

Training Teachers to be Effective Multicultural Educators

by

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Thesis

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Abstract

Multicultural education offers a global view of what the world has in store for young adults as they progress through secondary or post-secondary schooling. Programs that are able to effectively train their staffs and set the tone for multicultural education to take root and flourish are ones that will eventually send people off into the world prepared to take on life's challenges and work with people from diverse backgrounds. This study looks into the world of education as a tool to promote social connectedness through various cultures in order to understand the world in which many different humans live.

This study uses descriptive research to examine Wisconsin Evangelical Lutheran Synod (WELS) Lutheran high schools' multicultural programs to see what practices are commonly used among schools to promote effective multicultural education. Document analyses and interviews from school administrators from each high school allow the research to compare WELS Lutheran high schools practices related to literature on multicultural education. The research done provides the WELS a clear look into promoting a better understanding of what multicultural education entails and training teachers to be prepared for students across all cultures. Additionally, this study looks into field visits and on-going training to lessen cultural bias and it encourages students to be actively engaged in student led activities which promote social connectedness. The research done in this study will prepare educators and allow them to make wise decisions that will impact their program for years to come.

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Chapter I: Introduction

Problem Statement

Modern American high schools often have very diverse student populations. Schools with high minority concentrations and schools with foreign exchange and international programs provide opportunities for cross-cultural learning. The goal of multicultural education is to promote world citizens who are exposed to different values, beliefs, and perspectives and will in return teach all to be sensitive to world cultures (Shannon-Baker 2018). As predominantly white high schools admit people from different cultures and nations, it is important that they shift the culture and learning inside and outside of the classroom.

Educators should learn effective teaching strategies and competencies to promote student growth (Yasemin, 2016). A curriculum that is geared toward educating students from all cultures and nations allows students to learn different perspectives and to communicate in a way that may not be typical of the way in which they grew up. Meshing the curriculum with understanding different values, beliefs, and perspectives in the world is important for effective multicultural education. One way to develop a multicultural education is by augmenting the school's current dominant culture ideologies by integrating cultures inside and outside of the classroom (Yasemin, 2016).

The challenge of meshing cultures together in a school is no small task. Often, schools can be just a box of nationalities that do not know how to interact. School leaders can effectively increase cultural awareness within the classrooms of the school. This can be done through teacher training that guides interaction, encourages appreciation, and eliminates teacher bias in their own classroom culture (Akcaoglu & Arsal, 2017).

Effective multicultural education increases the knowledge, strategies, and skills of teachers who have classrooms with students from more than one culture. A better understanding of these strategies promotes learning and helps students become world citizens who understand how to work together even when cultural ideologies do not mesh (Shannon-Baker, 2018). In this investigation, multicultural education refers to removing the dominant cultural biases in a school in favor of a more culturally holistic approach to learning (Akcaoglu & Arsal, 2017; Chen et al., 2017).

Purpose of the Study

As American schools acquire a diverse student population, school leaders need to be aware of how the cultural bias of their teachers or schools may affect minority and international students. Difficulties arise in American education as teachers impose their own classroom culture onto students (Camp & Oesterreich, 2010). Teachers can better relate to their students if they are correctly trained in their students' backgrounds (Akcaoglu & Arsal, 2017).

There is a plethora of information regarding how teachers can avoid imposing their culture onto their students and instead engage all students cross-culturally. However, there is a lack of research done to help school leaders teach their teachers how to run a multicultural program and promote a healthy culture in each classroom (Acar-Ciftci, 2016). This descriptive study investigates how Wisconsin Ev. Lutheran Synod (WELS) high schools with multicultural students seek to become culturally responsive.

Research Questions

1. How do WELS high schools train teachers for instruction in a multicultural setting?
2. How do WELS high schools train teachers to be sensitive to cultural differences?
3. How do WELS high schools train teachers to promote cultural awareness through respect?
4. How does multicultural training differ by school size and context in the WELS?

Assumptions and Limitations of the Study

This study seeks to discover how specific WELS high schools help their teachers' instruct students from a multicultural perspective. One limitation is that these schools each have varied definitions of what multicultural education entails. A second limitation is that schools' multicultural student populations vary by type (minority, international) and percentage of the school. This study does not seek to distinguish between these varied populations.

Overview

Multicultural education seeks to include students of all backgrounds rather than force them to adapt to one dominant culture. This study will look at ways in which schools promote success within multicultural programs through instruction, orientation, social activities, and teacher training.

Chapter II: Literature Review

Introduction

Multicultural education has gained traction due to globalization (Hoover, 2013). In the 21st century, all educational institutions have the ability to teach to the needs of a changing world. Schools with multicultural students understand the need for instructing an educated and informed staff.

Multicultural professional development can eradicate teacher misconceptions and provide understanding between educator and student. Schools that can accommodate all cultures can provide a school setting that is truly diverse. The key is to remove the cultural bias that the teachers and administrators might possess. Dickson, Argus-Calvo, and Tafoya (2010) found that educators had to be trained multiculturally to weed out their preconceived ideologies pertaining to different cultures. Teacher training institutions are educating and training their teachers to be more culturally aware, but these schools provide instruction on how to interpret culture. Therefore, the task of realigning cultural outlook often falls to school administrators (Edelmann & Ogay 2016).

The first issue for schools to address is incorrect teaching of culturally responsive instruction and communication. University programs may mislead future teachers by providing them with ideas and strategies that stem from individual experiences professors have had (Akcaoğlu & Aarsal 2017). Often, future educators learn about multicultural education from a single instructor or course. Immersion into one or multiple cultures allows for a better way to understand multicultural experiences (Lehman, 2017). Education leaders will want to focus their efforts on training their staff in five core areas. Lehman (2017) suggested, “Knowing and accepting of individual differences, being self-

aware, awareness of the vast array of difference, knowing the student's backgrounds, and adaptation of skills” (p. 112).

Application

Programs should provide continual multicultural professional development for their staff to coincide with the ever-changing student body (Hoover, 2013). Leaders of schools should bring in educators who understand and have had experience educating more than one culture in the classroom. Additionally, providing professional counselors and stakeholders to help equip teachers to meet the needs of the student body. The critical focus would be to make culture and education one entity within the mission of the school.

Multiple perspectives in cultural literature and study data provided to educators can help ensure that culture is accurately portrayed. Research is needed to increase the literature and data that teachers have access to so perspectives rich in culture are not missed (Lee, Chen, Yoneda, & Chang, 2017). Teachers need to be aware of their own biases affecting students. A teacher’s job is to provide information from a variety of perspectives that students can take with them to use beyond school. Schools that do not make conscious efforts to remove the dominant cultural bias from their own community may prevent micro cultures from developing within the student body that add flavor to the learning environment.

The second area of focus for schools should be providing field experiences for their staff in different multicultural settings. Hand on experience provides teachers the opportunity to develop their own definition of multicultural education as well as remove cultural blinders rather than limiting the scope to their classrooms. If schools focus their efforts on field visits to multicultural schools, their teachers might become more

comfortable in trying the strategies that were observed (Chen et al., 2017). When teachers are more culturally experienced, the students will have a more culturally diverse education provided to them. Staff and administration can then show their students that through physical experience; they too can be opened up to other philosophies, thoughts, and viewpoints throughout the world.

