

FROM VAGUE STANDARDS TO QUALITATIVE CLARITY

**From Vague Standards to Qualitative Clarity: A Validation Study of the
Multicultural Text Selection Rubric**

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ABSTRACT

Student populations in the United States secondary classrooms are becoming more diverse (NCES, 2019). With the growing cultural and linguistic diversity of students comes the need to include culturally diverse literature in the curriculum to reflect students' cultural experiences and broaden and challenge their perspectives (Kim, 2014; Miller et al., 2008; Okoye-Johnson, 2011). The need for this inclusion is recognized in the Common Core State Standards (CCSS). However, 14 U.S. states have opted either not to adopt the CCSS or have adapted them with major modifications. This dissertation is a mixed-methods study where the qualitative research develops quantitative measures and instruments (Steckler et al., 1992). First, by adopting Critical Discourse Analysis (CDA) as a theoretical framework, I examine the intersection of language and ideology within the discourse of the standards of the National CCSS and the 14 different states (Wodak & Meyer, 2008; Albakry & Williams, 2016). Informed by the findings regarding how culturally diverse literature is constructed, a rubric template was developed to serve as a model for selecting multicultural texts. The second approach is a survey study to examine teacher perception of culturally diverse literature and its use in the classroom. CDA found patterns in the language used in the state standards that were vague and emphasized certain values of the states' departments of education. The rubric helps clarify some of the vagueness set forth by those state standards and emphasize the application of the standard in the secondary classroom. As the rubric informed the creation of the survey, analysis of the responses found that the quantitative results did not fully support the qualitative research. Most of the rubric was supported by the survey responses; however, survey responses to many of the Authorship statements

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did not yield high factor loading scores. These responses can be the result of a small sample size as different sample sizes will yield different results on the survey. The dissertation has implications for best practices in guiding teachers in the selection of culturally diverse texts, teaching these texts effectively within the CCSS, and expanding student knowledge beyond the texts.

Key words: secondary education, culturally diverse literature, multicultural literature, state standards, English Language Arts, rubric, survey study

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Methodology of Dissertation

CHAPTER I: INTRODUCTION

Student populations in public schools are becoming more diverse. Over the past few years, the percentage of White students has decreased while the percentage of Hispanic students has increased (NCES, 2017). The percentage of Black students slightly decreased, but the change is not as significant as the other two populations. However, while student population has become more diverse, the teacher population in public schools has remained over 80 percent White (NCES, 2017). Some students may not be able to connect with the teachers' experiences. When the school's English Language Arts curriculum also excludes literature with diverse characters, the lack of diversity in texts may not allow for students to connect with the content (Lafferty, 2014). The introduction of the Common Core State Standards (CCSS) for English Language Arts (2010) includes a strand about culturally diverse texts. In the subsequent years following the introduction and implementation of these national standards, many state education departments have modified the wording of this strand. Some states explicitly state the types of texts that should be included in the curriculum while other states left the term open to interpretation or excluded culturally diverse texts altogether. The first part of the dissertation textually examines how culturally diverse literature is constructed based on the different state standards.

Given that teacher perception towards culturally diverse texts can affect what and how literature is taught in the classroom, the second part of the study examines teacher perception towards culturally diverse texts. While some previous studies have explored teacher perception (Akiba, 2011; Barajas, 2015; Nadelson et al., 2012; Silverman, 2010; Teemant, 2014), they were all limited to pre-service teachers. The previous studies also included the use of university coursework and field experience as a method of affecting perception towards culturally diverse

texts. This study, however, focuses on in-service teachers and creating a manageable survey based on the Multicultural Text Selection Rubric.

Importance of Culturally Diverse Literature

Culturally diverse literature provides windows for students to learn about other cultures and mirrors for diverse students to see themselves (Bishop, 1990). Based on the national standards, teachers should be able to provide these windows and mirrors through an informed selection of culturally diverse literature. Studies have found that reading culturally diverse literature builds empathy in readers (Cook & Amatucci, 2006), teaches themes such as social justice (Cook & Amatucci, 2006; Dover, 2015; Schielbe, 2014; Thein et al., 2011), broadens and challenges perspectives (Kim, 2014; Landt, 2006; Miller et al., 2008; Okoye-Johnson, 2011; Scroggins & Gangi, 2004; Taylor & Hoechsmann, 2001), and analyzes character development (Banks, 2009; Bishop, 1990; Kim, 2014; Lillge & Dominguez, 2017; Schieble, 2014; Sciorba, 2017; Singer & Smith, 2003; Thein et al., 2011; Tschida et al., 2014). The goal of this study is to understand how teachers perceive, understand, and incorporate culturally diverse pedagogy into their classrooms, with the goal of supporting effective teaching methods for providing students with books as windows and mirrors along with knowledge and experiences to use beyond classroom walls.

Significance of the Study

The study contributes to the literature in two ways. First, by examining the language of the state standards, the analysis confirmed the need for a rubric to clarify the vague definitions of culturally diverse literature presented in the standards. Therefore, I created a rubric to assist teachers in selecting high quality, culturally diverse texts for use in the classroom. By having a rubric based on well-articulated evaluative criteria, school districts and teachers could avoid

making misinformed decisions and have a more principled basis for selecting culturally appropriate texts. From the rubric, I created a survey that examined current teachers' perceptions towards culturally diverse texts. Statements for the survey were modeled from statements in the rubric. This step was important as the qualitative nature of the rubric informs the quantitative measure of the survey. Using an online survey, I explored the perceptions of secondary teachers towards culturally diverse literature and its inclusion in the curriculum. 96 completed surveys were analyzed using exploratory factor analysis to examine the five factors listed on the rubric. After eliminating statements from the survey to make it more manageable for future studies, Cronbach's alpha was used to determine reliability of the remaining survey statements. Results from the survey will inform future studies that would survey educators' perceptions as well as provide them with the rubric as a tool for classroom use.

