INDEX

Academic identity development, 80
Adequate Yearly Progress (AYP), 17–18
Advocacy, 67–68
America College Testing Program, 2016, 15
A Nation at Risk (ANAR), 15–16
Attitudes and beliefs, 167–168
Autonomy, 43

Beliefs in a Just World (BJW), 60, 61
Biography Driven Culturally Responsive Instruction, 113–114
Biography Driven Culturally Responsive Teaching, 176
Black and Brown students, 20–21
Black and Hispanic students, 86
Black children, 11
Black neighborhoods, 11
Black or Hispanic people, color-blind attitudes, 59–60
Black schools, 13
Blatant Racial Issues (BRI), 59
Boards of Cooperative Educational Services (BOCES), 165
Book club analyses, 137–138
Book club reflections, 180–181
Brown vs *Board of Education*, 9–10
Bush, George W., 17

Capitalism, 30
Center of Applied Linguistics (CAL), 89
Charter schools, 23
Civil Rights Act, 11–12
Classroom relationships, 175
Classroom Relationships, Family Collaboration, Assessment Practices (CRIOP), 175–176

Clinton, Bill, 16–17
Co-curricular classrooms, 164
Cognitive psychologists, 44
Collaborative learning, 171
Color blindness, 157–158
Color-blind Racial Attitudes Scale (CoBRAS), 58–60
Common Core State Standards (CCSS), 19
Community solidarity, 78
Confirmatory factor analysis (CFA), 46
Contact, 42
Content integration, 26
Convergent and discriminant validity, 46
Critical pedagogy, 30–32
Critical race theory, 129–130
Critical teacher identity, 100
Critical theory (CT), 36–37
Critical Whiteness, 44–46, 174
  Theory, 129–130, 132–133
CRT. *See* Culturally relevant teaching (CRT)
CRTSE. *See* Culturally responsive teaching self-efficacy (CRTSE)
Cultural and racial affirmation, 34–35
Cultural autoethnographies, 129–130, 133, 180–181
Cultural capital, 30–31, 92
Cultural identity, 133
Culturally and linguistically diverse (CLD) students, 41, 92
Culturally relevant pedagogy (CRP), 47
Culturally relevant teaching (CRT), 27–28, 36–37
  goals, 28
Culturally responsive and disciplinary literacy teaching methods, 104
Culturally Responsive Classroom Management Self-Efficacy scale, 70
Culturally Responsive Instruction Observation Protocol (CRIOP), 69–70, 175
Culturally responsive pedagogy (CRP), 28–29, 36–37
Culturally responsive teachers, 87
Culturally responsive teaching, 47–49

Culturally Responsive Teaching and Disciplinary Literacy method, 101–102, 111–112
Culturally responsive teaching self-efficacy (CRTSE), 63–64, 71
Cultural relevancy, 80
Cultural synchronicity, 79–80
Cultural synchronization, 41–42, 78
Culture of error, 99–100
Culture of Poverty, 13–14

DCRPS. *See* Dispositions for Culturally Responsive Pedagogy Scale (DCRPS)
Democracy disposition, 116
Disillusionment, 121–123
Disintegration, 43
Disposition, 35–36
  for community, 51–52, 84–85, 119–121, 130–131
  democracy, 36
  development, 124–125
  dialog, 36
  differences, 35–36
  disillusionment, 36
  for multicultural teaching, 34–35
  for Praxis, 51, 62, 85–86, 121–123, 129–130
  for social justice, 52, 84, 116–118, 131–133
  teacher development component, 34
Dispositional reflection, 120
Disposition notebook, 124–125
Dispositions
  for Good Teaching, 114
Dispositions for Culturally Responsive Pedagogy Scale (DCRPS), 37, 39–40, 127, 180
  contextual analysis, 153
  course assignments, 129–133
  course description, 128
  critical whiteness, 44–46
  cross validation, 53–54
  data analysis, 151–158
  disposition for community, 130–131
  disposition for praxis, 129–130
  disposition for social justice, 131–133
  distinctiveness, 58–71
  multicultural teaching goals, 139–141
  overall analysis, 155
  for professional development, 147, 158–160, 165–173
  racial identity development, 41–44
  as reflective exercise

course assignments, 112–115
course description, 111–112
multicultural teaching dispositions, 115–123
requested analysis, 152
rural multi-district cooperative, 165–173, 177
scale development, 46–53
scale limitations, 54–56
scores, 82
self-reflection, 133–139
subscales, 131–132
theoretical frameworks, 40–46
in urban district, 149–158
urban school district, 127
in urban teacher preparation program. *See* Urban teacher preparation program
urban teacher professional development, 160–161
Diversity in US Public schools across time
committing to diversity (1955 – 1964), 9–13
fixing diversity (1965 – 1993), 13–16
ignoring diversity (1994 – 2016), 16–20
recommitting to diversity, 22–24
rejecting diversity (2017 – present), 20–22
Dropout rate, 15

