.

The following narratives align with major opinions and theories presented by authors referenced in the literature review (Banks, 1994; Gollnick & Chinn, 1990; Grant & Sleeter, 1999; Ladson-Billings, 1994). In comparison with what the scholars discussed, the participants describe what the research suggests are deficiencies in the curricula:

We need more multicultural methods classes for new teachers, more sensitivity training of how to recognize and to deal with diverse students. The School Board of Broward County needs to mandate multicultural education infusion as opposed to having only a resolution.

The teacher in the following excerpt was more radical than most in her recommendation on how to improve the teacher education in the training and implementation process:

I think one of the things I’ll change is to find another word for infusion. Sounds like they’re taking a gigantic syringe and going swoops instead of working with us and bringing, showing us materials.
One teacher suggested that, "Lesson plans are a good way of starting. I can't wait for some people to start designing lesson plans. It's important enough to start with lesson plans from the county."

A pervasive pattern in the data reflected on the participants' staff development needs is that multicultural education should be more at the core than at the periphery of the curriculum.

One of the most profound comments came from a teacher who believed that the point of entry into teaching multiculturally begins in teacher education:

These teacher education classes are based on theory. You get out in the real world in these classrooms and you have no idea why that student is not looking at you in the face; you have no idea about it, and this goes into the student's personal life. The fact that some of these parents are coming from the Islands, let's say, Haiti, and that they are working three and four jobs. You have no idea why this is going on. If you have no background information of struggles, how are you supposed to adapt and make connections? So definitely, they need it in teacher education.

Another organizational factor that was reflected in the findings were the views of teachers which desired more real-world representation in the texts that are adopted for use in the classroom. A comment from a teacher reveals that there is a need for more authentic cultural and ethnic representation in the literature:
They need to show more of the groups as more regular everyday people and incorporate it in the text. Now we just stress the famous people and rich people from the particular background. In addition, we need to show more about regular families and customs and backgrounds, the hard-working people, to identify with families like uncles, aunts, their beliefs and their lives.

**Affective Domain Factors**

Affective domain factors are those experiences that teachers and students bring to the teaching and learning environment. Statements were offered by the participants dealing with these factors.

Guided by Gonzales’s Individual-Teacher Factors (1995), this researcher explored the impact that teachers’ backgrounds, ethnicity, education, training, personal beliefs, and teaching styles played in multicultural infusion.

The participants’ discussions reflected certain conditions that lead to (a) teaching assignments, (b) background connections to students, (c) teaching based on informal needs assessments, (d) parent participation, (e) personal reasons for teaching from a multicultural perspective, and (f) to the relevance and authenticity of materials.
The important affective domain factors were the connection between a teacher's and students' cultural backgrounds, years of teaching, the ability to effect change and to produce positive results in students' learning experiences. The average number of years of teaching for participants was approximately 5 to 10 years. Teachers from backgrounds similar to the students who taught from a culturally sensitive perspective commented that teaching from this perspective was very effective because they shared similar backgrounds.

The data revealed that 21 of the 48 respondents had cited various affective domain factors which had contributed to the infusion of multicultural education in their classrooms. The study found a pattern among teachers who had extensive experience in teaching language arts in the classroom (five or more years) had more positive attitudes and beliefs about multicultural infusion. Those with 1-4 years experience were more negative. Teachers who had taught for at least five or more years were very comfortable with the infusion of multicultural education. They were exposed to the various infusion initiatives that had been implemented by the school district, and they had compiled a collection of personal multicultural resources.
which they had successful used in their classrooms. The following narrative is representative of teaching experiences that are considered effective:

I do it because I am a product of it (multiethnic background). Because of my past experiences. It is forthright and innovative. Not mentioned often is the fact that it makes the environment warm and friendly. My own curiosity because I have so little of it. Raised and going to a Catholic high school and a midwestern university, I am just curious about why people do the things they do and ah, what their backgrounds are, how different and how much, the same I'm finding.

It was pleasing to find participants who were experienced to the point of reviewing literature and selecting materials based on accreditation and who were able to portray the protagonist. New teachers were more concerned about getting behavior and discipline under control than in making connections between the text selected and the students' academic-development. The following excerpt is representative of teacher experiences:

When selecting books, I generally start off by reading the accredited reviews, reviews by School Library Journal, Booklists, and the Horn Book. I also read many of these books and have noted that many of the books neglect the multicultural readers by failing to put protagonists of other cultures as heroes in their novels. I also believe that book fairs and other literary ventures fall hostage to the same deficiency. Another motivational idea is to have books in other languages.
Teachers and other staff members also discussed the merits of teaching using particular teaching styles to match the students' learning styles. One teacher stated that, "The whole class benefits even though the particular style I use to deliver the information may subliminally be geared specifically toward assisting a targeted few."

Another teacher explains that:

To meet the needs of the students in his school, the media staff had taken into consideration the multiethnicity of the users. In a poll conducted by my school, it was found that 27 different cultures shared the classrooms. Based on this information, books, materials, and other support items needed to be purchased.

A teacher's own curiosity about her students' cultural background and the need for them to view all cultures from a different point of view was the reason behind her need to teach from a multicultural perspective:

I just think the students need to look at all different types of literature, let's say, not just one grouping from a basal reader. They need to experience the different cultures of, let's say, the Afro Americans, the Island people, the Native Americans, the Vietnamese people. It plays a very important part in their educational growth. Our society is so global these days that the kids we are educating now, they are not going to stay around here; they definitely will move on. If not for jobs, because of education, because of family needs, or just curiosity. If they have no idea of how the world functions as far as their cultures, where does that leave us? that we are not truly educating them?
The teacher also went on to suggest that her own curiosity is the motivation or reason she teaches from a multicultural perspective.

Another teacher summed up meeting the needs of her students by describing her practice of teaching from a multicultural perspective as going across the line. She stated, "I just basically try to go across the lines. I don't aim for any one particular group. I don't wait for 'that' month to come. It should be all year long."