As culturally diverse students comprise the population of public schools, it is not enough to include culturally diverse literature. In order to successfully incorporate culturally diverse texts into the curriculum, educators would need guidance for selecting quality texts, and teachers would need to evaluate their perceptions for any potential misconceptions. Teachers may also need to be trained in effective ways to teach themes and topics included in this type of literature so that they can demonstrate how the literature can impact a student's life outside of school.

Research Questions

The two-pronged approach to the dissertation requires separate research questions. The first set of research questions focuses on the CCSS and the states that modified them. The research questions include:

1. What does the language used in the modified state standards reveal about the types of texts included in the English Language Arts curriculum?

2. How do the modified standards emphasize certain values?

The second set of research questions focus on the perceptions towards culturally diverse literature. The research questions include:

1. What structure does the Multicultural Text Selection Rubric have?
2. What sub-factors will the Multicultural Text Selection Rubric exhibit?
3. How valid is the Multicultural Text Selection Rubric?

These qualitative questions based on the analysis of the state standards led to the creation of the Multicultural Text Selection Rubric which informed the creation of the Teacher Perception towards Multicultural Literature Survey.

Overview of the Dissertation

The first component of the dissertation analyzed the inconsistent and vague wording of the CCSS and the 14 states that made modifications to the national standards (see Figure 1). From that analysis, I created a rubric to help define culturally diverse literature. The rubric will assist teachers in clarifying the vague wording of their state standards and reconciling their district's English Language Arts curriculum. The rubric will also demonstrate how teachers can select culturally diverse literature that will allow students to apply their knowledge and experiences to the world around them.

The second part of the dissertation built on the textual analysis which included a mixed-methods component focused on in-service teachers, and their perceptions towards culturally diverse literature. Given the diverse population in American public schools, the goal of this component of the study was to provide teachers with guidance on selecting high quality, culturally diverse texts and to help evaluate themselves on their perceptions which can bridge the gap between navigating the demanding state standards and the need to include texts that reflect

current student populations. Statements for the survey were derived from the rubric and then analyzed using exploratory factor analysis to determine if similar patterns emerged that correspond with the rubric. Elimination of survey statements was necessary to make the survey more manageable for future studies. After analyzing the survey results, five factors emerged. Any statement that did not score highly under those five factors was eliminated from the final survey. Cronbach's alpha was used on the remaining statements to determine reliability.

Upon validation of the survey, both the rubric and the survey can be used in classrooms and future studies. The survey can be used to examine educators' perceptions towards culturally diverse literature and the rubric can be used to help educators select culturally diverse literature to include in their curriculum. Based on the results of the survey, teaching teams can adjust the rubric as it best suits their classroom needs. Future studies can examine teacher perception further by taking the results of the survey and conducting focus groups to elaborate on the patterns that emerge from the final survey. Focus groups can also evaluate the rubric for further adjustments.

Structure of the Dissertation

To examine the impact of the national CCSS and the modified state standards on teacher perception and use of multicultural literature, the dissertation had a two-pronged approach. One part focused on the language of the national Common Core State Standards and the modified state standards and how they impact inclusion of culturally diverse texts in the district and classroom curriculum. From the standards analysis, a survey was created using statements from the rubric to examine teacher perceptions towards culturally diverse literature. Patterns gathered from the survey results validated the rubric and the measurement tool for future studies.

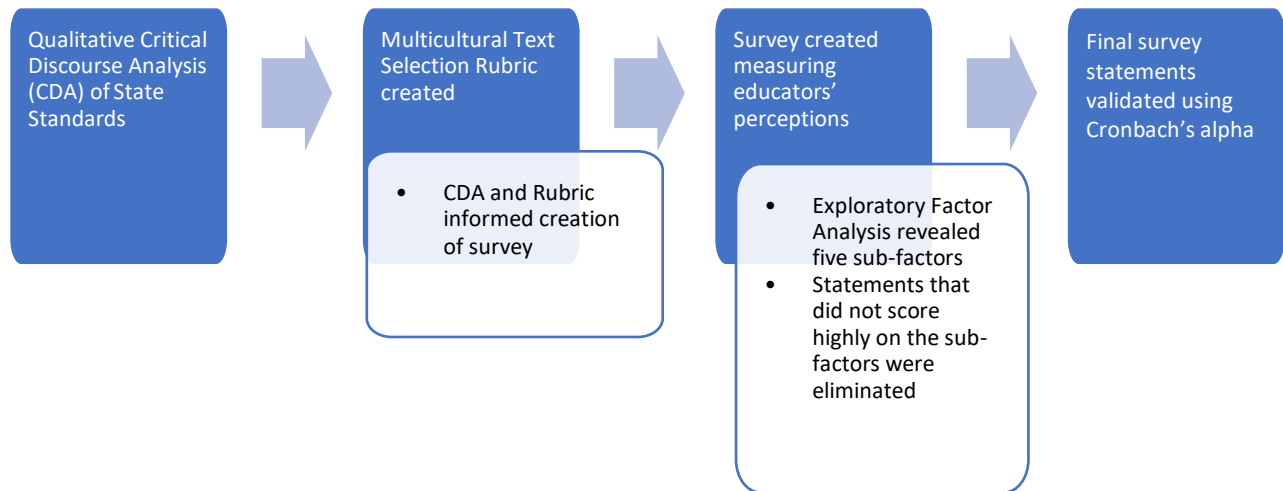


Figure 1

Methodology of the Dissertation

Dissertation outline:

Chapter I: Introduction. This section provides general background about the study and its significance in the field.