Educational opportunity, 13
Educational psychology, 104, 112
course, 95
Education-oriented community organization, 95–96
Elementary and Secondary Education Act (ESEA), 14
Emotional and cognitive dispositions, 56
Empathy, 67
English language learners (ELLs), 32
teachers, 91
Equality of Educational Opportunity, 12–13
Equity pedagogy, 27
Every Student Succeeds Act (ESSA), 19
Exploratory factor analysis (EFA), 46

Factor interpretation, 46
Family background, 13
Family collaboration, 175
Federal education legislation, 14, 20

Focus groups, 165–166
Fourteenth Amendment's Equal Protection Clause, 10
Frankfurt School on Critical Theory (CT), 30

General Beliefs scale, 60–61
Gentrification, 23
Grow-your-own (GYO) programs, 78
  DCRPS findings, 82–90
  and dispositions for multicultural education, 78–80
  implications for, 90
  Teach Now (TN), 80–82
  See also Master of Arts in Teaching (MAT)

Head Start, 14
Hidden curriculum, 30–31
Hispanic-White gap, 15

Immersion/emersion, 43
Inclusion, 67
Inclusivity, 34
Income and racial achievement gaps, 19
Income quartile, 15
Institutional discrimination (ID), 59
  subscale, 61–62
Instructional adaptations, 79
Intergroup dialog, 128
Interstate Teacher Assessment and Support Consortium's (InTASC) model, 33–34, 47, 112–113
Intrapersonal thinking, 173

Justice-oriented beliefs, 61

K-12 classroom culture, 103
Knowledge
  construction, 27
  teachers' perceptions, 28
K-12 principal, 49

Language- and race-conscious pedagogies, 80
Latinx students, 160–161
Learning, communal act, 32–33
Lewis, Oscar, 14
LGBTQIA, 157–158
Love of learning, 101
Low-income
  children, 14, 15
  students, 14, 22
  urban families, 21, 23

Master of Arts in Teaching (MAT), 92–93, 111–112
  curriculum, 95–96
  evaluation, 94–95
  graduates from, 93
  program, 39–40

Teacher and Teaching Identities, 128, 139–140
Meekness, 67–68
Meritocracy, 9
2011 Model Core Teaching Standards, 47
Mountain Range BOCES, 168–169, 171–173
Multicultural curriculum, 132–133
Multicultural dispositions index (MDI), 53
Multicultural education, 26–27
course, 92, 104
Multicultural education scales, 58–69
beliefs about diversity, 58–62
diversity-related dispositions, 58
multiculturalism, dispositions for, 66–69
self-efficacy for multicultural teaching, 62–65
teacher-specific scales, 58
Multicultural self-efficacy, 62–63
scale, 65
Multicultural teacher dispositions scale (MTDS), 67–68, 69
Multicultural teaching, 79, 139, 151, 155, 161
attributes of, 175
capacity for, 175–176
and critical praxis, 176
dispositions
for community, 119–121
for Praxis, 121–123
for social justice, 116–118
foundations of, 174
goals, 139–141
Multicultural thinking, 34–35

National Assessment of Education Progress (NAEP), 15
National Association for the Advancement of Colored People (NAACP), 9–10
National Council for Accreditation of Teacher Education (NCATE), 33
National Lunch Program, 14
National Urban Alliance (NUA), 160
New Sociology of Education, 30
No Child Left Behind (NCLB) Act of 2001, 17–18
Non-White children, 11

Obama, Barack, 18, 19

Paid summer teaching fellowships, 80–81
Pay for Performance, 17–18
Pedagogical decision-making, 183
Pedagogical knowledge, 86–87
People of Color (POC), 25, 43
Personal beliefs
  and attitudes, 42
  scale, 60–61
PK-12 public school teachers, 41
PK-12 teachers, 49–51
PK-20 teachers, 46
Positive racial identity, 41–42
Praxis, 51, 62, 85–86, 121–123, 129–131
Predetermination, 61–62
Prejudice reduction, 27
Professional development, 148
  workshops, 180–181
Professional dispositions, 34
Professional learning communities (PLCs), 34, 130–131
Pseudo-independence, 43
  stages, 43