Misconceptions

Multicultural education may be defined differently throughout the education system. Teachers may base culture off of their own perceptions. Effective multicultural schools can establish an explicit ideology for multicultural education that their teachers can look to (Shannon-Baker, 2018). Without an agreed upon definition, school leaders will begin to see a myriad of different multicultural education standards. It is vital that school leaders establish a foundational multicultural education definition that is communicated to the community.

Course content or specific field training may not be enough for teachers to reach the cultural needs of their students. For example, breaking down a historical event into multiple viewpoints may broaden the scope of thought for the teacher, but this information may not transfer to the students. In addition to a lack of content variety, students cannot truly understand cultural differences without gaining real-life experience first (Akcaoğlu & Arsal, 2017). The underlying political, social, or religious views of teachers and students could be more heavily impacted by field experience rather than classroom or literature exposure. Teachers that believe that effective multicultural education can take place without field experience must be reminded that the research provided in the classrooms was once obtained from the field (Ogay & Edelmann, 2016).

Teachers need to develop strategies to combat imposing their own culture onto students. Teachers influence students greatly. Because of this, teachers and administrators need to be aware of the dangerous pitfalls that can come from a culturally biased form of teaching. D'Angelo and Dixey (2001) wrote, "Teachers need to evaluate themselves by using self-awareness skills to interpret their own feelings and attitudes about race. Self-reflection is often difficult and requires brutal honesty by the individual" (p. 84).

Summary

Multicultural schools should focus their efforts on attracting teacher candidates who have had experience dealing with multiple cultures. Schools that provide learning experiences through literature and physical participation can equip their instructors with a better ability to teach without bias (Blue, Clark, DeLuca & Kelly, 2018). The multicultural learning process is heavily affected and nurtured by the culture of the school. Multicultural education is dynamic and must be built on the school's multicultural ideologies in order to be effective. Schools moving towards efficient multicultural education may focus their efforts on clear communication and opportunities to allow stakeholders to remove past biases that inhibited equal opportunity within the school (Hendrickson, Rosen, & Aune, 2011).

A researcher's main goal is to provide a coherent connection between data and written research. Multicultural education literature suggests field visits, in-house teaching from multicultural experienced stakeholders, and ongoing professional development exercises that challenge educators to meet the needs of all cultures create an unbiased culture among the learning community.

The literature review points school leaders to bring in teachers who are culturally competent instructors. Additionally, school leaders will want to challenge their teachers to remove their own personal bias, increase awareness and look into different perspectives that extend outside the community. Finally, field visits that stakeholders can embrace and learn about the world around them will solidify the learning that takes place through teacher training and continues through ongoing learning within the classrooms.

Chapter III: Methodology

Introduction

The goal of the research is to direct schools to train their educators in multicultural education better. The research design is set up to answer the following questions.

Research Question(s)

1. How do WELS high schools train teachers for instruction in a multicultural setting?
2. How do WELS high schools train teachers to be sensitive to cultural differences?
3. How do WELS high schools train teachers to promote cultural awareness through respect?
4. How does multicultural training differ by school size and context in the WELS?

Research Design and Procedures

Each school was to provide at least two educators to be interviewed. Two schools provided one representative based on the size and duties divided among the administrators at the school. Faculty members at St. Croix Lutheran Academy, Wisconsin Lutheran High School, Fox Valley Lutheran High School, Divine Savior Academy, Nebraska Lutheran High School, and Manitowoc Lutheran high school participated in the study.

Population and Sample

The study research was done through document analysis and interviewing WELS high school administrators who have minority students in their school population. These schools either offer an international program or have an ethnically diverse student body. The schools chosen to represent area Lutheran high schools have a mission focused on future service outside of the Church. The minority students and variety of school sizes were chosen by the researcher to provide different perspectives and outlooks on how multicultural programs operate. The data revealed what practices and techniques are commonly used for success in multicultural education.

Instrumentation

A document analysis was used to discover the percentages of cultures and nationalities represented at each interviewed school. The size, location, and amount of time multiple cultures have been present within the school revealed diverse approaches in education that were vital for the researcher to take into account. The researcher used a Google document to track similarities and differences on the schools' websites. Additionally, a third party tool called Niche which aims to determine the unique characteristics regarding educational programs provided the researcher an outside view of the programs. The researcher also compared academic school policies or requirements regarding how schools trained their teachers and students. A compilation of this information allows the reader to see what strategies work in a particular school setting

Next, the researcher contacted teachers and administrators from the selected high schools and set interview dates for the school-provided educators. The researcher chose administrative leaders in each school. A representative for the mission of the school—

either the president or principal, a representative for multicultural experiences in a school, an administrator in admissions or an international advisor, and the academic dean of students involved in directing teachers through the best teaching practices all fit the needed criteria.

When selected interviewees were not able to participate, the researcher asked the principal to suggest an acceptable replacement. The interviewees were contacted and gave consent to allow gathered data usage in the presented thesis. The two corresponding parties then came to an agreement on the details of the interview.

Phone call interviews were used and recorded so the information was accessible at any time. The app Simple Recorder documented the interview via computer. The phone call was used off of a personal cell phone as Simple Recorder taped the interview in the background. Once the interviews were complete, the data was taken from the recording device and coded into specific categories to decipher the research. The data taken from the device are direct quotes from the interviewee.

The interviewee was asked to give a precise definition of multicultural education at the beginning of the interview. The interview started by asking what college the teacher had attended, the number of years that the teacher had taught in a multicultural setting, and the position the teacher was serving at that time. This allowed an educational training pattern to emerge regarding any instruction the teacher had before arriving at the school. The remaining questions were derived from the multicultural education literature. Topics included ways to target teachers who are gifted in teaching multiple cultures, providing university feeder programs for developing better strategies to teach multicultural educators, and strategies educators feel have better helped their teaching in

the classrooms. Many teachers from Martin Luther College are being called into the schools where this research had taken place. This allowed the researcher to explore how well Martin Luther College in New Ulm, Minnesota is preparing their educators to be multicultural teachers.

Responses were documented and labeled based on the schools researched. In this way, the resources, experiences, and background of each school and their teachers could be analyzed for best practices in multicultural education.

Data Analysis Procedures

The research done allows school leaders to address the needs of their multicultural programs based on their unique setting. It is crucial to understand that multicultural education varies and does not apply to each school equally because of factors like school population and the community where the school resides.

The researcher gained information on each school through a variety of resources. The first resource used was the school website. Gaining information through the website marketing offered by the school allowed the researcher to view the school from an outside perspective before the interview took place. This allowed the researcher to compare what each school markets as opposed to what they actually do through instruction. Secondly, the website Niche was used as a third party source. This outside resource, which ranks schools from throughout the world based on size, diversity, and other various comparative characteristics, revealed the differences and similarities between the chosen educational programs. Niche provided the researcher an unbiased lens to ensure that the demographics given by the school were being accurately

communicated to the public. The third source of information was recorded interviews which were coded for similarities and differences, then compared to the literature review.

The results were analyzed and sorted through a table that the researcher based on each specific interviewee. Interview questions were categorized into topics, and then subcategorized into themes in regards to the research questions that the researcher proposed.