Chapter II: Review of the Literature. This section provides current literature that informs the direction of the study.

Chapter III: Methods. This section details methods I used for the different approaches.

Chapter IV: Findings. This section will discuss the findings from the textual analysis, and teacher surveys.

Chapter V: Conclusion and further Considerations. This section will discuss implications and future considerations of the research.

CHAPTER II: REVIEW OF THE LITERATURE

The Common Core State Standards and State Standards

Terminology

The term “multicultural” is a broad term that can be inclusive or exclusive, depending on its interpretation. As it relates to this topic, the term “multicultural” will be defined as the presence, support, and inclusion of experiences other than those of the majority culture (Aragon et al., 2016; Bishop, 1990; Gangi, 2008; Ramirez et al., 1998). As classrooms become more diverse, it is important to include literature that will reflect those student experiences and provide windows for others to glimpse into the culture. For this study, the term “culturally diverse literature” will be used when focusing on exemplar texts.

Common Core State Standards (CCSS)

In 2010, the CCSS were released nationwide as a benchmark to specify what students at different grade levels should master by the end of a school year. Most states reviewed the document and either adopted the standards or created their own (“Development Process,” <http://www.corestandards.org/about-the-standards/development-process/>). Each state’s standards guide educators to the content and skills students will need to master to be successful in the following school year. 41 states adopted the Common Core State Standards (“Standards in Your State, Core Standards). Those that did not include Alaska, Florida, Indiana, Minnesota, Nebraska, Oklahoma, South Carolina, Texas, and Virginia. Five states adopted the CCSS but drastically modified their versions of the national standards. These states are Alabama, Arizona, New York, Pennsylvania, and Tennessee.

The standard that discusses multicultural literature has been contested. Different state standards mean variety in the interpretation of what multicultural literature is. As the standards

were created as benchmarks for students, the lack of a precise definition for multicultural literature means that students are not meeting a standardized benchmark. Those states and districts that adopted the CCSS would include world authors and a variety of experiences in their curriculum. However, the vagueness of the standards allows for a range of interpretations by districts and teachers. Thus, the inclusion of culturally diverse texts in the classroom begins with understanding the state standards.

Policy as Text

The CCSS that focuses on culturally diverse literature states that by the end of the school year, students should be able to: “Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature” (CCSS.ELA-Literacy.RL.9-10.6, Core Standards). While most of the United States adopted the standard, 14 states did not fully adopt the CCSS which means the wording of those standards is not consistent with the national standard (see Table 1). Five states adopted the CCSS but modified the wording. Those states are Alabama, Arizona, New York, Pennsylvania, and Tennessee. The nine states that did not adopt the CCSS can dictate what culturally diverse literature can be included in the curriculum. Those states include Alaska, Florida, Indiana, Minnesota, Nebraska, Oklahoma, South Carolina, Texas, and Virginia. By analyzing the wording used in these state standards, we see that each state’s definition of culturally diverse literature is vague. For instance, Nebraska’s state standard is more inclusive of culturally diverse literature. It states that students should be able to: “Cite specific textual evidence to analyze and evaluate effects of *historical, cultural, biographical, and political influences* of literary and informational text written by *culturally diverse authors*, to develop a *regional, national, and international multicultural perspective*” (Nebraska State Standards, 2014, pg. 50; emphasis is mine). First, the

state standard specifies the types of content that should be included in the texts. Students should be able to examine historical, cultural, biographical, and political influences. However, Nebraska does not have guidelines about how to select texts that should be included to fit the wording in the standard. Conversely, Nebraska wants students to move beyond reading and analyzing multicultural texts; students are expected to develop a multicultural perspective by the end of the school year. In this case, the wording in Nebraska's state standard tries to instill the importance of a multicultural perspective. The implication of Nebraska's state standard is that a multicultural perspective is important for students to have.

While Nebraska seems more inclusive of culturally diverse literature, Tennessee is much vaguer. Tennessee originally adopted the CCSS but chose to modify the wording of the standards in 2017. The standard requires students to “Analyze how *point of view* and/or author purpose shapes the content and style of *diverse texts*” (Tennessee English Language Arts State Standards, 2017, pg. 34; emphasis is mine). This truncated version of the national standard deletes the phrases, “cultural experience,” “work of literature from outside the United States,” and “world literature.” While it is possible that the deletion of these phrases makes the standard more general so that a wider range of culturally diverse literature can be included, it is also possible that these phrases were deleted to exclude multicultural literature. Without the requirement of using culturally diverse literature, Tennessee school districts do not have to include texts with culturally diverse voices. In fact, the phrase “diverse texts” could refer to genre or text types, e.g. difference between fiction and informational texts.