**Standards and Matrices**

With the preceding narratives in mind, some language arts teachers and other participants of this study perceived the School Board's standards and matrices to be significant in the infusion of multicultural education. The Broward County Schools Standards of Service and Matrices was being considered by teachers as part of the reforms necessary to meet the needs of students and to effect change in multicultural education. These standards and matrices include major curricular revisions and reforms, curriculum audits tied to the standards, better assessment tools for auditing multicultural infusion, multicultural checklists for administrators, and the need to blend multicultural education into the curriculum.
A recurring pattern that evolved is that of viewing multicultural education as playing a blending role and being a part of the core curriculum.

The data revealed that educators had the following attitudes regarding multicultural education infusion: (a) multicultural education is necessary to prepare all children for the global community of the twenty-first century; (b) it is not to be taught in isolation; (c) it should be part of teacher education; (d) it is needed for an awareness of other cultures; and (e) it has to be balanced. The following excerpts relate how some of these attitudes were expressed by teachers:

There is no particular plan for infusing multicultural education at this time, as far as making the language arts teachers isolate the issue and make them accountable.

Our goal is to be able to network, to make it easier for you.

It is very easy to infuse multicultural education and diversity through language arts. The literature lends itself to the study of various cultures.

I think every child should have a multicultural education. The world is getting smaller, not larger; we have to be more global in the way we look at life. We can't keep this small perspective that it's just the United States; we have to compete in a global economy, and we have to prepare our students to do that. That's why I believe in multicultural education and bilingualism; and we should encourage students who are bilingual to stay bilingual.
Reflected in the narratives above is the statement, "I think every child should have a multicultural education". This is a profound suggestion. Participants pinpoint the essence of what is needed to fix a great deal of what ails the teaching and learning in the public schools.

Curricular changes related by participants included tying infusion assessment in with the curriculum audits, developing a multicultural checklist that would rate the level of participation by schools, (with level 1 being the lowest to level 5 being the highest), to one teacher's comment that educators simply need to:

Accept whatever one brings to the table. I think that even trying to teach American Standard English is important in a school such as the researcher's school. It's very important to infuse multicultural education in the curriculum because of what goes on in life.

Finally, one teacher articulated the importance of creating a balance between the world that the students come from and the world of literature to give students a more global and culturally balanced view by stating:

I think it's important to teach from a multicultural perspective, but I also think it has to be balanced, that you cannot just do strictly multicultural because then, particularly for your minority students, you do them a disfavor, particularly in the world of education; if, for example, you don't teach classics, such as Shakespeare or Hamlet. That there are still
driving forces in the literary world, but you can use them for comparisons on a variety of issues.

As this study explored how language arts teachers viewed the effect of multicultural education on their curriculum, a category emerged from the affective domain which was relevant to student achievement. Improved self-esteem among students, was noted by teachers as correlating with better academic achievement.

It is possible that organizational or individual factors that influence teachers' social constructs are impacting on the teachers' classroom practices of multicultural infusion. These may be more influential than the teachers' philosophical beliefs about what the infusion process should actually reflect. Most of what was evidenced in the classrooms was the level 1 (elemental) form of cultural infusion that is often so common among practitioners.

A key finding in this study was that teacher preparation programs do not prepare teachers to teach from a multicultural perspective but teachers often use prepackaged guides to add to the curriculum. Therefore, teachers were forced to research and to develop their own means to become proficient. A comment from a teacher on
how she prepared to infuse multicultural education into the curriculum was:

I remember spending hours researching differences between cultures to understand my students and why they were making the errors they were making and why they were having trouble adjusting in the United States.
CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

To correctly educate the African American child, and to change the old paradigm, educators must first erase terminologies from our educational system that define the African American and makes us a nonentity. Words like, minority and Negro have no true identity. They denote a definition that suggest, you are less than something else, or you are outnumbered, or the odds are against you. The word 'Negro' claims no culture, it attaches us to nothing, no past, no future, not even identify your color. From a world view, Africans, and African Americans are not in the minority.

Malcolm X

Conclusions

The respondents in this study provided important clues and an understanding into the practices, processes, and views of teaching from a multicultural perspective. The research was designed to explore the perceptions and experiences of selected educators employed by the School Board of Broward County, Florida, and to discover how multicultural education was infused into the curriculum.

The implications of the findings address social and educational issues at the middle school level. How
teachers interpret and model multiculturalism in their classes will ultimately impact on the performance, perspectives, attitudes, self, the global community of the students in their charge, and, finally, the teachers of the future who are sitting in the classrooms today.

Teacher perceptions are very important to the paradigm shift that is desperately needed to change how teaching is conducted and how learning is attained in the classrooms. If there is sincerity in the desire to change curriculum to reflect a multicultural perspective, one needs to get beyond mandates and meaningless prescriptions in the form of papers, speeches, books, and resolutions. Teachers need to see the inherent value of teaching multiculturally. Many teachers in this study recognized this.

This study found that of the 48 participants, 43 are at the additive or contributions level of infusion. Only three participants were at the multicultural education level of infusion. Disappointingly, 95% of the participants in this study are at the single-group level of infusion with African American, Hispanic, or Native Americans being the most popular ethnic groups being studied.
Implications for Educators

The way teachers infuse multicultural education into the language arts curriculum in public middle schools in Broward County, Florida, is still an evolving process. This researcher applauds those teachers who are consciously making the effort. In the area of approaches educators use to implement the infusion, a clear implication from the research findings is that while every effort is being made on all levels of the Broward County, Florida, Public Schools (and most educators have good intentions), the infusion process is still at the additive, human relations and contributions approaches.

For educators, the human relations approach includes looking at the stereotypes, similarities, differences, and tolerances for one another within the school setting. The findings indicate the preponderance of the additive approach. Participants continue to dress up in outdated folk costumes, sing, eat, dance, and drink their way through multicultural infusion. They also add ethnic group heroes to promote self-esteem. Often the group added is of African-American or Hispanic decent.

The findings suggest that 75% of the teachers in this study are struggling with a transformational approach to
infusing multicultural education into the core of the curriculum. While all of the participants appear to be constantly making a conscious effort to teach from a multicultural perspective, 80% of the participants often lack the knowledge of, and the sensitivity to, diverse cultural groups and to their students' ethnic heritage. They have vague ideas about human differences regarding race, class, sex, or religion.