Quality and equality, 19–20
Quality of schools, 12–13

Race, 133–135
Race-based gaps, 15
Race to the Top (RTTT) grant program, 18–19
Racial and gender intolerance, 59–60
Racial equality, 11
Racial identity, 41–42
  development, 43
Racial ideology, 58–59
Racial inequality, 169–170
Racial integration, 11–12
Racially integrated schools, 11–12
Racially self-aware teachers, 166
Racial minorities, 59–60, 149
Racial Minority Students, 70
Racial Privilege (RP), 59
Racial segregation, 11
Racism, 174
  against Black people, 59–60
  forms, 42
Reflection Wheel assignment, 180–181
Reflective exercise, DCRPS as
  course assignments, 112–115
  course description, 111–112
  multicultural teaching dispositions, 115–123
Reflective thinking, 129

Reintegration, 43
Responsibility and agency for change and equity, 34–35
Risk taking, 99–100
Rural and southern schools, 13
Rural multi-district cooperative, DCRPS, 165–173
  data analysis, 167–173
  professional development series, 173–177
  rural teacher professional development, 177

School-based integration, 11
School Breakfast Program, 14
School climate scores, 153
School culture, empowerment, 27
Schooling aspects, 26–27
Schooling Multicultural Teachers, 181–182
Self-analysis, 128
Self-assessment, 129
Self-efficacy, 62–63
  scales, 65
  as total score, 64
Self-evaluation, 123, 127
Self-reflection, 133–139
  exercise, 113–114
  practices, 100–101
Sheltered Instruction Observation Protocol (SIOP), 89
Social and civic gathering, 164
Social awareness, 67
Social bonds, 164
Social hierarchy, 30
Social identity theory, 129–130
Social inequities, 52
Social justice, 52, 84, 116–118, 130–133
  subscale, 157
Social policies, 59
Societal customs and attitudes, 42
Sociocultural consciousness, 34–35
Socioeconomic status (SES), 133–135
Special Education Administrative Units, 165
"Specialized Internship" capstone, 95–96
Specialized internship placement, 104–105
Special Summer Food Service Program for Children, 14
State-controlled schooling, 11
State-sanctioned school segregation, 10
Stay-at-home parent, 21
Summer teaching fellowship, 80
Surface-level conversations, 136
Systemic inequalities, 64

Systemic oppression, 68
Systems-based reforms, 24

Teacher
  candidates, 117–119
  certification programs, 88
  of color, 41–42, 79, 84
  dispositions, 32–35
  educators, 179
Teacher Advancement Program (TAP), 18
Teacher and teaching identities, 104–105, 128
  capstone, 95–96
  course, 102
Teacher Attitudes Toward Inclusion Scale (TATIS), 53
Teacher multicultural attitudes survey (TMAS), 66–67, 68
Teachers' pedagogical decision-making, 57
Teachers' perceptions, 28
Teachers' prioritization of equity, 171
Teachers' self-reflection, 68
Teachers' sense of multicultural efficacy scale (TSMES), 62–63
Teaching standards, 47
Teach Now (TN), 80–82
  evaluation, 81–82
  interviews, 83–87
  recommendations, 88–90
  strengths, 87–88
  See also Master of Arts in Teaching (MAT)
Test scores, 13, 18, 20
Toward a Theory of Culturally Relevant Pedagogy (1995), 27
Traditional teaching domains, 64
Transformationalist identity, 35–36
Transformative multicultural teaching, 37
Trump, Donald, 20, 22

Urban charter schools, 20–21
Urban context scores, 154
Urban educators, 92–105
Urban renewal, 23
Urban school district, 81
Urban teacher preparation program
  curricular revisions, 103–105
  evaluation data, 96–97
  experiences, 101–102
  implications for, 105
  MAT curriculum, 95–96
  MAT evaluation, 94–95
  pre- and postscores, 97
  strengths, 102–103
  student identity, 98
  teacher identity, 100
  urban educators, 92–105
Urban teachers, 148, 181
  professional development, 160–161

White people, color-blind attitudes, 59–60
White Racial Identity Development (WRID), 41–43, 129–130
White Racial Identity Model (WRIM), 43
White supremacy, 35–36, 42, 174
White teacher candidates, 80

Zero tolerance policies, 135–136