While the state standards determine what content and skills students need to master by the end of a specific grade level, districts and teachers can interpret what the standards mean

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Table 1

State Standards Focused on Multicultural Literature with the Emphasis on Diction

State	Code	Diction
Alabama	ELA 9.6.1	Define point of view , literature, and culture .
	ELA 9.6.2	Investigate cultural background reflected within the text.
	ELA 9.6.3	Apply prior knowledge and personal experience to make connections to the text.
	ELA 9.6.4	Label different points of view of different characters or narrators found in the text.
Alaska	Grades 9-10	Analyze a particular point of view or cultural experience in a work of literature (e.g., mythology, colonialism, local culture), drawing on a wide reading of world literature .
Arizona	9-10.RL.6	Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from variety of literary texts.
Florida	LAFS910.RL.2.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States , drawing on a wide reading of world literature .
Indiana	9-10.RL.4.2	Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works , including describing how the material is rendered new.
Minnesota	9..4.6.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States , drawing on a wide range of world literature .
Nebraska	LA10.1.6.g	Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors , to develop a regional, national, and international multicultural perspective .
New York	9-10R6	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices)

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Table 1

State	Code	Diction
Oklahoma	9.3.R.6	Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.
Pennsylvania	CC.1.3.9-10.D	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
South Carolina	Standard 11.1*	Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning and style.
Tennessee	9-10.RL.CS.6	Analyze how point of view and/or author purpose shapes the content and style of diverse texts.
Texas	English I (2)	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
	English I (5)	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: D. Demonstrate familiarity with works by authors from non-English speaking literary traditions with emphasis on classical literature.
Virginia	9.4	The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama. E. Analyze the cultural or social function of a literary text. G. Explain the influence of historical context on the form, style, and point of view of a written work.

Note. Standards focus on grades 9 – 10, unless noted with an Asterix. Emphasis made by author.

relating to their schools and students. Some school districts contain more diversity, so their interpretation of the state standards would be to include more multicultural voices in their curriculum. Others could be more homogeneous and are more comfortable with excluding multicultural perspectives. Once a school district decides its level of multicultural inclusion, teachers are expected to comply with the initiatives and directives.

Teacher Perceptions towards Culturally Diverse Texts

Despite the vagueness of the state standards, teachers are still expected to include and teach the literature effectively in their classrooms. With the mismatch between the diverse student population and the more homogenous teacher population, it would be difficult for teachers to engage students in literature that may not include culturally diverse experiences. It is even more difficult to teach multicultural literature when teachers may not have recognized their own prejudices and biases. “If teachers and students do not possess adequate knowledge and understanding of cultures different from their own, especially as people who identify with these cultures become their neighbors and community members, they likely will be unable to recognize stereotypes or biases in life and the literature they read” (Glenn, 2019, p. 113). For teachers to bridge this gap between lack of knowledge and experience with multiculturalism, the first step is to examine personal beliefs towards multiculturalism.

Teacher perception towards multiculturalism can determine what and how culturally diverse literature is taught in their classrooms. While coursework and trainings can expose teachers to culturally diverse literature, their perceptions towards multiculturalism may not be examined. However, it is important that teachers examine their perceptions because there might be unintentional prejudices that could hinder effective teaching of culturally diverse literature.

Coursework and Field Experiences Affect Perception

Most studies conducted on teachers' perceptions towards multiculturalism have been completed with pre-service teachers (Akiba, 2011; Barajas, 2015; Montecinos, 1995; Nadelson, et. al, 2012; Silverman, 2010; Thein, 2013). Multiculturalism is a separate concept from culturally diverse texts. As these studies evaluate teacher perception towards multiculturalism, all studies showed an improvement (see Table 2). All researchers used similar methods when conducting their studies. Most used standardized surveys (Barajas, 2015; Nadelson, et. al, 2012; Silvermann, 2010), researcher-created surveys (Akiba, 2011), or semi-structured interviews (Montecinos, 1995; Thein, 2013).

The Barajas (2015) study used three standardized surveys with 290 pre-service teachers: the Teacher Multicultural Attitude Scale (TMAS), the Color-Blind Racial Attitudes Scale (Co-BRAS), and the Multigroup Ethnic Identity Measure (MEIM). These surveys focus on the effect on pre-service teachers' multicultural awareness (TMAS), endorsement of color-blind attitudes (Co-BRAS), and the exploration of and commitment to ethnic identity (MEIM). By the end of the course, results from the TMAS showed a small pre-post effect size at 0.193 and the MEIM also showed a small effect size at 0.188. These results show that teacher perception towards multiculturalism had improved slightly with coursework. The effect size on Co-BRAS by the end of the course was -0.439. A negative effect size on Co-BRAS showed that participants who had color-blind attitudes were less biased at the end of the study. These teachers may have ignored or minimized cultural differences among students at the beginning of the course, demonstrating their color-blind attitudes. With the negative effect size in their study, it showed positive improvement in attitude, possibly as a result of changing perceptions from unintentional bias to becoming more open to diversity.