Consequently, 80% of the educators in this study are not fully prepared to teach from a multicultural perspective or to meet the learning needs of the ethnically diverse students in the classroom. Educators are not ready to teach the ethnically chic (streetwise, hip, cool) students they see on a daily basis. An important question for educators to address is, "How can they take their students from the heroes and the food approach to the social action decision-making level of multicultural infusion?" Perhaps the answer lies in the way higher education and district-level educators implement training programs and methods courses in multicultural education.

Despite hundreds of educational reforms, including the attempted infusion of multicultural education, 98% of the educators in this study demonstrated some type opinion that
teaching from a multicultural perspective is what is best for children. Only one participant commented that multiculturalism is not a significant aspect of teaching. Multicultural education is beneficial for minority and White children, it is especially beneficial for minority children who enter the school lagging behind their White counterparts.

In the Broward County, Florida, Public Schools, generations of children have completed their education in an integrated, ostensibly equal access environment. While strategies for implementing multicultural education into the curriculum are on-going, it is the opinion of this researcher that there are many educators who are at the lowest level of infusion, as suggested by Banks (1992). These teachers interpret multicultural infusion as trying to fix the defects of a deviant culture by infusing cultural additives.

**Implications for Training**

In addition to teacher qualifications and training, county practices in curriculum development also present some concerns. Eighty percent of the participants in this study indicated that they had no formal training or methods courses to prepare them to teach from a multicultural
perspective. The greatest emphasis on training came from the district level. This study found that the training from the district focuses on the additive approach.

At the school level, ready-made prescriptions and guides were most commonly mentioned as the products of school-wide efforts. The Florida Department of Education is still mandating ESOL endorsements for teachers of LEP students, while teachers are reaching out for a curriculum and textbooks that reflect the ethnic groups they serve and the training that is applicable to their teaching environment. Teachers are asking for total school reforms.

In most cases, the adopted curriculum comes with limited training. Attempts to introduce multiculturalism into the curriculum appear to be mere political responses and efforts to appease the various ethnic, religious, physically challenged groups, and gender-oriented groups that are represented in the population. There is a curriculum or a guide for every ethnic group represented. However, the training that is offered is usually an overview of the program and usually does not offer the hands-on, or sharing among peers approach suggested by the teachers in this study.
One teacher proposed that training should come from the leaders and the resource persons in the community because they are better able to offer first-hand, practical experiences. They can directly provide the flavor of the culture.

The research indicated that multicultural education infusion neither directly addressed eliminating racism and its vestiges, nor trained teachers to empower minority youths to effectively counteract such phenomena.

Relevance of Textbooks and Curriculum

All of the participating teachers in this study indicated that the adopted textbooks for sixth through eighth grade language arts have greatly improved. However, they also suggested that the textbooks are largely based on myths, heroes, legends, and holidays. The texts often did not address the "why and how" questions students raise during the reading of the stories.

Teachers who had a better understanding of the "why and the how" had researched, designed, and implemented the materials and resources to attain a more comprehensive level of implementation of multicultural education in their classrooms. Some had changed the curriculum to reflect an
ethnic group here or there but had not exhibited changes in classroom climate and pedagogy.

This researcher concluded from the findings that all the teachers in this study were beginning to see more relevance and authenticity in adopted texts. A suggestion is that there needs to be more emphasis on showing the diverse ethnic groups as regular every-day people, instead of just the famous and exotic, and adopted texts need to be aligned with this paradigm.

Reforms and Transformation

Teachers spoke of the need for total school reform to address affective issues, to invite diversity, to eradicate stereotypes, to enhance self-esteem, to encourage all members of the community to have a voice and to demand educational achievement in the infusion process.

Multicultural education reforms that help students feel better about themselves and about their heritage are on-going among most educators in this study. However, more emphasis must be placed on the responsibility of the total school population to present a multiculturalism that helps students develop their decision-making abilities. Emphasis should be placed on helping students develop their social participation skills and their sense of political efficacy.
as a necessary basis for effective citizenship in a pluralistic, democratic nation.

**Barriers or Unique Opportunities**

This study concludes that despite the desire that some participants demonstrated to infuse multicultural education in the curriculum, the lack of availability and authenticity of resources inhibited successful multicultural infusion. They commented that other barriers ranged from texts not showing the various groups as everyday people to materials and resources still at the add-on level. This study concludes that these barriers should generate educational reforms that create unique learning opportunities for all students, especially students of color.

This study concludes that educators who infuse multicultural education provide an important clue to understanding the barriers to multicultural infusion. They also provided answers to overcoming these barriers. Their solutions are demonstrated in their approaches to infusion, implementation strategies used, acquired resources, teacher needs, affective domain factors, social and organizational factors, and standards and matrices. Comments from participants implied that the following barriers were...
common among educators working to implement multicultural infusion:

1. Teachers' indifferences or openness to education reforms.

2. Teachers' low expectations of disenfranchised students.

3. Educational labels: Minority, disadvantaged, at-risk, Dropout Prevention, Exceptional Student Education.

4. Magnet programs which often create a school within a school, between the have and the have-not, and serious questions of parity.

5. Clashes between classroom culture and home and community cultures.

6. A pop/rap culture that tells African and Hispanic students that the Scholastic Aptitude Test is not geared toward the lower-achieving class, so why bother trying to pass.

7. Student cognitive styles are not considered.

8. Teacher biases and prejudices.


10. Too many guides and calendars that encourage the ethnic additive approach to multiculturalism.
11. The additive approach, a month here and a month there for different ethnic groups.

12. Intolerance for the customs and traditions of others: Voodoo, Rastafarians, food, music, dancing styles.

13. Fear of discussions on slavery, prejudice, and racism.

14. Teachers' lack of recognition of the prejudices facing their students of color on a daily basis.

15. Stereotypes and prejudgments by teachers about minorities (especially those from low socioeconomic backgrounds) have contributed to the miseducation or lack of education of the children.

