

CEHD Grant Application Form

Submit this application form by one of the following due dates along with your proposal. Applications must be received, at tate-center@wmich.edu, by 5:00 p.m. on August 15, November 15, March 15, and June 15.

Application					
Applicant Name:	Hsiao-Chin Kuo				
Title:	Assistant Professor				
Department:	Special Education and Literacy Studies				
Title of Proposal:	Exploring and Developing Diversity Disposition Survey in Literacy Teacher Education				
Amount Requested:	\$2000				
Dates of Project:	11/15/14-11/14/15				
Evaluation Guidelines					
	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
The proposed research/creative activity is well conceived and organized.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
The proposed work will increase the likelihood that the applicant will secure external funding in the future.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
The methods and/or procedures are clearly stated and appropriate for the proposed activity.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
The plans for data analysis or evaluation critique are clearly stated and appropriate for the proposed activity.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
The costs for the proposed budget are clearly itemized and justified.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
This project has the potential to advance the scholarly/creative reputation of WMU.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Title: Exploring and Developing Diversity Disposition Survey in Literacy Teacher Education

Purpose

The U. S. population is becoming more and more linguistically and culturally diverse. According to the U. S. Census Bureau's statistics (2012) for 2012 and projections for 2060, Hispanics will increase from 17% to 31%, Blacks from 13% to 15%, and Asians from 5.1% to 8.2% of the total population. Conversely, the White population is projected to decrease from 63% in 2012 to 43% by 2060. Such dramatic change will be reflected in student enrollment in public schools. Projected by National Center for Educational Statics (NCES, n.d.), the percentage of White students in public schools will decrease from 52% in Fall 2011 enrollment to 45% in Fall 2023 enrollment. Hispanics are projected to constitute 30% of public school students, while Asian/Pacific Islanders expected to make up 5% of total 2023 enrollment. This trend of shifting student demographics in public schools reveals both challenges and opportunities. One major challenge is that the U. S. teacher population in public schools has remained predominantly white and middle-class (Henke et al., 1997; Ladson-Billings, 2005), and thus creates a mismatch between teachers and students' profiles. Such mismatch can cause "uncomfortable classroom experiences for some children and teachers" (Colombo, 2005). Opportunities occur when teacher educators perceive this situation as a potential to cultivate future public school teachers with diversity awareness and with dispositions toward teaching linguistically and culturally diverse children.

A critical early step toward addressing the challenges and opportunities and that increasing student diversity brings to public schools is to assess teachers' current dispositions toward teaching linguistically and culturally diverse children (Schulte, Edwards, & Edick, 2008; Ukpokodu, 2004, 2009). Therefore, the purpose of this study is to explore and develop a Diversity Disposition Survey (DDS) in the context of literacy education. The development of this Diversity Disposition Survey will take into account the voices of parents and their linguistic and culturally diverse children, as well as in-service teachers of these children. This Diversity Disposition Survey will then be examined in a pilot implementation to pre-service teachers in a literacy education class.

Background

In a Literacy Studies class in Fall 2014, my students, a group of undergraduates majoring in education read Colombo (2005), which examines teachers' misconceptions toward linguistically and culturally diverse children. The article opened my students' eyes, and the class engaged in an intense discussion on various issues including the mismatch of teacher and student profiles in public schools today. One female student raised her hand and said, "This is not fair. We do want to help linguistically and culturally diverse children and their parents, but we don't know how." This student's statement pinpoints the anxiety that many pre-service teachers feel as they face the prospect of teaching a significant number, if not entire classrooms, of students who most likely will come from different linguistic and cultural backgrounds than their own.

Many studies emphasize the increasing mismatch of teacher-student profiles in America (Henke et al., 1997; Ladson-Billings, 2005), yet it would be also problematic to select teachers by their skin color. Ukpokodu (2004) argues that educating teachers about multiculturalism, "if done properly, can be a hopeful and humane approach for achieving equity and social justice for diverse students" (p. 20). There is a great deal of criticism of teacher demographics and not yet enough help to prepare future teachers. Effort toward the latter include the Diversity Dispositions Index developed by Schulte, Edwards, and Edick (2008), for which they reviewed relevant literature and consulted with university professors and graduate students. Also, Ukpokodu (2004) designed a Cultural Experience curriculum for pre-service teachers in teacher education program and

examined changes in these pre-service teachers' dispositions following the course. These two studies are a good starting point for developing assessment plans to understand future teachers' dispositions toward teaching linguistically and cultural diverse children. However, three groups with valuable insight into this issue have been thus far overlooked: the parent and their diverse children, and in-service teachers. Feedback from these groups should lead to a more penetrative and comprehensive survey of dispositions.