Table 2*Teacher Attitude and Perception towards Multicultural Literature*

Study	Participants	Method	Study Type	Effectiveness	Findings
Akiba, M. (2011)	243 pre-service teachers, K-12, school counseling	Pre- and post-survey created by researchers	Quantitative	Gender: -.571 SES: .109 Class standing: .271 Hometown: .034	Coursework and field experience slightly improved attitude towards multiculturalism
Barajas, M.S (2015)	290 pre-service teachers	Standardized surveys: TMAS ¹ Co-BRAS ² MEIM ³	Quantitative	TMAS: 0.193 Co-BRAS: -0.439 MEIM: 0.188	Coursework slightly improved attitude towards multiculturalism
Bigler, E. (1996)	Two middle school English classrooms in urban communities	Case study; semi-structured interview	Qualitative	N/A	NY State Education Department investigative team examined implementation of bilingual education program, inclusive curriculum, teacher sensitivity training, and attention to prejudice reduction in classroom
Gasbarro, S. & Matthews, D. (1994)	Nine practicing teachers recently graduated	Survey, semi-structured interviews	Qualitative	N/A	Five approaches to multicultural education: teaching the exceptional and culturally different; human relations; single-group studies; multicultural education; education that is multicultural and social reconstructionist; recommend more courses in multicultural education, content, and pedagogy

Table 2

Study	Participants	Method	Study Type	Effectiveness	Findings
Glazier, J. A. (2006)	Five English teaches at same culturally diverse high school	Year-long case study	Qualitative	N/A	Focuses on positionality; teacher recognized how they positioned themselves in relation to certain topics; awareness sometimes led to adjustment in teaching
Ketter, J. & Lewis, C. (2015)	Eight middle school teachers	Ethnographic case study	Qualitative	N/A	Became more aware of how schools institutionalized classism, racism, and sexism (p. 91)
McNeal, K. (2006)	Two novice secondary English teachers	Case study	Qualitative	MTEP promising but inconclusive	Multicultural Teacher Education Program (MTEP); general multicultural practices implemented: multicultural literature, active learning, student choice, critical pedagogy, real-life application, cultural physical adaptations, cooperative grouping, individual attention
Montecinos, C. (1995)	18 ethnic minority students enrolled in teacher preparation programs	Semi-structured interviews	Qualitative	N/A	Goals of multicultural education: reducing alienation, reducing discrimination and bias

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Table 2

Study	Participants	Method	Study Type	Effectiveness	Findings
Nadelson, L.S. et. al (2012)	88 pre-service teachers	Standardized survey MES ⁴	Quantitative	Multicultural efficacy: 6.61	Coursework improved attitude towards multiculturalism
Silverman, S. K. (2010)	88 pre-service teachers	Standardized survey TSR-MD ⁵	Quantitative	Multiculturalism: 0.23 Diversity: 0.05 Culture: 0.15	Coursework slightly improved attitude towards multiculturalism
Stallworth, B. J., Gibbons, L., & Fauber, L. (2006)	142 ELA teachers in 72 different public secondary schools	Survey	Qualitative	N/A	Themes in analysis: traditional stability, evolving nature of “The Classics,” issue of censorship, other (lack of expertise, time constraints)
Teemant, A. (2014)	36 K-6 teachers	Standardized survey SPC ⁶	Quantitative	Multicultural efficacy: 2.18	Coaching slightly improved attitude towards multiculturalism

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Table 2

Study	Participants	Method	Study Type	Effectiveness	Findings
Thein, A. H. (2013)	20 students enrolled in an online master's course on multicultural literature	Discourse analysis	Qualitative	N/A	Justification for negative claims/arguments: appropriateness, displaced negative stance, force of facts, reversal, fairness, ability/preparedness

Note. Primary studies mostly focused on pre-service teachers rather than in-service teachers. ¹TMAS: Teacher Multicultural Attitude Scale. ²Co-BRAS: Color-Blind Racial Attitudes Scale. ³MEIM: Multigroup Ethnic Identity Measure. ⁴MES: Multicultural Efficacy Scale. ⁵TSR-MD: Teachers' Sense of Responsibility for Multiculturalism & Diversity. ⁶SPC: Standards Performance Continuum

Nadelson, et. al (2012) and Silvermann (2010) also used standardized surveys when they conducted their studies with 88 pre-service teachers each. Both studies focused on teachers' efficacy and sense of responsibility towards multiculturalism. Nadelson, et. al used the Multicultural Efficacy Scale (MES) which found that coursework improved the pre-service teachers' perceptions towards their multicultural efficacy. Silvermann used the Teachers' Sense of Responsibility for Multiculturalism & Diversity (TSR-MD) which found that coursework slightly improved pre-service teachers' perceptions and responsibility towards multiculturalism.

Akiba's (2011) study focused on 243 pre-service teachers using a researcher-designed survey. Her study was slightly different than the previously discussed studies in that the pre-service teachers were required to complete fieldwork in addition to coursework. At the end of the study, the researchers found only a slight improvement in perception towards multiculturalism.

Montecinos (1995) and Thein (2013) conducted qualitative studies with pre-service teachers, both using semi-structured interviews and discourse analysis to determine change in perception towards multiculturalism. Montecinos focused on 18 ethnic minority students enrolled in teacher preparation programs. The participants in the study are unique in that they show diversity within the teaching force. However, 18 students do not make a substantial impact on the lack of diversity within the profession. While the study did not report a change in perception towards multiculturalism, the researcher found that the goals of multicultural education include reducing alienation, discrimination, and bias. Thein's more recent study was conducted with 20 students enrolled in an online master's course on multicultural literature. Similarly to Montecinos' study, no change in perception was reported as Thein's study focused on multicultural literature versus perception. Through discourse analysis of the online discussion board, themes that arose included reasons why multicultural literature might be difficult to teach.

Themes included: appropriateness, reversal, fairness, and ability/preparedness. Pre-service teachers raised the concern that some diverse topics might not be appropriate for certain age groups; characters' roles may be presented in a reversed role which could feed into stereotypes; representation among diverse groups is not fair; and their own ability and preparedness to teach the texts is not equal to the expertise needed to teach them effectively.