As the researcher coded the qualitative data, themes were identified as they emerged from the transcripts and compared to the literature. The literature themes included the mission of multicultural education, processes for targeting multicultural educators, tools and resources used for effective multicultural education, how schools assess their teachers to teach in multicultural settings, how schools train their students to be learners in a multicultural setting, and what improvements and goals each school uses for their multicultural program.

The interviews support differences in each multicultural setting. At the end of each interview, the researcher asked all interviewees to add or subtract from their descriptions of the programs through the interview questions. This provided administrators the opportunity to go in depth on certain topics or clarify answers as the interview developed. Non-verbatim answers were not used in the research. The interview questions were designed to overlap in content with one another to ensure authenticity in the interviewees' answers. This allowed the researcher to use the format of the interview questions to provide reliability. Not only were there similarities found between the schools interviewed, but all administrators used the interview questions in the latter part of the interview to back up their current responses.

Once direct quotes were typed onto a Google document from the recorded interviews, the researcher looked for similarities and differences between the schools in their responses to the questions. The similarities and differences were organized by each question and school to provide a clear picture as to what trends appeared from one program to the next. The researcher took the transcripts from the Google document and separated the results based on comparisons and differences among the schools. This provided the study with several consistent themes among the programs.

Additionally, this process revealed important differences between schools and not only similarities. It is important to reveal similar themes throughout the data, but also important to provide the differences among schools as well. The data reflects both viewpoints to provide readers a clear program picture within each interviewed high school.

Common theme threads woven throughout the research provided a scaffold of validity throughout the data. Every documented common theme was represented in at least 50% of the schools in this study, adding validity to the identified themes. Similar themes were supported through quotes revealed in the data analysis. Accentuating these themes and their relative frequency reported by each school allows the data to portray the common themes represented among a variety of multicultural programs throughout the Wisconsin Evangelical Lutheran Synod.

Limitations

A limitation during the research was the difference in the size, mission, setting, and amount of time the program had been around regarding each school. The research done was not to prove that one program is better than another, but rather to take data from

each program and apply it to the implementation strategies provided for new teachers in a multicultural program.

Summary

Online research was employed to provide background information such as the location and size of each program in this study. Then the interview answers were coded for repeated phrases and direct quotes from administrators to determine what popular practices are used in each program. The researcher used WELS high school administrators and their programs to reveal what common practices are being used to promote effective multicultural education.

Chapter IV: Results

Introduction

Multicultural education provides the school population the ability to interact with a multitude of cultural backgrounds on a daily basis. These interactions offer the students the opportunity to learn from one another. The purpose of this study was to uncover the processes schools are using throughout the WELS to instruct their teachers and enhance their multicultural program. This study interviews WELS high school administrators and gives the reader a peek into what each program does to offer better student learning from a multicultural standpoint.

Research Questions:

1. How do WELS high schools train teachers for instruction in a multicultural setting?
2. How do WELS high schools train teachers to be sensitive to cultural differences?
3. How do WELS high schools train teachers to promote cultural awareness through respect?
4. How does multicultural training differ by school size and context in the WELS?

Data Analysis

Demographics

Each school represented in this study resides in a different region of the United States. To understand the difference in populations of each region, figure 1 shows the difference between how many people reside in a set region the school is located. In addition, figure 2 addresses the difference in minority student population each school has in it's program. Both adapted figures help readers understand that every school in this

study comes from a different region and has varying number of minority students in it's school population.

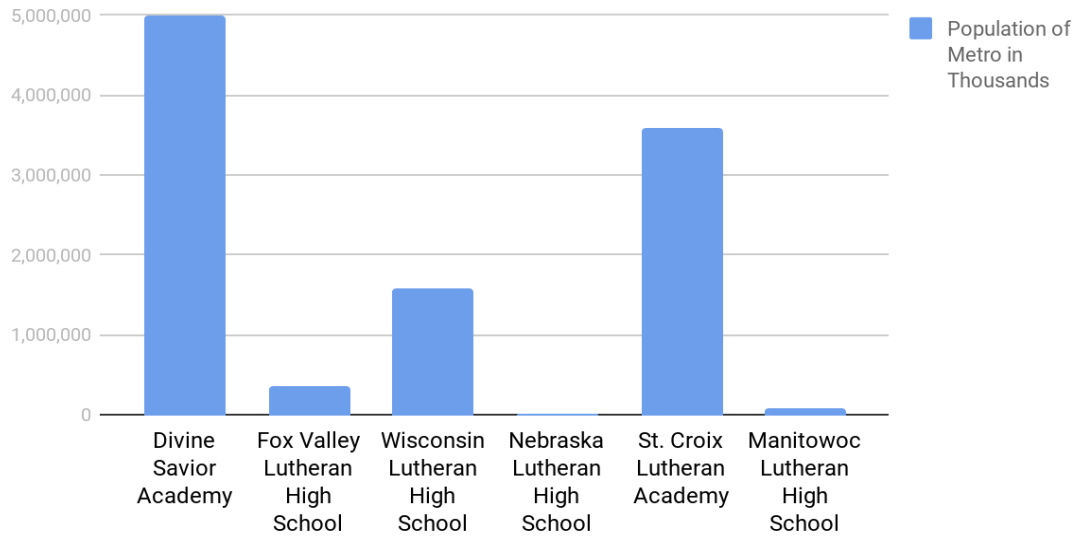


Figure 1. Population of each region surrounding schools in this study. (PopulatoWorldpopulationreview.com).

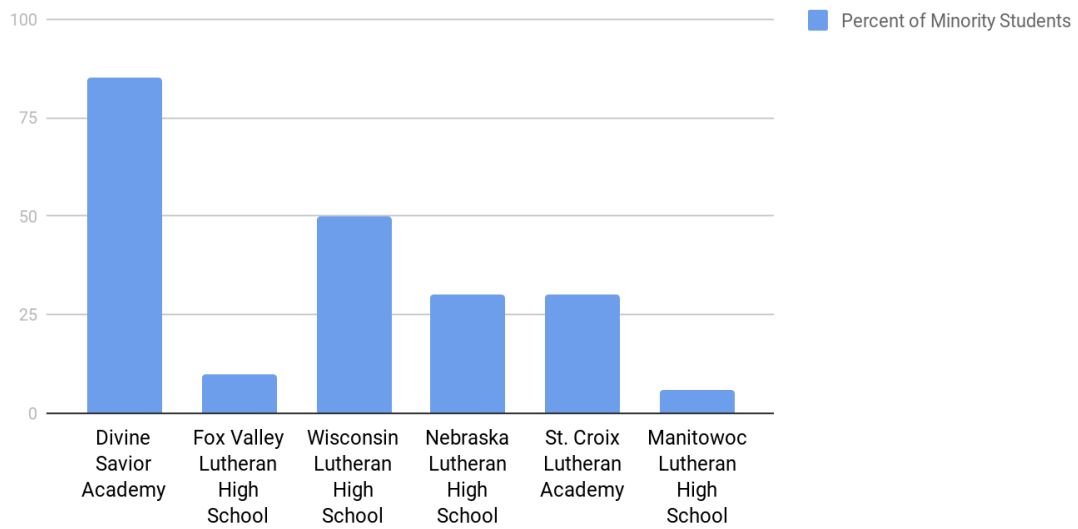


Figure 2. Percent of minority students in each school. (Niche.com).