Methods and Plans of Work

Data Collection. A mixed method study is designed to seek answers to both “confirmatory and exploratory questions” (Tashakkori & Teddlie, 2003, p. 15) and is divided into two stages. In the initial stage, December 2014 to middle February 2015, the objective is to develop diversity disposition survey questions through both “theory-driven” and “data-driven” processes (Braun & Clarke, 2006, p.18). From the theory driven aspect, a preliminary version of the disposition survey will be constructed based on a literature review and consultation with scholars and educators, mainly the WMU faculty specializing in multicultural education and literacy studies.

At the same time from the data-driven aspect, semi-structured interviews will be conducted with parents, and their children, with parents' permission, and in-service teachers of linguistically and culturally diverse children. As pinpointed in the above section, voice of parents and children from linguistically and culturally diverse families are not often sought in the construction of a diversity disposition surveys (e.g. Schulte, Edwards & Edick, 2008).

Brewster and Railsback (2003) emphasize the importance of a trust relationship when working with diverse families. Such trust relationship involves “benevolence, reliability, competence, honesty, and openness” (p.5-6). Three Chinese families and one Korean family will be initially recruited to participate in this study. These families reside in a small college town in the State of Indiana and all have young children attending local elementary schools. I have worked with the Chinese families as they adjusted to their life in the U.S. I have known and interacted with all of these families for several years and have established a mutually relationship of trust with each of them. With a snowball sampling, families from other ethnic groups will be referred and recruited to participate in the interviews through these initial families. Effort will be made to include Hispanic families as Hispanics make up the largest minority group in the U.S.A.

Interviews will also be conducted with in-service teachers. Trust between interviewer and interviewees is also beneficial in this context. Four in-service teachers will be initial recruited to participate in this study. I have also know these teachers for many years and have established a close relationship with them through working in their classrooms and with their students from diverse family backgrounds. Again, with snowball sampling, more teachers will be referred and recruited through these initial teachers. The feedback and voices from parents and in-service teachers in the field will contribute significantly to the construction of a robust, effective diversity disposition survey.