While research shows improved perceptions of multiculturalism, most of the studies were conducted with pre-service teachers within a safe, university environment. When required coursework correlates with the improved perceptions, an exploration with a different population is needed.

In-Service Teachers Need Reflection and Continuing Education

Most research conducted with in-service teachers are qualitative and do not have a standardized measure to track change in perceptions. However, Teemant (2014) conducted a survey study with 36 K-6 in-service teachers focused on a coaching model with a standardized survey as its measure. Results from the study indicated that coaching slightly improved perception towards multiculturalism. Other studies with in-service teachers were case studies (Bigler, 1996; Glazier, 2006; Ketter & Lewis, 2015; McNeal, 2006), semi-structured interviews (Bigler, 1996; Gasbarro & Matthews, 1994; Thein et. al, 2012), or survey studies that did not use standardized surveys (Gasbarro & Matthews, 1994; Stallworth et al., 2006). While each study was conducted using its own methods, similar themes emerged.

Goals for most multicultural programs in schools aim to reduce prejudice, bias, and discrimination. Many studies focused on how teacher positionality can affect their teaching of multicultural texts (Glazier, 2006; Ketter & Lewis, 2015; Thein, 2012). The Ketter and Lewis (2015) study found that teachers became more aware of how schools institutionalized classism,

racism, and sexism. In some cases, once teachers became aware of their positionality, adjustments in their teaching occurred (Glazier, 2006). Teachers recognized and reflected on how they positioned themselves in relation to certain topics. By having that opportunity to reflect, they were able to create a classroom environment that was more open to diverse texts. Thein et. al (2012) also found that teachers positioned as intellectuals with autonomy were more likely to engage students in new and innovative texts and activities. While the need for culturally diverse texts is necessary, effective teaching of those texts begins with reflection by the educator in relation to topics and texts they will be teaching.

Other studies focused on continuing education for teachers. While more recent teacher preparation programs have begun including multicultural education courses, many in-service teachers did not have the opportunity to take those courses. Gasbarro and Matthews (1994) found from their interviews that their participants recommended more courses in multicultural education, content, and pedagogy. While teacher preparation programs have included these courses in the 25 years since the study, McNeal (2006) conducted a case study to determine the effectiveness of those programs. The case study focused on two novice secondary English teachers who participated in Multicultural Teacher Education Programs (MTEP). The programs included multicultural literature, critical pedagogy, cultural physical adaptations, and cooperative grouping. Over the course of the study, MTEP looked promising but results were inconclusive. Had the study been replicated with a larger sample size, results could have been more decisive.

CHAPTER III: METHODOLOGY

Common Core State Standards (CCSS) Document Analysis

Mixed Methods Study

This study is a mixed methods study where qualitative research informed the creation of quantitative measures and instruments (Steckler et al., 1992). It begins with a qualitative analysis of the Common Core State Standards and the states that either modified the standards or did not adopt the standards at all. Using the qualitative research method of Critical Discourse Analysis to analyze the CCSS, the findings were then used to develop the quantitative measure of a researcher-created survey to examine teacher perception towards culturally diverse literature.

Qualitative Theoretical Framework

The theoretical framework that guides the first part of the dissertation is Critical Discourse Analysis (CDA). Critical Discourse Analysis requires multiple readings. The first “read” helps the researcher understand the main idea of the text. The second “read” includes coding of patterns that emerge. The third “read” analyzes the language used in the recurring patterns (Case, 2005). This lens best fits this study because it examines naturally occurring language and focuses on ideology and power within a discourse (Albakry & Williams, 2016; Wodak & Meyer, 2008).

Data Collection Procedure

In examining the CCSS and the different state standards, the language used in the “culturally diverse text” strand was subjected to close reading informed by CDA. First, the “culturally diverse text” standard was identified for each of the 14 states that did not adopt the CCSS. Next, each state’s standard was analyzed for repeated phrases (i.e., culture, point of view,

etc.). Finally, the standards were analyzed to determine if the diction emphasized certain values relating to culturally diverse literature.

Data Analysis

After analyzing the patterns that emerged from the CDA, it was determined that the diction used in the standards could speak to the state's ideology on culturally diverse texts and what the district deems as important to include in the curriculum. Teacher perception may be affected by the language used in the state standards, their district initiatives, personal experience, or any combination of those factors. Using CDA to examine in-service teachers' perceptions towards culturally diverse texts informs what and how these texts are used in the classroom.

Instrument Created

After analysis of the documents, a rubric was created to define and clarify the vague wording of the state standards. It can be used to assist teachers in selecting culturally appropriate and rigorous multicultural texts for use in their classroom.

Credibility Limitations

CDA was conducted by one researcher without a second coder or peer debriefing.

Quantitative Analysis of the Survey

Participants

The CCSS have been adopted by most of the United States. The survey was sent to 6th through 12th grade educators which include teachers and coaches because they work directly with students and curriculum. The survey was conducted online using the Qualtrics program accessed through MTSU. Email addresses for survey participants will be obtained through public record and by requesting assistance from school principals. The survey link was also shared through social media outlets to encourage more participants. The sample size was large with 96 (N = 96)

completed surveys that gathered an accurate reflection of teacher perception across the nation. No identifying information was collected on the survey. Demographics collected included: gender, ethnicity, age, grades taught, years of experience, and school characteristics. The demographic information collected did not directly affect the analysis of this study. Future studies will analyze demographics and responses to determine if specific subgroups hold certain perceptions towards culturally diverse literature.