Currently, a common belief among educators is that multicultural education is all about the minority student, or the Limited English Proficient student. A significant solution to this challenge is evident in one teacher's comment that what is needed is "training, training, training."

Recommendations

As is apparent from these findings, teachers must recognize that teaching from a multicultural perspective benefits all. More importantly, Anglo-American students benefit as well. This researcher recommends that the school
district refrain from compiling and distributing packets or watered-down curricula of multicultural strategies for addition to the existing curriculum.

Veteran teachers (who have taught for 5 years or more) are asking for in-service training and workshops on how to change their attitudes about multiculturalism and how to teach from a multicultural perspective; and how to infuse multicultural education in their curriculum. Training must be implemented to rejuvenate their teaching and to be effective in their efforts to have up-to-date information concerning the growing diversity in the classrooms.

While workshops and training should be based on infusing adopted guides and packaged curriculum, it is recommended that they should also address the notions of prejudice reduction, racial and ethnic biases, teacher and student cross-cultural appreciation, and intercultural transformation. Teachers, administrators, support personnel, and staff need to understand what it is like to walk a mile in someone else's shoes.

Most teachers who are distant from the actual text adoption process may not realize the process that is involved in reviewing texts for use in the classroom. Cultural representation in texts should be a major
consideration. Therefore, it is each teacher’s responsibility to participate on textbook adoption committees.

Implications for Standards and Matrices

In the area of standards and matrices, the findings of this study indicate that the curriculum that is presented or practiced is still at the lowest level. The standards and teacher practices are at the single-group studies approach to multicultural education infusion. There is a plethora of curriculum focusing on the following topics: African Americans, Native Americans, Caribbean Americans, Hispanic Americans, and the Holocaust. This researcher recommends that the goal should be to rise to the transformative approach, the decision-making and social-action approaches, and, ultimately, the equity pedagogical approach.

This researcher shares the philosophy of the participants who believe that to meet the challenges of the 21st century, multicultural education is essential. By infusing the curriculum with multicultural information, resources, strategies and activities, students can learn to accept and to respect themselves and others. Educators have to recognize that they must make the classroom an
exciting and diverse place to facilitate learning and academic achievement among their students. In the researcher's opinion, multicultural teaching is more than an ethnic additive, it is plain good teaching.

Teacher/Student Relationships

The research findings suggest that teachers can incorporate multicultural education as a normal instructional strategy by encouraging all children to bring their personal contributions to the lesson. The students become active participants in the dialogue between teachers and students and students and students. The researcher recommends that the personal contributions of students are an essential enriching aspect of how the information to be presented can be used to effect positive changes in the life of students.

The research findings indicate that when a teacher is directed to teach from a multicultural perspective, the experience is less positive. When one initiates the process of multicultural infusion for personal and professional growth, the experience is more rewarding.

It is suggested but not conclusive from this study whether years of teaching experience is a determinant of
effective multicultural infusion among educators. This issue is worthy of further exploration.

Recommendations for Further Study

Additional research is needed comparing the effectiveness of multicultural courses offered by universities and the implementation of multicultural teaching in public schools. While the implementation of multicultural education cannot be accomplished overnight, and well-trained and qualified teachers cannot be produced instantly, an attempt must be made by administrators at all levels of private and public education to recruit faculty who have significant backgrounds in multicultural education. It is not enough to arm teachers with methodologies and guides or to merely offer encouragement to teach multiculturally; teachers must be continually trained and updated to teach from a multicultural perspective.

Accountability must also be considered when benchmarks and standards are developed. Research-based studies on the impact and effectiveness of multicultural education in improving students' grade point averages, self-esteem, standardized test scores, ability to compete equally in the work force and academic achievement, need to be conducted.
Discussions in the public educational arena regarding the future of multicultural education connect infusion with assessment and curriculum audits. When curriculum standards are being evaluated or audited, multicultural infusion should be a component of these standards. Schools should also be rated using a Likert Scale on their respective levels of multicultural integration.

A question posed by this researcher is, "What will school administrators emphasize? Total school reform that integrates multicultural education at its core or an additive approach that keeps multicultural education on the periphery of school practices and curriculum?"

Multicultural education should be at the core instead of an additive. The researcher believes that this is possible. However, the attitude and the thinking of some teachers toward the infusion of multicultural education into the curriculum must change. Educators must begin to respect other cultures as they do their own. If we do not change the attitude that multicultural education is an add-on to the curriculum, then much of the power of multicultural education will be dissipated.

Any curriculum that is being considered for implementation must move beyond a particular classroom
setting to reflect the multicultural nature of society. The goal must be to encourage pride and strengthening of self, as well as to foster openness and acceptance of diversity.

Any curriculum needs clarity and direction that is discernible to those involved with its implementation. Hence, training is the key to the effectiveness of curriculum that is multicultural. Before the development or implementation of any multicultural curriculum, school-wide assessments similar to what the literature purports, should be conducted to discern the level of participation within the schools.

This study sought to explore teacher perceptions and their experiences of multicultural education infusion into the curriculum. Further study to explore administrators’ perspectives, rather than individual teacher perspectives, is encouraged to gain a better understanding of the meaning and practice of multicultural education at a school site.

Researchers are encouraged to explore Schools of Choice (Friedman, 1998) an expanding and growing new educational reform, to discover the extent of multicultural infusion in the curriculum or the impact of multicultural education on children who attend Schools of Choice.
Today's children come to school with individual agendas and issues. They also come with thousands of hours of television exposure to racial and cultural themes that often leave them with inaccurate conclusions. There are also the images of rap videos that have White America in fear of a Black planet (Rose, 1991). The rise of the Nation of Islam and the New Black Panthers have fueled fears along with a rise in crime among children against classmates and teachers. How can children be prepared to learn under those circumstances?

Educators should resurrect and aggressively pursue the notion of transformational multicultural education infusion across all subject areas. This is needed to develop in students an appreciation and respect for the culture of all racial, ethnic and religious groups, as well as the physically challenged.