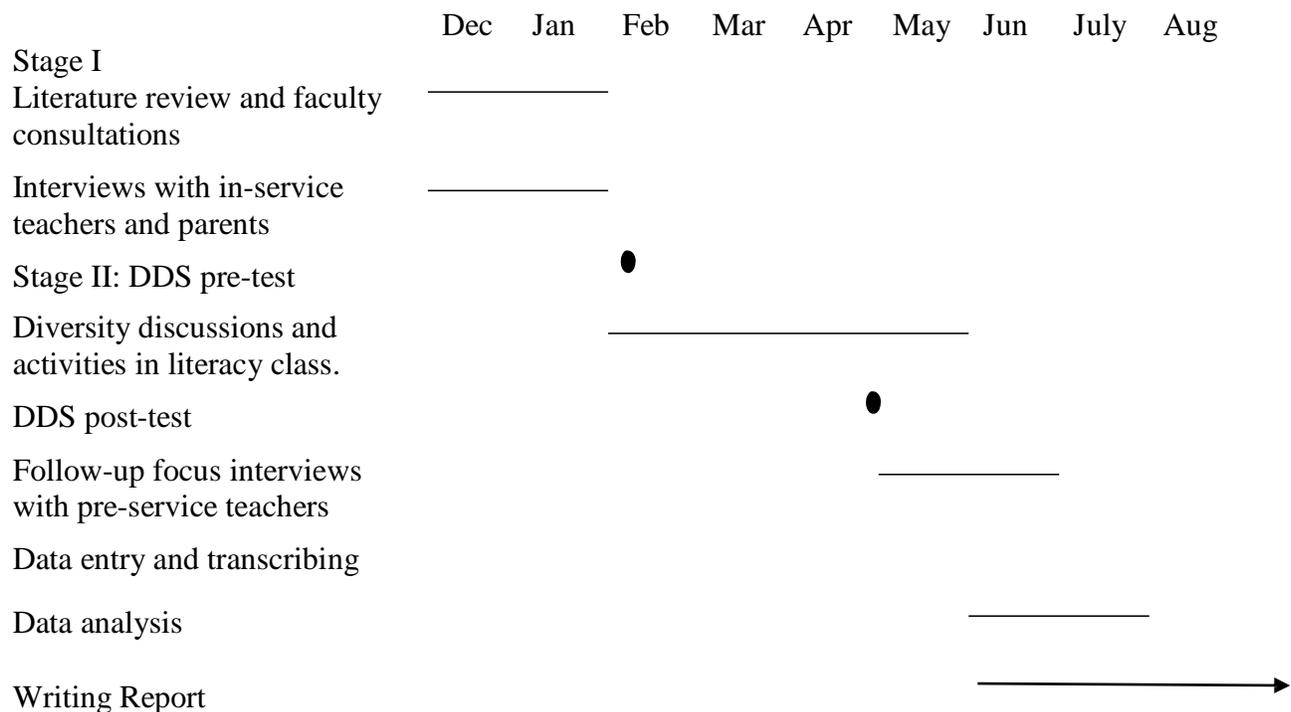
The second stage of the study involves a pilot implementation of the diverse disposition survey to pre-service teachers in three undergraduate Literacy Studies classes, offered in Spring 2015 in the College of Education and Human Development at WMU. Approximately 70 pre-service teachers will be recruited to fill out the survey. In the beginning of the semester in February, the Diversity Disposition Survey will be utilized as a pre-test to assess these 70 pre-service teachers' dispositions toward teaching diverse children. A post-test of the same survey will be implemented in the end of the semester in early May to examine the change in these 70 pre-service teachers' dispositions.

During the Literacy Studies class, reading discussions and activities regarding multicultural literacy education will be integrated into the content. Students' work will be collected to document any changes in their dispositions toward teaching diverse children. Additionally, follow-up focus group interviews will be conducted to seek these pre-service teachers' feedback regarding the Diverse Disposition Survey, as well as the reading discussions and activities in the class. Another data source at this stage involves field notes from the researcher's participant observations.

Data Analysis. Based on the above plan, the data collected in this study will include qualitative and quantitative data. The qualitative data will be collected from the semi-structured interviews with parents, and their children when appropriate, and in-service teachers, the researcher's field notes, pre-service teachers' class work, and follow-up focus group interviews with pre-service teachers who enroll in the class. Thematic analysis will be utilized to search for themes and patterns within the qualitative data set (Glesne, 2011, p.187). I will apply Braun and Clarke (2006)'s six stages of thematic analysis recursively: "familiarizing yourself with your data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report" (p. 86).

Quantitative data will be gathered from the Diversity Disposition Survey completed by the pre-service teachers enrolled in the Literacy Studies classes. Initial analysis of the quantitative data will generate descriptive statistics to provide a summary of these pre-service teachers' diverse dispositions. Additional analysis, including factor analysis and *t*-statistics, will be conducted to further examine the quantitative data.

To promote the validity and trustworthiness (Creswell, 2005) of the study findings, several strategies are utilized, including multiple sources of data (Creswell, 2005), multiple participants (Polkinghorne, 2005), and prolonged engagement in the research site (Creswell and Miller, 2000). The following figure outlines the timeline for the work plan:



Budget and Justification

(omitted)

Materials: Participants will not receive any payment for participating in this study. However, a gift card of a token small amount will be given to the interviewees after they have contributed as thanks for their participation.

Travel Expenses: The study site is located in Bloomington, IN, easily accessible by car from WMU. This site offers access to a group of parents and in-service teachers of diverse students with whom the investigator has long-term, trust-based relationships. These relationships foster open dialog, which is critical for productive interviews. In the same vein, interviews will be conducted in-person, so that the interviewees may be comfortable disclosing sensitive information and the interviewer may perceive nuances of expression. Four trips are planned to conduct the interviews with at least eight in-service teachers and twelve families.