Materials

A research-created survey included statements about culturally diverse texts, teacher perception about the inclusion of those texts, and teacher efficacy related to culturally diverse texts (see Table 3). The survey asked participants about components of the Multicultural Text Selection Rubric (see Table 5). The Multicultural Text Selection Rubric Scale has five distinctive sub-factors (see Table 4). Responses were analyzed for patterns using Exploratory Factor Analysis run by SPSS. Patterns that emerged from the analysis were analyzed for any repetitions in survey questions or themes. Statements were deleted to create a more manageable survey for future studies. After reducing the number of statements to a manageable number, Cronbach's alpha was used for validation of the survey. Responses provided from the survey should yield patterns as opinions cannot be separated from the person's experiences (Luke, 1995).

Measurement

Participants were administered a research-designed survey through email and direct link shared on social media. The survey consisted of statements that included beliefs on culturally diverse texts, teacher perception towards multiculturalism, and teacher efficacy related to culturally diverse texts (see Table 3). The survey was created on Qualtrics which tracked and analyzed the results.

Table 3*Survey Questions*

1. I am aware of my state's literacy standard for multicultural literature.
 2. In my classroom, I incorporate the contributions of other cultures to our own.
 3. It is important for my students to read "The Classics." (Shakespeare, Faulkner, Chaucer, Homer, Joyce, etc.)
 4. All students should read about diverse cultures.
 5. Derogatory language has no place in literature.
 6. It is important for my students to read culturally diverse literature.
 7. I consider the author's background when selecting texts for my curriculum.
 8. Curricula and textbooks should include the contributions of most, if not all, cultural groups in our society.
 9. All students should be required to read "The Classics." (Shakespeare, Faulkner, Chaucer, Homer, Joyce, etc.)
 10. Cultural sensitivity is not necessary in literature.
 11. Antiquated language (i.e., derogatory, insensitive, etc.) should not be included in the curriculum.
 12. Author's craft (diction, style, etc.) can affect a text's complexity.
 13. Stereotypes of specific cultures (positive or negative) have no place in literature.
 14. My state's standards are clear regarding the types of culturally diverse texts to include in the curriculum.
 15. I do not know enough about other cultures to teach my students about them.
 16. Cultural sensitivity is too complex of a topic to include in the curriculum.
 17. Sometimes I feel like I am a representative of my culture to my students and colleagues.
 18. I am satisfied with my district's English Language Arts curriculum.
 19. Text complexity includes a high Lexile level.
 20. Students should be required to read texts from multiple perspectives.
 21. Discussing ethnic traditions in schools lead to disunity between students from different cultures.
 22. Using texts with derogatory language teach students that cultural stereotypes are acceptable.
 23. I am aware that my district's English Language Arts curriculum limits culturally diverse perspectives.
 24. Lexile levels provide a guide for teachers and students when selecting ability-appropriate texts.
 25. It is important for students to read texts from multiple perspectives.
 26. Accurate cultural representation is important to me.
 27. My district supports the inclusion of culturally diverse literature in the curriculum.
 28. A complex text includes multiple themes for students to analyze.
 29. My state's literacy standards include culturally diverse literature.
 30. Shared experiences with a culture give the author credibility.
-

Table 3

-
31. In my classroom, I emphasize how all people are similar rather than highlighting how they are different.
 32. Context (time-period, location, author, etc.) is not important when studying complex literature.
 33. Multicultural characters must represent that entire culture. (Hispanic, Asian, Middle Eastern, etc.)
 34. I feel like I need to supplement my district's English Language Arts curriculum with more culturally diverse texts.
 35. Building text sets (multiple texts surrounding one topic) enhances student understanding of the topic.
 36. An author writing about a specific culture (Hispanic, Asian, Middle Eastern, etc.) needs to research the culture about which they are writing.
 37. I consider author's craft (diction, style, etc.) when selecting texts for my curriculum.
 38. I am satisfied with my state's literacy standard for multicultural literature.
 39. Culturally diverse literature is important to include in the English Language Arts curriculum.
 40. I believe in using antiquated language (i.e., derogatory, insensitive, etc.) as a teaching tool for students.
 41. I consider the author's involvement in a cultural community when selecting texts.
 42. My district does not believe culturally diverse literature is important to include in the curriculum.
 43. Good literature should not require supplement reading of a culture.
 44. Stereotypes (positive or negative) can be used as a teaching tool.
 45. Building text sets (multiple texts surrounding one topic) demonstrates the complexity of a topic.
 46. I consider context (time-period, location, author, etc.) of the text when selecting literature for my curriculum.
 47. Multicultural characters are not complex because they experience the same things all characters do (i.e., coming of age, family dynamics, friendships, etc.).
 48. An author writing about a specific culture should be a member of that culture. (Hispanic, Asian, Middle Eastern, etc.)
 49. When selecting texts for my curriculum, I determine which perspectives are missing and include them.
 50. While experiences (i.e., coming of age, family dynamics, friendships, etc.) can be similar, cultural differences add a level of complexity.
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Note. All responses are on a scale ranging from Strongly agree, Somewhat agree, Neither agree nor disagree, Somewhat disagree, and Strongly disagree. Informed Consent and Demographics questions are in separate sections.