The purpose of this study was simply to listen to the voices of those who ultimately are responsible for transforming the curriculum into one that is more multicultural. Though further analysis is needed, this study takes another step toward expanding knowledge in the field of multicultural education. By conducting this qualitative study, more information is now available as a
result of teachers' perspectives on the infusion of multicultural education into the language arts curriculum.

This researcher strongly recommends that the society needs to provide an educational system that assists minority students with the capability to recognize their strengths, abilities, culture heritage, and teaches them how to incorporate their information into the learning process. The researcher also recommends that the approaches to teaching minority children should recognize their learning styles. However, it is important to keep in mind that all children smile in the same language.
References


Grant, C. A. (1992). So you want to infuse multiethnic


Appendix A

Survey Letter To The Director of Multicultural Education/List Of Middle Schools

August 28, 1995

Ms. Vilma Diaz, Director
Multicultural/Foreign Language Curriculum Department
School Board of Broward County
600 SE 3rd Avenue
Fort Lauderdale, Fl. 33301

Dear Ms. Diaz:

I am Audrey Lawrence, an Assistant Principal in Broward County, and presently a doctoral candidate at Florida Atlantic University. I am conducting a study on The Impact of Multicultural Education on the self-concept, Motivation Towards School, Student Achievement and Pride in Ethnic Heritage and Culture of African American Students in Broward County middle schools.

I would like your assistance in identifying the middle schools in Broward County that have implemented the African/African American Multicultural Infusion Program of the School Board of Broward County in their Language Arts and/or Social Studies curriculum beginning with the 1992-93 school year to present.

Knowing so well that you have tremendous responsibilities and a very heavy schedule, your cooperation will be of great value to me and will make a valuable contribution to our knowledge about the infusion of multicultural programs in the curriculum.

Please take a moment and complete the list ASAP. Please circle the name of the school or put a check mark next to the name of the school on the enclosed list. I need your response by Monday, September 11, 1995. You may also fax the list to McNicol Middle School at 926-0848.

Cordially,

Audrey Lawrence

enclosure
MIDDLE SCHOOLS

North Area
Coral Springs
Crystal Lake
Deerfield Beach
Forest Glen
Margate
Pompano Beach
Ramblewood
Rickards
Silver Lakes

Central Area
Bair
William Dandy
Lauderdale Lakes
Lauderhill
New River
Parkway
Plantation
Rogers
Seminole
Sunrise
Westpine

South Area
Apollo
Attucks
Driftwood
Indian Ridge
McNicol
Nova
Olsen
Perry
Pines
Pioneer
Silver Trail
Tequesta Trace
Walter C. Young

COMMENTS:
Appendix B

Middle Schools Implementing Multicultural Infusion Program

## North Area Middle Schools

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<tr>
<th>School</th>
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<tr>
<td>Margate</td>
<td>92-93</td>
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<tr>
<td>Crystal Lake</td>
<td>92-93</td>
</tr>
<tr>
<td>Deerfield Beach</td>
<td>92-93</td>
</tr>
<tr>
<td>Ramblewood</td>
<td>93-94</td>
</tr>
<tr>
<td>Rickards</td>
<td>93-94</td>
</tr>
<tr>
<td>Silver Lakes</td>
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<tr>
<td>Coral Springs</td>
<td>94-95</td>
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## Central Area Middle Schools

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<td>Wespine</td>
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<td>New River</td>
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</tr>
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<td>Parkway</td>
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<tr>
<td>Rogers</td>
<td>94-95</td>
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## South Area Middle Schools

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<td>Pines</td>
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<td>Walter C. Young</td>
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<tr>
<td>Silver Trail</td>
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</tbody>
</table>
Appendix C

Principals' Letter

Date

Principal
Summer School
Any City, Florida, 33333

Dear Principal:

I am an Assistant Principal with the School Board of Broward County, and a student at Florida Atlantic University in the final phase of my dissertation towards a doctoral degree. I need your Assistance in conducting a case study of, The Infusion of Multicultural Education in the Language Arts Curriculum in Broward County Schools.

I am conducting a qualitative study on The Experiences of Middle School Teachers on the Infusion of Multicultural Education in the Language Arts Curriculum in Broward County Schools, Florida. My objective is to interview selected Language Arts teachers, media specialist, and administrator in charge of curriculum, school improvement team committee chairs, and staff members in the multicultural education department, to gather information on the infusion of multicultural education in the curriculum.

I will also conduct a site observations to gain first hand information about the infusion of multicultural education in the curriculum and report on the strategies and techniques used in the infusion process. From my interviews, observations, and document reviews a guide will be compiled for the Multicultural Education Department, on best practices being used by teachers to infuse multicultural education in the language arts curriculum.

Attached is a copy of the approval letter from the school board to conduct my study in the county, and a copy of the consent form that also outlines the purpose and procedures of my study. Your school was chosen because of your outstanding programs and multicultural activities as reported by the Multicultural Education Department. This is an attempt to highlight some of the positive
multicultural activities being infused in middle schools across the county, and to gather information regarding the Best Practices Programs in these schools that promote diversity in the District.

Your assistance in identifying the pertinent members of your faculty/staff who is involved with the implementation or infusion of multicultural education would be greatly appreciated. I respectfully ask for your approval, support, and cooperation to conduct my study in your school. I have targeted October 1 through December 17, 1997 for my field studies, and would require probably no more than two days to complete the observations and interviews.

Please take a moment and respond to my request. I can be reached at McNicol Middle School, 954-926-0983(Ofc), 954-926-0848(Fax) or 954-475-6581(Home). I will also follow-up with a phone call to you upon receipt of this letter. Thank You.

Cordially,

Audrey Lawrence
Assistant Principal
Doctoral Student FAU

Attachments (2)
Appendix D

Consent Form

1) **Title of Research Study:**
An Exploratory Study of the Perception and Experiences of Selected Middle School Teachers on the Infusion of Multicultural Education in the Language Arts Curriculum in Broward County Schools, Florida.

2) **Investigators:**
Dr. Ted Urich, Associate Professor, Education.
Audrey E. Lawrence, Graduate Student, Education Leadership.