Divine Savior Academy

Divine Savior Academy's community represents a large population of Latino students. The school itself is situated in a metropolitan area of Miami, Florida called Doral which houses many different nationalities. Divine Savior Academy primarily hosts Latino students but has a small percentage of students who are of European and Asian descent. Divine Savior Academy accommodates a small percentage of international students through housing not located on school grounds. At Divine Savior Academy the mission of the school states, "We believe every child should know the love of Christ. Sharing His love with children is the reason we exist ... We believe our mission has an eternal impact and that education can change the world. Because we believe this, we strive to give our children excellence in all we do (Divinesavioracademy.com)." Divine Savior Academy sets their students up for success in the world and for eternity with Christ by meeting the needs of the residents in Miami through caring education.

Fox Valley Lutheran High School

Fox Valley Lutheran High School is centered in a northern Wisconsin group of cities that draws students to the town of Appleton, WI. The majority of the students are Caucasian American. The school population is primarily monocultural. There are a small percentage of international students that live in homestay family houses throughout the Fox Cities area. Fox Valley Lutheran says on their school website, "Teachers at FVL know that true education points God's role in history. Through an understanding of God, young men and women can learn to appreciate His hand in the aesthetics in the arts, the power of the written and spoken word in languages and literature, his creativity in the sciences and His precision in mathematics (Fvlhs.org)." This mission statement provides

students the opportunity to learn about God's creation so that young Christian adults may better understand his changing world.

Wisconsin Lutheran High School

Wisconsin Lutheran high school has a student body that is diverse in four ethnicities: African American, Caucasian, Latino, and Asian. The two largest ethnicities present are African American and Caucasian. The school is located in the metropolitan area of Milwaukee, WI in the town of Wauwatosa. Students from the city and suburbs as well as international students who live on site in a dormitory attend school. Wisconsin Lutheran offers an education that is rooted in faith. Their mission, "Guided by Faith. Driven by Excellence (Wlhs.org)," provides an education that is faith based in order to produce success throughout the program. Wisconsin Lutheran high school makes it clear that they will accept students who may not have a Christian faith so that Wisconsin Lutheran can have the opportunity to offer a faith-based education to all students. Wisconsin Lutheran seeks to foster students' spiritual and academic success.

Nebraska Lutheran High School

Nebraska Lutheran high school has the smallest student body in this study and offers education to international students who are primarily Asian and Caucasian students who live throughout the greater Nebraska area. The school is situated in rural Nebraska in a town called Waco and offers on-site international housing within their dormitory on campus. Nebraska Lutheran's mission reads, "NELHS exists to assist parents and congregations by providing Christian training in the skills and values necessary for loyal service to Jesus Christ for time and eternity." Additionally, Nebraska Lutheran, "Nurtures and strengthens the faith of each student, provides systematic and thorough instruction in

God's Word and teaches all secular subjects in the light of God's Word (Nelsh.org)." The mission of Nebraska Lutheran focuses on Christian schooling that prepares students for success through God's gift of education through the work of the church.

St. Croix Lutheran Academy

St. Croix Lutheran Academy offers education to Caucasian, African American, Latino, and Asian students from around the Twin Cities region and five continents. The school is situated in West Saint Paul, MN which is a diverse area of the United States. International students live on site in a dormitory that houses grades 6-12 for the middle school and high school. The school's mission is, "Educating the total student; Spiritually, Intellectually, and Physically in a caring Christian family community." Additionally, the school communicates, "An exceptional college preparatory education with a global perspective grounded in Biblical truth (Stcroixlutheran.org)." This communication to stakeholders reveals that St. Croix Lutheran Academy is dedicated to meeting the needs of religious and non-religious learners alike from throughout the world and uses education as a tool to bring those to faith through worldview Christian truths.

Manitowoc Lutheran High School

Manitowoc Lutheran high school is located in Manitowoc, WI which is north of Milwaukee, WI. Students who attend Manitowoc Lutheran High School are primarily Caucasian American students. In addition to American students, Manitowoc Lutheran instructs international students who are a small percentage of their school population. The international students live off campus in homestay houses offered by the school. The mission of the school is, "Manitowoc Lutheran High School uses its God-given gifts to help each student become thoroughly equipped for paths of service to our Redeemer."

This focus leads stakeholders to believe that the school's focus is on equipping students to understand what abilities God has given them to serve in his kingdom. Also, Manitowoc Lutheran communicate, "By the year 2021 Manitowoc Lutheran High School will use the gifts God gives his people to be a leader among secondary schools in the Manitowoc area, a model area Lutheran high school in the WELS, and a trusted program that attracts students from around the world (Mlhslancers.org)." The goal of Manitowoc Lutheran is clear and hopes to open its doors to a diverse population of students that will carry on Christ's message through various vocations in life.

Schools' Multicultural Approaches

Through the interview process, the researcher was able to ask questions about the schools' multicultural program which allowed the researcher to understand what each administrator knew about their program and how to best serve the teachers and students in his school. The interviewer took eighteen interview questions and recorded the interviews and later transcribed them onto a Google document. Interview data was analyzed to identify similarities and differences. Seven themes became apparent through the compiled data and the researcher reported on what each school specifically provided for their program. The similarities provide readers the ability to identify methods the WELS establishments are accomplishing identically. The themes demonstrated areas in which schools promoted or struggled to provide a multicultural environment and are as follows:

Findings for Schools

1. Christ's Love is reflected through Multicultural Education
2. Calling Process is Not Consistent

Findings for Teacher Training

3. Differentiated Ongoing Teacher Training is Essential
4. Student-led Mentorships Provide Stability

Findings for Teacher Instruction

5. Differentiated Instruction Leads to Multicultural Education
6. Cultural Bias Remains a Barrier
7. Multicultural Program Improvements and Goals

It is important to understand that schools differ in size, communities, specialization of duties, and missions. The resources and settings each school has makes the data collected in the interviews difficult to compare schools fairly. The mission of the school also provided the researcher with the most accurate direction the school is taking to best meet the needs of all learners within the program.

Theme 1: Christ's love is reflected through multicultural education.

The schools taking part in this study reported the need to respect each student's culture. All schools reported the need for their student body to learn from one another while having God's Word as the foundation for the learning process taking root. Whether the school had a diverse American or international population, it was clear that all programs wanted their students to feel welcome. The students' ability to talk about their

own culture while showing appreciation for their classmates' culture was a major goal for all programs.

Wisconsin Lutheran high school wanted to be specific in their cultural approach by calling their program multi-ethnic rather than multicultural. Wisconsin Lutheran focused on Matthew 28, bringing the gospel to all nations as a scriptural reference for their students. Their students might be based on the same religious culture but retain their different ethnic identity. This allows administrators and teachers within the school community to understand the backgrounds of their students before they instruct them.