Anticipated Outcomes

A diversity disposition survey will be developed as a result of this study. It will serve as a useful tool to assess pre-service teachers' dispositions toward teaching linguistic and cultural diverse children. The findings by conducting this survey will also provide teacher educators directions to design curriculum that will prepare future teachers to challenges from teaching in a linguistically and culturally diverse classroom.

More importantly, through this study, multiple pieces of scholarship will be produced. Presentations at nation-level and international conferences, such as NCTE Annual Convention Diversity Events, American Educational Research Association and International Reading Association Annual Meetings, will generate critical and insightful conversations among scholars and teacher educators on this issue. In addition, article publication in journals, such as *Journal of Cultural Diversity*, *The International Journal of Humanities*, *The Journal of Higher Education*, and *Journal of Literacy Research* will bring this issue to a deeper and further level.

Plans for Continuing Research

This study is with a potential to grow into a collaborative project, which will involve participants in various levels. Scholars and educators in the field of literacy studies and multicultural education at WMU will be invited to join this interdisciplinary endeavor to further develop the Diversity Disposition Survey and its application in teacher education and professional development. Additionally, parents and in-service teachers of linguistic and cultural diverse children from other areas will be recruited and be given voice in the further development of the Diversity Disposition Survey. In particular, I value the voice of the parents of diverse children, which is unfortunately often overlooked in research. To extend the scope of this project, I continue to seek opportunities

to establish a long-term trust relationship with the parents and in-service teachers from Michigan and other areas.

To support further dissemination of the survey once it's been developed, multiple sources of funding will be sought. Potential external sources include *Small Research Grants in the Areas of Inquiry* (Spencer Foundation) and *Elva Knight Research Grant* (International Reading Association).

CEHD Grant will be a valuable support to make a successful initiative to the development of the Diversity Disposition Survey and thus generate a tangible contribution to the field. Moreover, the investment of the College of Education and Human Development to promote teaching linguistic and cultural diversity will demonstrate the commitment of the college to the WMU vision of *Globally Engaged*.

References

- Braun, V. & Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2). 77-101.
- Brewster, C. & Railsback, J. (2003). Building trust with schools and diverse families: a foundation for lasting partnerships. Retrieved online from <http://www.ode.state.or.us/opportunities/grants/saelp/trustnwrel.pdf>
- Colombo, M. W. (2005). Reflections from teachers of culturally diverse children. *Beyond the Journal: Young Children on the Web, 2005*. Retrieved from <http://www.cccf-fcsge.ca/docs/cccf/00001045.htm>
- Creswell, J. W. & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124-130.
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, New Jersey: Pearson Education, Inc.
- Glesne, C. (2011). *Becoming Qualitative Researchers: An Introduction*. Boston: Pearson Education, Inc.
- Henke, R. R., Choy, S. P., Chen, X., Geis, S., and Alt, M. N. (1997). America's Teachers: Profile of a Profession. Retrieved online from <http://nces.ed.gov/pubs97/97460.pdf>
- Ladson-Billings, G. J. (2005). Is the team alright? Diversity and Teacher Education. *Journal of Teacher Education*, 56 (3), 229-234
- NCES (n.d.) *Racial/Ethnic Enrollment in Public Schools*. Retrieved online from http://nces.ed.gov/programs/coe/indicator_cge.asp
- NCTE (n.d.) *NCTE Position Statements on Diversity*. Retrieved online from <http://www.ncte.org/positions/diversity>
- Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology*, 52 (2), 137-145.
- Schulte, L. E., Edwards, S., and Edick, N. A. (2008). The Development and Validation of the Diversity Dispositions Index. *Teacher Education Faculty Publications*. Retrieved online from <http://digitalcommons.unomaha.edu/tedfacpub/17>
- Tashakkori, A. & Teddlie, C. (2003). *Handbook of mixed methods in social and behavioral research*. Thousand Oaks, CA: Sage.
- U. S. Census Bureau (2012). *Population by Race and Hispanic Origin: 2012 and 2060*. Retrieved online from https://www.census.gov/newsroom/releases/img/racehispanic_graph.jpg
- Ukpokodu, O. N. (2004). The impact of shadowing culturally different students on preservice teachers' dispositions toward diverse students, *Multicultural Education*, 12(2), 19-28.