3) **Purpose:**
The purpose of this study will be to explore the perceptions and experiences of selected middle school teachers on the infusion of multicultural education in the language arts curriculum in Broward County Schools. The overall objective is to gain concrete day-to-day experiences of the teachers who have reported successfully implemented multicultural education in their curriculum.

4) **Procedures:**
A Qualitative study of language arts teachers in their classroom environment using case study method will be conducted. The methods used in this study will be interviews, observations, and document review. Semi-structured, focused, guided interviews will be used in this research as a face-to-face encounter with the research participant to gather descriptive data in the participant's own words. Participants will be interviewed approximately three times, each time for the length of a ninety-minute audio tape. The interviews will be spaced at least two days apart to allow time for reflection, and if possible no longer than a week apart, over a three month period. The information will be used to develop insights into how the participants interpret the multicultural infusion process in curriculum integration. Participants will be observed in their natural classroom setting two times for two hours total. Observations will provide direct, first hand information about the multicultural infusion process describing the activities that take place, the multicultural infusion process describing the activities that take place, the people that participate in those activities, and the context within which multicultural infusion activities occur. Participants will not complete any questionnaires or test instruments. Upon completion of the interview, the researcher will meet with the interviewee to give him/her a copy of the transcript of the interview. This will allow the interviewee an opportunity to review the transcript for accuracy, clarity and to delete items (member checking) they deem necessary to minimize any risk to them professionally or personally.

5) **Risks:**
There is little or no risk foreseen. The risks involved with participation in this study are no more than one would experience in regular daily activities.
6) **Benefits:**

Potential benefits that participants may attain from participation in this research are: a clearer understanding of how to infuse multicultural education in the classroom; knowledge from the researcher concerning the planning process for infusing multicultural education; a resource guide of best practices on infusing multicultural education in the content areas; results from the study available at the site in the study; and information that will assist the site and possible the innovation zones in the county on strategies and activities used to infuse multicultural education in the classroom.

7) **Data Collection, Storage & Confidentiality:**

The results of this participation will be confidential, and will not be released in any individual identifiable form without prior consent, unless otherwise required by law. A numeric code will be assigned to each participant. To ensure confidentiality of participants, only the researcher will have access to the translation of the codes to a participant’s identity in the study. *No names will be used to identify participants or schools in the study and pseudonyms will be used in the final report.* All transcripts will remain in the direct physical possession of the researcher. All audio tapes and consent forms will be kept in a safety deposit box. Tapes will be destroyed upon acceptance of the dissertation or, at the request of the participant, will be returned to the participant.

8) **Contact Information:**

For related problems or questions regarding your rights as a subject, the Office of Sponsored Research of Florida Atlantic University can be contacted at (561) 367-2310. For other questions about the study, you should call the principal investigators, Dr. Ted R. Urich, Associate Professor, Dissertation Committee Chair at (954) 236-1040 or Audrey E. Lawrence, Graduate Student at (954) 474-6581.

9) **Consent Statement:**

I have read and understand the study described above. I am 18 years of age or older and freely consent to participate. I understand that I am free to withdraw from the study at any time. A copy of this consent form will be provided to me if I want a copy for myself.

Signature of Subject: ________________________ Date: __________

Signature of Investigator: ______________________ Date: __________
Appendix E

Research Approval: The School Board of Broward County
Research and Development Department

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Katherine A. Blauk, Ph.D.
Director
Research and Evaluation
(954) 780-7342

Ms. Audrey Lawrence
McNicol Middle School
1411 S. 28th Avenue
Hollywood, FL 33020

Dear Ms. Lawrence:

Thank you for submitting your new prospectus entitled The Experiences of Selected Middle School Teachers on The Infusion of Multicultural Education in the Language Arts Curriculum in Broward County Schools, Florida for consideration by The School Board of Broward County, Florida. Your research project has been reviewed by staff and approval has been granted.

Your next step will be to share this approval letter with the principals of the schools that are affected by your research. The final decision to conduct your proposed research rests with these principals.

This approval means that we have found your proposed research methods to be compatible with a public school setting, and your research questions interesting. We will cooperate with you to accomplish your research because we believe the answers to the research questions will be valuable to us. Your modifications to the research previously submitted by you were considerable, and in keeping with our discussions. If I may assist you with any facet of the current proposal, please call me.

Following the completion of your research, it is a requirement that the findings of the research be communicated to our staff by you. When you near the completion phase of your research, please contact me regarding this requirement.

Sincerely,

Cary Sutton, Ed.D.
Coordinator, Research and Evaluation

CS: je

cc
Dr. Everett E. Abney, Sr., Associate Superintendent
Policy Planning, Accountability, and Technology
Dr. Katherine A. Blauk, Director
Office of Research and Evaluation
Appendix F

Teachers' Interview Guide

I Introduction

- Explain that I am a graduate student at Florida Atlantic University conducting a study on the African American Multicultural Infusion Program in Broward County Schools
- Ask permission of the participant to use a tape recorder during the interview
- Tell the participant that you will not use the name of their school, their name, or anyone else's name in anything written about the interview.

II Background Information

- Ask "Would you please tell me a little about yourself?"
- Look for information about:
  - Class(es) and level(s) taught
  - Years in school/district

III Preparation for Teaching

- Ask "How were you prepared to teach from a multicultural perspective?"
- Look for information about:
  - Own perception/definition of the role of multicultural education in the curriculum
  - Philosophy on multicultural education
  - Reasons for teaching from a multicultural perspective
  - How long involved in teaching multicultural education
  - How trained in preparation to Infusion Multicultural education in your curriculum?
  - Content of the training
  - Quality and utility of the training process

IV Implementation of the curriculum

- How do you infuse multiculturalism in your courses?
- Would you describe for me something you do in your class that is an example of this infusion of multiculturalism?
- Ask "What are the positives or negatives you encounter in implementing multicultural education in the curriculum?"
- Look for information about:
  - Challenges encountered in the implementing of the
county infusion Curriculum
→ Adequacy and relevancy of sample lesson plans
→ Correlation between the multicultural lesson plans and the textbook for a smooth infusion process
→ Authenticity of the information in the curriculum
→ The availability of recommended supplemental resource materials
→ Impact of the curriculum on your regular curriculum
→ Implementation process or integration process you used in implementing the curriculum

V Impact of the curriculum on students

• Ask “Describe the impact of the multicultural curriculum on your students.”
  → Academics
  → Self-esteem
  → Class participation
  → Knowledge of their history and culture
  → Attitudes

• Ask “What is the impact of the multicultural curriculum on your instruction?”
  → Preparation
  → Delivery
  → Student contact time
  → Parent involvement
  → Ask “Did the infusion curriculum meet your needs?”
  → Ask “Do you still use the curriculum (why/why not)?”
  → Ask “Do you have any recommendations/changes to the curriculum?”