The final piece of information gleaned from each school's mission statement is that the multicultural programs form one entity. Because schools vary on the number of cultures, nations, or ethnicities represented in the school, it is essential to communicate in the mission of the school the unity of the cultural program aiming to benefit the needs of all learners. One of the focal points of this study is to determine if schools truly use a uniform approach rather than using multicultural education to fit the needs of their stakeholders. All schools in this study stated that their definitions needed to stress the need for all learners to be instructed from a multicultural standpoint regardless of the school population. Fox Valley Lutheran school leaders reported that the mission of multicultural education is to be present in every aspect of the program and not merely in the curriculum. Fox Valley Lutheran administrators said, "Being multicultural is more than just in the classroom. Partnering with local churches helps the mission take root by taking God's Word to every corner of the World."

Fox Valley, St. Croix Lutheran Academy, Divine Savior Academy, and Nebraska Lutheran school leaders communicated the need for all cultures within the school to

appreciate one another. The word appreciation was used eleven times in the interviews among these schools providing sufficient data to encourage educators to educate learners to develop skills of appreciation. It is not only the minority's responsibility to learn American culture from the Caucasian viewpoint, but rather it is tasked to all cultures to give and take learning opportunities in and out of the classroom regarding what each culture has to offer.

All schools in the study used the word "respect" as a goal for their programs. By respecting the uniqueness of students, the mission of each program is successful. The goal of multicultural education is to promote harmony among those from different backgrounds. Wisconsin Lutheran administrators said it best by saying, "Multicultural education is taking many different ethnicities of learners to come together to solve world problems led by the light of Christ."

All administrators focused on their specific mission statement's goal of bringing their students solid educational roots based in the truths of Christianity. All schools are continuing to find better ways to communicate Christianity to their students while also seeking help from the Holy Spirit as he finds the hearts of those who are lost.

All schools in this study expect all students to attend the worship and Bible classes present in their curriculum, but do not force participation on a spiritual level. In each school's mission statement, it is clear that God's Word is for everyone and that they want all their students to know they are saved by Christ's death on the cross. Learning to better communicate with their students will permit relationships to develop between administration and student allowing Christianity to take root with the help of the Holy Spirit.

Theme 2: The calling process is not consistent.

The process all schools use for bringing teachers to their schools is through the calling process used by the Wisconsin Evangelical Lutheran Synod. Administrators stressed the need the calling process has to look for multicultural educators. The larger the percentage of different cultures represented in the school, the more critical it is for the schools to stress to the calling bodies that experienced multicultural educators are needed. All interviewed schools that had 15% or more of minority or international students in their school population reported the need for improvement in the calling process. Three of the schools in this report stressed the crucial need for an educator to be multiculturally trained prior to teaching on campus.

Divine Savior Academy administrators reported that the diverse makeup of the greater Miami area provides a tough adjustment for the new teachers called to the school. Divine Savior Academy is situated in a multicultural area meaning they are “Living within it.” Divine Savior Academy, St. Croix Lutheran Academy, and Wisconsin Lutheran communicates to the faculty that they need to be aware of the differences between students. Fox Valley Lutheran, Manitowoc Lutheran, and Nebraska Lutheran all reported that because of the location of their schools and sizes of their multicultural programs, it is harder to focus on multicultural efforts. Fox Valley Lutheran said, “We are located in Appleton, WI where not many of our international students’ nationalities are represented in the community.”

International coordinators are common among schools with students from diverse backgrounds. All schools in this report stressed the need for an international coordinator

in their program because the coordinator provides advice for teachers within their school regarding possible language or cultural barriers. The coordinators are needed to communicate instructions in a second language, help students to live comfortably in the United States, and communicate academic and social needs to teachers and parents on behalf of the students.

Divine Savior Academy, Fox Valley Lutheran, St. Croix Lutheran Academy, Wisconsin Lutheran, and Manitowoc Lutheran seek individuals out through the calling process to fill the positions in their schools. Experienced WELS teachers are a limited resource in the calling body which has pushed these schools to seek other candidates who are Christian and WELS members to fill these empty positions. Divine Savior Academy, St. Croix Lutheran Academy, and Wisconsin Lutheran acknowledged that they do seek teacher candidates throughout the WELS who may be able to serve at their school regardless of whether they attended Martin Luther College or if they are currently WELS teachers. There are a mixture of current teachers that attended Martin Luther College and current teachers that are WELS but are teaching outside of the WELS system. The focus and purpose of this is to fill the school with teachers who have experience rather than to train WELS called workers to be a part of their school. All three schools actively open their call meetings for suggestions via word of mouth as to who might have the most experience and ability to serve the position. Fox Valley Lutheran, Manitowoc Lutheran, and Nebraska Lutheran actively use the WELS calling system to fill the needs of their teacher positions rather than using outside resources for their instructor positions.

School administrators were asked to give their thoughts towards the calling process regarding if it is setting up their schools for the needs of all their learners and if

the support provided was proficient enough. All administrators stated that they receive instructors who are gifted from a multicultural standpoint in varying degrees. It was discovered that schools feel as though the calling system is a hit or miss process regarding the consistency of the educators called. Divine Savior Academy said the process was, "Generally good, but hit or miss especially out of Martin Luther College." St. Croix Lutheran Academy, Nebraska Lutheran, and Wisconsin Lutheran stated that the calling process was not a sure guarantee that they would receive a multicultural educator. All schools, besides Fox Valley Lutheran, reported that teachers coming directly from Martin Luther College did not always have the multicultural experience they were hoping for in their educators and indicated that consistency was lacking in the calling or assignment process the WELS gives administrators for multicultural teachers. Schools like Divine Savior Academy, St. Croix Lutheran Academy, and Wisconsin Lutheran communicate thoughts of frustration with the process and actively seek candidates outside of the calling body when good candidates are not available because it is much easier to bring someone on who has multicultural experience than to train them when they arrive.

School administrators from Divine Savior Academy and St. Croix Lutheran Academy said Martin Luther College needs to do a better job educating graduates to serve mission fields that are not one in culture. As more WELS missions are seeking multicultural education in their teachers, the need to train students from this perspective starts at the undergraduate level. Divine Savior Academy believes this is where the synod can improve greatly in the coming years because it corrects the root of the problem. Divine Savior Academy said, "I would start at the undergrad process through an

internationalized effort at Martin Luther College.” Divine Savior Academy feels as though they set the tone as a school for multicultural instruction, but Martin Luther College graduates are often blindly assigned into a setting for which they were not trained. Teachers who are not taught to instruct from a multicultural standpoint will need time to be multiculturally trained which may hinder the successful multicultural programs from moving forward at the pace they want to maintain to reach their goals. St. Croix Lutheran Academy school leaders stated, “In our 5-10 year goals we have targeted small number of teachers who are non-Caucasian. Our process is to guide teachers who may have an interest in teaching to Martin Luther College, Bethany Lutheran College, or Wisconsin Lutheran College and guide them back to St. Croix to teach here someday.”

Theme 3: Differentiated ongoing training is essential.

All schools offer professional development training for their faculty regarding educational topics. The larger the multicultural program such as those at Divine Savior Academy, St. Croix Lutheran Academy, and Wisconsin Lutheran, include multicultural orientation. Fox Valley Lutheran, Manitowoc Lutheran, and Nebraska Lutheran indicated that no intentional multicultural professional development from an internationalized source is offered. Many instructional strategies such as differentiated instruction may overlap, but teachers are not actively learning multicultural procedures in their professional development.