VI There is not overall agreement among multicultural educators about what should be the purpose of multicultural education and what should be included under this rubric.

• Ask “Do you believe multicultural education should be incorporated into teacher education?”
  → “Why/Why not?”

• Ask “What topics do you believe should be included in multicultural education?”

VI Thank participant for taking the time to participate in the interview.
Appendix G

Administrators' Interview Guide

Introduction
  Permission to record, Confidentiality, Consent Form, Purpose of Study

Background Information
  How long have you been an administrator? Other experience, years, locations.

Tell me about the multicultural history of your school. ESOL? Year Round? Demographics?

How do you define multicultural education/infusion?

What efforts have you made to infuse multicultural education in the curriculum?

Could you tell me how is multicultural education infused in the language arts curriculum in your school?
  Who infuses it? How is it infused/integrated/implemented? Programs purchased? Funding? Is there a multicultural infusion plan? District mandates?

What do you contribute to the multicultural infusion process?
  Level of involvement? Responsibilities? Role? Expectations of your teachers? Hiring of faculty?

What evidence of cultural diversity do you see in the classrooms?
  Text? Resources? Materials? Is diversity negative or positive? Ratio of ethnic groups?
Given the increasing cultural diversity in your school, how do you respond to this diversity?
    School wide multicultural activities/programs?
    Supporting teacher ideas and input?
    Resources? Materials?
    Training?
    Explicit academic programs (Whole language-literature base, ESOL, Bilingual education? Infusion of multicultural education in courses?)

What structures or norms enabling teacher collaboration are in place in your school?
    Opportunities for reflection on cultural diversity?
    Racism monitoring?
    SIT Plan/Action Plan on improving cross-cultural awareness? Retreats?

Do you think there are factors outside of the school that affect the infusion of multicultural education in the curriculum of your school?
    If so, how/why?
    Planning time? Lesson plans? Lesson Presentation?

Summarize the main points of the interviewee's information. Give informant opportunity to make corrections or additional comments.
Appendix H

Directors of Multicultural Education Interview Guide

Introduction
Permission to record, Confidentiality, Purpose of study,
Consent Form

Background Information
Work experience
Experience with multicultural education
Publications, Grants, Committees, Special projects - related to training and teaching experience in the area of multicultural education.

Is your department planning for infusion of multicultural education in the schools of Broward County? How? Why? Who or what originated this idea?

Assessments,
Key people,
Legislation, Suggestions?
How is plan analyzed? Justified? Literature review?
Models?
How are program objectives determined?
How is multicultural education infused/implemented in the district?
Selecting and ordering curriculum/programs?
Tell me about administrative planning? Funding, Ensuring participation?
How is the program evaluated?

What do you contribute to the infusion of multicultural education in the district?
Level of involvement, Responsibilities, Role?

Do you think that there are factors outside the district that affect the planning process? If so, how/why do you think they affect the process?
Mandates, Interests, Consultants/County Office;
Business persons, Community, parents?

Where do you see the multicultural infusion process leading education in the 21st. century?
School to work transition, Sunshine Standards, Standards of Service?

What is your biggest concern with the infusion of multicultural education within the school district?
  Monitoring progress, Mandates, Funding, Resources, Teacher empowerment, Training, School involvement, Community involvement?

Summarize the main points of the interviewee's information. Give informant opportunity to make corrections or additional comments.
Appendix I

Interview Guide, County Curriculum Specialist
for Language Arts

Introduction
Permission to record, Confidentiality, Purpose of study,
Consent Form

Background Information
Work experience
Experience with multicultural education
Publications, Grants, Committees, Special projects -
related to training and teaching experience in the
area of multicultural education.

Is your department planning for infusion of multicultural
education in the schools of Broward County?
How? Why? Who or what originated this idea?
Assessments,
Key people,
Legislation, Suggestions?
How is plan analyzed? Justified? Literature review?
Models?
How are program objectives determined?
How is multicultural education infused/implemented in
the district?
Selecting and ordering curriculum/programs?
Tell me about administrative planning? Funding,
Ensuring participation?
How is the program evaluated?

What do you contribute to the infusion of multicultural
education in the district?
Level of involvement, Responsibilities, Role?

Do you think that there are factors outside the district
that affect the planning process?
If so, how/why do you think they affect the process?
Mandates, Interests, Consultants/County Office;
Business persons, Community, parents?
Where do you see the multicultural infusion process leading education in the 21st. century?
   School to work transition, Sunshine Standards, Standards of Service?

What is your biggest concern with the infusion of multicultural education within the school district?
   Monitoring progress, Mandates, Funding, Resources, Teacher empowerment, Training, School involvement, Community involvement?

Summarize the main points of the interviewee's information. Give informant opportunity to make corrections or additional comments.
Appendix J

Observation Guide School Site

SCHOOL NUMBER: _____________

DATE: ________________________

OBSERVER: AUDREY LAWRENCE

QUESTION: What is the experience of Language Art Teachers toward the infusion of multicultural education in the curriculum?

Areas to observe

1. **Setting**— Description of the location of the school, administrative offices, classrooms, technology labs, media center, teachers lounge, arrangement of rooms, description of the age of school and current condition, equipment, resource materials, decorations and bulletin boards, kinds of learning strategies the setting encourages, kinds of behavior the setting encourages, permit, discourage, or prevent, seating arrangements, size of classroom(s), year round.

2. **Participants**— Language arts teachers? how many, what positions or status do they hold in the school, department heads.