School leaders from Divine Savior Academy, Wisconsin Lutheran, and St. Croix Lutheran Academy stressed the need for professional multicultural growth opportunities offered throughout the school year rather than just one activity at the beginning of the

year. This need goes hand in hand with the schools' thought of their programs being one entity rather than an offshoot of their mission.

All schools in this study indicated that the programs offered do provide professional development training, but the instruction could be improved. Multicultural awareness is only one piece to the professional development puzzle that teachers tackle.

St. Croix Lutheran Academy requires that all teachers participate in a multicultural field visit when they first are settled into the school. Each teacher travels throughout the metro area with the international coordinator to experience what life is like as a minority. This exercise is beneficial in a large city where many different cultural populations are present. St. Croix Lutheran Academy will require all teachers to visit a multicultural setting outside of the Twin Cities region in the next five to ten years. The reasoning behind this objective is to expose teachers to culturally different life experience inside and outside of the United States in hopes that the faculty will be able to connect with their international students more readily. All other schools in this study do not offer multicultural field visits for teachers.

All schools in this study provide mission trip opportunities throughout the United States for their students to practice witnessing their faith to different people. These activities are not mandatory and a small percentage of the student body choose to participate. The mission trips or field visits allow stakeholders the ability to learn through hands on learning outside of the school community. In return, these stakeholders can bring a perspective of the world back to the program.

The field visits offered to students at all schools included in this study provide insight into an American culture only. Fox Valley Lutheran and St. Croix Lutheran

Academy offer trips to Europe and Asia on rare occasions available to a small percentage of their study bodies. American culture exposure opportunities meet the multicultural needs of non-Americans, but no non-American field visits are offered to the entire student body. The only non-American cultural influences available are those provided through the minority students.

Theme 4: Student-led mentorships provide stability.

Wisconsin Lutheran High School and St. Croix Lutheran Academy offer a mentor program that teaches their international students what life is like for American students. The international coordinator pairs an American student with a new international student to ease the international student's transition into an American school setting. Wisconsin Lutheran and St. Croix Lutheran Academy utilize an ambassador program which pairs an older student and a new student from the same country together as a mentorship to help new students acclimate to America. Both programs spend a significant portion of the freshman orientation process teaching their students how to integrate into the American education system.

Not all schools in this study use orientation week to instruct their students from a multicultural standpoint. All schools have their values aligned to meet the needs of all learners from all cultures and backgrounds, but fail to orient students at the beginning of the process. Communication regarding new practices that may be implemented in the curriculum are not relayed to the students. None of the schools require students to participate in multicultural programs during their beginning of the year orientation. Wisconsin Lutheran and St. Croix Lutheran Academy offer scaffolding for new international students but do not require all students to be a part of this practice. The

ultimate goal for the international students is to be integrated into the American education system.

Throughout the year, Wisconsin Lutheran and St. Croix Lutheran Academy run international festivals and group outings through their mentor programs to enhance the social relationships among all new students and mentors. Divine Savior Academy invites culturally diverse local businesses to speak to the community regarding their multicultural training processes. Finally, Fox Valley Lutheran and Manitowoc Lutheran partner with local churches to offer students the ability to interact with different types of missions within the area. Many international students play a role in educating area members about their home culture.

Theme 5: Schools view multicultural education as something needed by minority students but not the general school population.

All programs in this study have special English and Christian Religion classes to support students during their first year. All schools understand the need to help their second-language English and Religion students because each student possesses different English and Religious background knowledge and skill.

Additionally, each school felt that their academic classes such as beginner English or Religion (Bible) offered assistance to all learners not just international students. The schools' responses failed to answer the question prompt since the inquiry's focus was "How are all students impacted through the curriculum?" All schools reported that their focus in these classes may be multicultural focuses but then were not able to differentiate between their curriculum and a curriculum from a school that is of one culture. In other words, schools offer academic courses to scaffold learning for minority students but do

not offer any instruction to students from the dominant culture to eliminate bias within the curriculum.

Divine Savior Academy, Wisconsin Lutheran, Fox Valley Lutheran, and St. Croix Lutheran Academy offer international festivals that occur for a day or a week where international students can instruct their peers about the culture from their own country. Many facets of culture are covered ranging from food to dance and from games to clothing. These schools stressed the need for such activities in multicultural education since it offers students the ability to educate their peers. All schools indicated that the multicultural festivals were the highlight of their year and enhanced their program significantly because it allowed all cultures to express their experiences to their peers through visual features of their own culture. The struggle schools undergo regarding these events is that the festivities take quite a bit of effort to run and do not happen more than once a year.

One of the strengths smaller schools have is their ability to drive all their effort towards helping students who are struggling. Manitowoc Lutheran administrators indicated that the relationship between faculty and international coordinator allows for a constant flow of communication to take place. Nebraska Lutheran offers faculty meetings where the needs of all their students can be raised by teachers. These practices provide smaller schools with the ability to dedicate support for students who are struggling but also provide the school possible plans to expand their program.

All school administrators reported that their curriculum uses a variety of ways to meet the needs of learners from various backgrounds through careful instruction. Each school teaches from a multicultural perspective without a structured plan, but the

programs and clubs set in place help move the multicultural programs forward. Divine Savior Academy administrators said, “Being open to other ideas through practice. Not something you just say.” Divine Savior Academy, Wisconsin Lutheran, Manitowoc Lutheran, and St. Croix Lutheran Academy teachers communicate with their international coordinator to provide outstanding practices to meet the needs of every student. All schools reported that this strategy is a more reactive process rather than an implemented procedure done on a regular basis and assessed by the school.

The schools in this study adhere to their state standards which enables them to apply their standards to their diverse classrooms. All schools indicated that they align their curriculum with their state standards and WELS performance standards. Divine Savior Academy and St. Croix Lutheran Academy are in the process of developing their curriculum to include topics in their content areas that could present opportunities to present a multicultural point of view. The lower the percentage of minority students in the schools represented such as Nebraska Lutheran, Fox Valley Lutheran, and Manitowoc Lutheran, the more the curriculum was set up to meet the educational needs for the surrounding area than a worldview multicultural experience.

Theme 6: Cultural bias remains a barrier.

Schools that have students from different cultures may represent many micro-cultures in a school within the macro-culture of the surrounding area. All schools reported that they have no unique way to defend against cultural bias. Administration or the international coordinator of a school can offer advice or provide feedback for teachers, but there is not a collective effort to combat the macro-culture in the schools. Many schools indicated that their goal was to provide an American cultural experience to

their international students because the international students chose to come to the United States for their education. Combating the natural culture the school accumulates from its surroundings would go against this mission.

All schools are open to stakeholder input regarding their multicultural program, but only two schools have utilized stakeholders within the internationalized program. Divine Savior Academy asks parents and local businesses to come in and speak to their students. This opportunity provides students access to the diverse community surrounding the school.

St. Croix Lutheran Academy created a parent support group to voice concerns regarding racial issues and how to resolve these issues within the learning community. This support group allows stakeholders to come together and address issues concerning the multicultural program. Additionally, Divine Savior Academy and St. Croix Lutheran Academy provide students the opportunity to give feedback to school administrators on how they are meeting the needs of all students. This allows stakeholders to voice their concerns and seek areas of improvement.