3. **Social Environment**— Planning, curriculum council, decisions (who makes decisions about the language arts curriculum?) (how are they are communicated?), How do instruction relates to the School Improvement Plans? What curriculum is used? Are multicultural strategies infused? How is information communicated to parents? documents? newsletters.

4. **Program activities & participant behaviors**— How are multicultural activities infused? Is there a sequence of activities? What type of programs or curricula is being used to infuse multicultural education? How are activities approved? What resources are utilized? What partnerships have been established with parents or community organizations? Where are the documents located? Is there full staff participation in
multicultural activities? Is there evidence that the county curriculum for the infusion of multicultural education is being implemented? If so, which, how, and by whom?

5. Informal & unplanned activities- What happens during unplanned program time?

6. Nonverbal communication- I will observe how the adults use body language, and space positions.

Other considerations:
Use the exact language of participants.
Be descriptive.
Observe what does not happen.
Note suggestions for document review: School improvement plans, lesson plans, school newsletters, track minutes, bulletins, key persons/role in planning language arts curriculum, interdisciplinary units, county liaison for multicultural education.
Appendix K

Contact Summary Guide

Site Code: ____________________________
Contact Date: _________________________
Today’s Date: _________________________
Contact Code: _________________________

1. What seemed to be the main issues of this contact?

2. Summarize the information I received (or failed to receive) on this contact.

3. Was there anything that was important, interesting, or that lead to further issues?

4. What new (or remaining) target questions/observations do I have in considering the next contact with this person/site?
Appendix L

Document Summary Form

Site Code: __________________________
Document #: ________________________
Date Rcvd.: _________________________
Today’s Date: _______________________

1. **Name or description of document:**

2. **Event or contact code, if any, with which document is associated:**

3. **Significance or importance of document:**

4. **Brief summary of contents:**

   *If document is central or crucial to a particular contact (code), make copy and include with write-up. Otherwise, put in document file.*

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Appendix M

Assigning Codes

1. *additive apprch
2. adopted curriculum
3. authenticity of materials
4. availability of resources
5. background of teacher
6. challenges encountered
7. concerns
8. *contrib apprch
9. county textbook
10. *decision make apprch
11. *deconstruct apprch
12. *equity pedagogy
13. *future of multi educ
14. goal
15. how infuse
16. *human rela approach
17. impact on academics
18. *impact on curr and instr
19. *impct on students
20. *impct on tchers
21. implementation
22. media resources
23. *multicul apprch
24. needs of population
25. needs of students
26. negative influences
27. own resources
28. *parent particip
29. *philosophy of mc
30. *prep to teach from mc pers
31. *reasons for teaching mc
32. *reccmd tchr educ courses
33. recommendation
34. *relevance and authen crit
35. resource guide
36. *social and org factors
37. time is constrained
38. training
39. *trans influences
40. workshops
Abbreviations and Description of Codes

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Appendix O

Categories and Frequency of Occurrences in Data Analysis

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Appendix P

Research Approval: Institutional Review Board

FLORIDA ATLANTIC UNIVERSITY
777 GLADES ROAD
P.O. BOX 3081
BOCA RATON, FLORIDA 33431-0381

INSTITUTIONAL REVIEW BOARD
Human Subjects Review Committee

MEMORANDUM

DATE: June 12, 1997

TO: Ted Urich,
Audrey Lawrence,
Educational Leadership

FROM: Don Torok, Chair

RE: H97-60 "The Experiences of Selected Middle School Teachers on the Infusion of Multicultural Education in the Language Arts Curriculum in Broward County Schools, Florida"

The Institutional Review Board (IRB) has reviewed the above protocol. Under the provisions for expedited review, the proposed research has been found acceptable as meeting the applicable ethical and legal standards for the protection of the rights and welfare of the human subjects involved.

This approval is valid for one year from the above memo date. This research must be approved on an annual basis. It is now your responsibility to renew your approval annually and to keep the IRB informed of any substantive change in your procedures or of any problems of a human subjects' nature.

Please do not hesitate to contact either myself (6-1261) or Elisa Gaucher (7-2318) with any questions.
VITA

Audrey E. Lawrence

2724 South University Dr. 14B
Davie, Fl. 33328

(954) 474-6581 (H) (954) 926-0913 (W)

DEGREES

Doctoral Candidate Florida Atlantic University Present
Educational Specialist Florida Atlantic University 1994
Master of Education Nova University 1984
Bachelors of Arts University of Florida 1980

CERTIFICATION

Educational Leadership Media Specialist K-8
ESOI Endorsement Clinical Educator
EXPERIENCES

Assistant Principal  McNicol Middle School
(Year Round School)   1994-Present

Media Specialist    Perry Middle School    1989-1994

Media Specialist    Nova Blanche Forman Elem.   1984-1989

COMPETENCIES

Diverse Ethnic Populations

Media/Public Relations Programs

Behavior Management and School Safety Programs

Utilizing Technology

Technical Report Writing

School Improvement

Teacher/Staff Evaluation

Curriculum Programs

Organizations, Honors, and Awards
• Broward Assistant Principals Association (BAPA)
• National Association of Secondary School Principals
• Florida Association of School Administrators
• Phi Delta Kappa
• South Area Assistant Principals Association
• Hallandale Zone Assistant Principals Committee
• Alternate, Christa McAuliffe Fellowship Program, Florida
• Vice-president, Kappa Delta Phi -1991
• Listed in Who’s Who Among Americas Educator -1994
• Recipient of IMPACT (Individuals Making Personal and Academic Contributions) Awards-94-95, Florida Atlantic University
• Winner: Delores A. Auzenne Fellowship (State University System of Florida)
• Delegation Leader for People to People Student Ambassador Program
• Top Ladies of Distinction, Miami Chapter
• Awarded Community Leadership Award: Friends of School Literacy/Library-in-Action Read Campaign
• Member City of Hollywood Youth Task Force, Hollywood, Florida
• Notary, State of Florida

**Publications**
• Published in Community Education Research Digest: Center for Community Education, Florida Atlantic University, Co-author.