Theme 7: Multicultural Program Improvements and Goals

The toughest obstacle to overcome in all schools was the language barrier. Schools that have students who represent many nations need to find ways to bring linguistic understanding to all students for effective instruction to occur. All schools reported the hit or miss ability second language learners have regarding their English speaking and writing skills.

Communication with students and parents of another culture is a second tough obstacle schools encounter. Understanding another's language isn't quite enough for

students, they must also find ways to communicate and solve problems across the entire student body. All schools pointed out that student behavioral improvement is communicated differently by culture. All schools are seeking better ways to teach their staff on this delicate concern.

The final obstacle schools face is the task of teaching cultural appreciation among the whole student body. All schools reported that they want all their students to be interested in every culture that is represented throughout the school, but cultural appreciation cannot be taught by mere instruction. Various activities such as international fairs and having students speak about their culture only go so far in the minds of educators. A whole school effort to teach cultural appreciation is needed in every school so that students and teachers can understand and execute the goal of their multicultural mission. Additionally, schools are looking to hire staff that are from different ethnicities or cultures to reach the minds of students. Divine Savior Academy, Wisconsin Lutheran, and St. Croix Lutheran Academy school leaders have expressed their efforts to pursue someone who is not Caucasian. St. Croix Lutheran Academy administrators said, "Hiring someone who is not Caucasian will allow us to understand life through the eyes of someone else through more than sympathizing and empathizing."

All school leaders indicated that they want to learn how to produce talented English speakers from second language learners, how to communicate with their stakeholders, and how to teach appreciation to their student body, faculty, and administration. Additionally, Divine Savior Academy, Wisconsin Lutheran, St. Croix Lutheran Academy, and Nebraska Lutheran wanted to find ways to integrate relationship builder activities. Nebraska Lutheran suggested taking field trips to various historical

sites throughout the United States. Wisconsin Lutheran indicated that having a Great Commission day where students are split up by race, age, and gender could provide the school and student body the needed conversations that might open up the minds of students and teachers. Manitowoc Lutheran felt that offering international students the opportunity of a fifth year of high school could provide stability for students who are learning English.

Divine Savior Academy emphasized the need for the Wisconsin Evangelical Lutheran Synod to produce educators who are comfortable with different cultures. Divine Savior Academy believes that improving the instruction of multicultural educators begins with training teachers from the start of their education so that they have a solid multicultural base to work with going into their calls. St. Croix Lutheran Academy agreed with Divine Savior Academy regarding the push to improve training programs for educators. St. Croix Lutheran Academy administrators said, “Look for ways to go into some of our Christian universities and find people who look like them in our hallways. Investing in an endowment to have a diverse student body, so money is not a factor. Additionally, using those diverse students to come back and teach at St. Croix Lutheran Academy through a scholarship would complete this goal.”

Additionally, St. Croix Lutheran Academy wanted more consistency in experience with multicultural educators, but they also wished to find ways to immerse students in all cultures represented in their program. Field visits are a possibility, but it starts with teachers who can communicate worldview teaching in their classrooms. St. Croix Lutheran Academy would like to have all teachers frequent multicultural experiences on a regular basis and integrate world culture experiences into their

curriculum. St. Croix Lutheran Academy administrators feel as though it would also be helpful to have someone on staff that is, “A liaison for the faculty to help them when they are struggling and even to students who might need some additional help learning from the barriers in the American education system.”

All schools stress that the needs of all learners are to be fulfilled but indicated that they have no way to assess their teacher’s instruction from a multicultural perspective. High school administrators indicated that the small populations of minority students within the school are seen as a reason for not needing multicultural education. Fox Valley Lutheran administrators said, “Training occurs once in a while to bring faculty up to speed, but the Fox Valley is located in Appleton, WI without a large minority population that the student body is not naturally experiencing on a daily basis. We are actively exploring opportunities for students from area churches that represent those minorities outside of our international program.”

The final improvement schools want to implement is a better understanding of what multicultural education entails. Many administrators had their perspective of what multicultural education is and how to best instruct their students or run their program. The best way to create a foundation for multicultural education is to have a definition put in place backed up by research and applied to the population and setting the school resides. In doing so, the subjects of the school may grow in a non-biased environment where all cultures are equally represented.

Summary

The data collected above encourages schools to reflect on their own procedures on how to instruct all students from a multicultural perspective. The results provide a clear

look into various styles and sizes of multicultural programs throughout the Wisconsin Evangelical Lutheran Synod. Throughout the similarities and differences examined from one program to another, schools will be able to address the needed improvements they can make with the resources they have available to them. Communicating and executing effective multicultural education through the mission of their schools should be an important takeaway from the data collected in this study.

Chapter V: Summary, Conclusions, and Recommendations

Introduction

Multicultural education in schools across the world use a variety of resources and practices to promote learning within their respective programs. Finding and implementing the most effective way to teach students from various backgrounds presents a challenge due to the language barrier, cultural differences, and cultural biases that the program may present to students (Yasemin, 2016). Schools that are looking to provide students with a global view of the world will want to focus their efforts towards training teachers who are multicultural educators rather than only catering to the needs of the regional students in which the program resides. Through research and partnering with other schools that have minority students, schools can take tested practices developed over time and implement them into their own programs. Stakeholders may benefit from the blessings multicultural education can offer to a mission. Opening the doors of multicultural schools through collaboration provides administrators a peek into what practices are best used and how they might be utilized in their own programs.

Summary of the Results

The research done in this study was conducted through document analysis and interview processes of one to three representatives of selected WELS high schools depending on the size and makeup of the administrations. This study provides WELS administrators with a look into different multicultural programs the WELS high schools offer to their communities. The school's region, the percentage of minority students, and view of multicultural education used are all important factors. Schools in this study vary in their international programs, their minority makeup, and the size and location of the

schools. The focus of this study is not to dwell on the difference in programs, but to learn what each program does to enhance multicultural student learning through teacher instruction in and outside of the classroom.

Overall, the schools that had a larger portion of minority students focused their efforts more on a multicultural approach than schools who do not possess a large minority student number. This was evident through seeking individuals who are culturally competent, providing field visits to stakeholders, and engaging student led mentorships or clubs to promote multicultural learning. Schools that had a lower student body population catered to the surrounding areas' educational needs. In conclusion, all schools were challenged to think about the education process as one unit working together to complete the mission for not only their minority students but for all students.

Conclusions

The study of multicultural education presents a variety of practices and procedures carried out differently based on the location, size, and mission of the school. As readers discuss ideas from this study to apply to their own programs, they will have to take into account what will be personally applicable or not. Below are the research questions in this study. The literature review, research questions, and the data will allow viewers to interpret what practices should be implemented into their programs.

1. How do WELS high schools train teachers for instruction in a multicultural setting?

The results of this study revealed that WELS high schools struggled at training teachers for multicultural education. Many programs in this study expressed the frustration that comes with not receiving teachers who have multicultural experience. A

common trend many schools communicated is that the calling process is a hit or miss process for them when trying to meet the needs of their mission. In addition to this shortage of qualifications in the WELS, school leaders pointed out that the orientation and advice accessible for their teachers regarding the multicultural program is minimal or available from only a small number of people on staff such as an international coordinator.

The research showed that none of the schools in this study required multicultural field visits for all teachers in the school. The literature suggests that teachers need to be actively participating in field visits to a multicultural setting in order to gain experience and apply it to their classrooms. The literature encourages school leaders to offer multicultural professional development to their staff which schools in this study did not consistently do. A combination of not receiving regular, experienced multicultural educators and the lack of ongoing multicultural training through field visits reveals a gaping hole in multicultural programs throughout the WELS.

2. How do WELS high schools train teachers to be sensitive to cultural differences?

Multicultural education can take place when teachers are leading students in the classroom to be aware of other cultures represented not only in school but throughout the world. It is the teacher's sole job as a multicultural educator to create an environment of acceptance towards people of all backgrounds. The literature points teachers to ongoing professional development activities such as field visits where teachers can learn through experiencing life outside of the school community (Chen et al., 2017). The literature also encourages teachers to read up on current multicultural topics and implement those discussions in their classrooms (Lehman 2017). The data from this study is inconclusive

regarding this research question. Schools in this study have programs put in place for their students to understand cultural differences, but specifics were never given by schools as to how they train their teachers to be culturally sensitive. Schools did stress the need for administrative leaders to teach their faculty rather than giving vague instructions like, “Be accepting.” Schools did not have their administrators require educators to provide multiple sources and perspectives for instruction to remove bias.

3. How do WELS high schools train teachers to promote cultural awareness through respect?

Respect is often the first trait schools and teachers can offer to their students when laying the foundation of multicultural education. The literature suggests that teachers and students be exposed to real-life examples of respect. This means field visits through life experiences are needed to showcase this specific trait. Also, schools will want teachers to show respect to all cultures and to teach their students to show respect for one another. The research in this study revealed that all schools in this study had a mission focused on Christian student learning. Various programs offered peer mentor social events where students can garner respect through active service. However, these programs are clubs and not offered to the entirety of the student body. These gaps in availability to students present an opportunity for growth in this area, but schools in this study are still focusing on ways to provide respect for all cultures as a cultural base. This step in the process of multicultural education may not be complete until cultural bias is removed (Shannon-Baker, 2018).

4. How does multicultural training differ by school size and context in the WELS?

The literature for multicultural education is hard to understand and implement at times because programs may differ in multicultural education abilities based on the location and size of the school. One might argue that a small minority population does not represent the student body. However, many educators could make the case that multicultural education represents a global view of the world rather than the surrounding community. This thought may conflict with the community culture and the mission of the school in a way to challenge stakeholders to hold true to their mission but meet the needs of all stakeholders through a global lens.

Through this study, data revealed that in smaller and larger areas, multicultural programs differed in practice. It was common that schools struggled with hiring or receiving consistent, experienced multicultural educators, but the most common difference was the lack of programs offered by smaller schools as compared to larger ones. The resources in smaller schools and the lower percentage of minority students challenges school leaders to weigh how much their program can offer to the community as a whole. The literature points schools towards offering a world view of education rather than an American perspective that many of the schools in this study use (Shannon-Baker, 2018). The size and location of the multicultural schools presented many differences from one program to another. The most significant difference was that the smaller schools focused on the lack of English speaking abilities in international students whereas the larger schools focused on the lack of multiculturally experienced teachers called the school.

Recommendations

Recommendation 1: Have a clear multicultural mission that fits the school's program. Multicultural education is a deep topic that can confuse stakeholders. As school leaders work with their boards to implement successful practices for multicultural programs, they will want to make sure the mission of their school jives with their school's definition of multicultural education. The literature and data in this study revealed the differences in multicultural practices and missions of schools. If multicultural schools have globally represented students and the mission of the school is a worldview mission, then the program must follow through with the expectations, practices, and tools laid out in their goal statement.

Recommendation 2: Strive to have all teachers be culturally competent.

Providing schools with talented multicultural educators at the beginning of their tenure at the school will allow schools to make strides forward in multicultural education. School leaders will want to challenge undergraduate programs to provide programs with teachers who have been trained to instruct students from a variety of backgrounds. Teachers who come in with a variety of training in different schools or programs provide their present program with experienced multicultural education. It may not be only the undergraduate level that can provide field visits for teachers to utilize but also professional development opportunities for current teachers in all programs throughout the WELS. Schools who want to develop their multicultural teachers' knowledge must take to heart the ongoing process for growth. The first step is increasing the cultural competency of veteran teachers within the school. Before school leaders bring in new teachers who may be

gifted, they will want to consider having a firm foundation of training in place to meet the needs of all their teachers.

Recommendation 3: Include all students in multicultural education

programing. Schools in this study focused primarily on either an incoming teacher to the program or the size of their multicultural program. Incoming teacher competency regarding multicultural education was not consistent. Additionally, the size of each multicultural program varies. If the definition and mission of the school are to meet the needs of all learners through respect, love, and experiences, then schools will want to focus on getting all students to be a part of multicultural education rather than only just their minority students or students who choose to participate in mentor activities. A multicultural mission of a school must engage all stakeholders to be truly effective. Schools will want to focus their efforts on developing multicultural inclusion not only in the curriculum but through social activities outside the walls of the classrooms.

Recommendation 4: Align all curriculum and instruction through a

multicultural lens. Finally, schools will want to focus their efforts on hands-on activities and the multicultural curriculum set up for diverse education. All schools in this study reported that their curriculum does not focus on multiple perspectives or viewpoints from various cultural backgrounds. Also, schools reported that they do not assess their teachers from a multicultural standpoint. If schools are lacking multiculturally experienced teachers, schools will have to undergo training teachers. Additionally, ongoing assessment of the development of those skills will need to take place to gain traction (Chen et al., 2017). Dynamic leadership in multicultural schools is needed through ongoing training outside of the school, literature that provides teachers various cultural

viewpoints, and a culturally appropriate review process through administration to truly reveal how multicultural efforts are aligning with the mission of the school.

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Appendix A: Assessment Activity**Interview Questions**

1. What is your definition of a successful multicultural educational program?
2. What is the process your school uses for hiring talented multicultural educators?
3. Do you feel that your school receives experienced multicultural educators?
4. How does your school offer training for teachers new to a multicultural setting?
5. Does your school require any field visits to a multicultural setting for all teachers?
6. What opportunities for field visits are offered to your student body?
7. What does your school do to orient all students to a multicultural setting?
8. What kinds of programs do you feel enhance your ability to instruct students multiculturally?
9. How is your curriculum set up to meet the needs of all learners from a multicultural perspective?
10. How does your curriculum compare and contrast with state standards and WELS standards?
11. How does your school promote cultural awareness to defend against cultural bias?
12. What types of socialization activities enhance your program from a relationship level?
13. How does your program include stakeholders in the process of teaching multicultural education?
14. What are the hardest obstacles to overcome as a multicultural educator?
15. What ideas do you have that you think could help improve multicultural education?

16. How does your school assess and help develop the skills of teachers for a multicultural setting?

17. How does your school promote multicultural education from a Christian perspective?

18. What effective communicative skills are taught by educators to instruct students in your school?