After reading about the study and accepting the Informed Consent page, the participant responded to 50 statements. Best practices for online surveys state that if a survey cannot be answered in nine minutes, participants will not complete it (“Predicted Duration,” Qualtrics, 2021). Surveys used in previous studies of teacher perception towards multicultural literature were between 20 and 30 questions (Barajas, 2015; Nadelson et. al, 2012; Silverman, 2010; Teemant, 2014). Therefore, deleting excess questions was necessary. Statements used in this survey were modeled after some of the surveys from the previous studies; however, this survey focuses on literature and curriculum. For example, multiple statements examine whether teachers have analyzed their district’s curriculum. Other statements examine the level of support and resources provided for teachers who want to include culturally diverse literature in their curriculum. These statements are important to examine as they will determine how different districts define and include culturally diverse literature. The survey was informed and created directly from the qualitative portion of the study and the creation of the rubric.

Table 4

<i>Survey Sub-Factors</i>	
	Question Numbers
Standards	1, 8, 14, 18, 23, 27, 29, 34, 38, 42
Language	5, 11, 12, 19, 22, 24, 32, 37, 40, 46
Theme	2, 10, 15, 16, 21, 28, 31, 35, 43, 45
Authorship	3, 7, 9, 20, 25, 30, 36, 41, 48, 49
Representation	4, 6, 13, 17, 26, 33, 39, 44, 47, 50

Note. Survey statements are randomized to combat survey bias.

The survey’s statements will be answered using a Likert scale with responses of Strongly agree, Somewhat agree, Neither agree nor disagree, Somewhat disagree or Strongly disagree (Likert, 1932). One section collects demographic information including years of experience, grades currently teaching, type of school at which the participant teaches, gender, race, and age.

Data Analysis

The survey was analyzed using Exploratory Factor Analysis to determine patterns in the participants' responses. Once patterns arose, statements from the survey were analyzed for any repetitions. Statements were deleted to create a more manageable survey for future studies. The remaining statements were analyzed using Cronbach's alpha to validate the survey.

Since demographics from the survey were not factored into this study, they were analyzed using the frequency test in SPSS. This test determined the frequency of gender, years of service, ethnicity, region, and level of influence but did not affect the validation of the rubric and survey for this study. Future studies will take demographics into account.

Procedure

In the dissertation, I explored teacher perception towards multiculturalism and the use of culturally diverse texts in the classroom. The survey was created and analyzed in Qualtrics. The survey link was emailed to and shared on social media for 6th through 12th grade educators which include teachers and coaches from different districts that have adopted the CCSS, modified the standards, or created their own state standards.

CHAPTER IV: RESULTS

Qualitative Findings

The findings of the CDA of the State Standards for diversity indicate vague and differing language between each state. While similar words and phrases were included throughout the different state standards, their meanings differed. The diction of each state's standard seemed to emphasize certain values as well.

CDA Results

After analyzing the 14 states that did not adopt the CCSS or modified the standards, a pattern of specific words and phrases emerged (see Table 5). These words can be correlated with the idea of multicultural and culturally diverse texts. Even though these words and phrases indicate acknowledgement of multicultural literature, analysis of the phrases in context of the standards reveals specific values a district may hold which could affect the types of texts that can be included in the English Language Arts curriculum.

Table 5

<i>Critical Discourse Analysis of State Standards</i>	
Phrase	Frequency
Point of view	13
Cultural	3
Experience	4
Background	1
Significance	1
Perspective	4
World Literature	3
Diverse	2
Outside the United States	1
Non-English speaking literary traditions	1
Multicultural	1

Note. These phrases come from the states that did not adopt the national CCSS or modified them.

Language Use in the Standards

From the 14 states that did not adopt the CCSS or modified them, seven distinct words and phrases relating to culturally diverse literature emerged. The two words and phrases that were used the most were “point of view” (13) and “cultural” (9); however, “cultural” was used with other words to create phrases which were also used multiple times among the state standards. The words “perspective” (4), “world literature” (3), and “diverse” (2) also occurred multiple times while the phrases “outside the United States,” “non-English speaking literary traditions,” and “multicultural” only occurred once throughout the 14 state standards.

The word “perspective” is used in the standards for Nebraska, New York, Oklahoma, and South Carolina. However, the standards for New York, Oklahoma, and South Carolina do not explicitly state which perspectives should be included. While some educators may view this word as inclusive of many perspectives, the lack of a definitive meaning could allow for the exclusion of certain perspectives.

The phrase “world literature” is used in the standards for Alaska, Florida, and Minnesota. Each of these states modified the CCSS which also includes this phrase. All three of the states use the phrase “drawing from a wide range of world literature” which instructs educators to include this type of literature in their curriculum. However, the only guidance provided for educators is that the literature comes from different parts of the world. The inclusion of world literature allows for multiple cultures to be explored; conversely, it also allows for a narrow view of world literature if the literature only focuses on classic British authors.

The word “diverse” is used in the standards for Nebraska and Tennessee; however, the use of the word is very different between the two states. The use of the word in the Nebraska state standard defines the types of authors that educators should include in their curriculum.

Tennessee's state standard uses the word "diverse" to define the types of texts that educators should include in their curriculum. The Nebraska state standard specifies and includes the types of authors they want students to read and analyze. It allows educators to select which culturally diverse authors to include, but the standard states the importance of including those diverse authors. The Tennessee state standard only says the types of texts that can be included. Diverse in this sense could mean the difference between fiction and non-fiction. The Tennessee state standard does not explicitly state the inclusion of culturally diverse authors. Therefore, educators can exclude these authors from the curriculum.

The final three phrases in Table 5 are used once in three different state standards: "outside the United States" (Florida), "non-English speaking literary traditions" (Texas), and "multicultural" (Nebraska). These three states have specified the types of literature that should be included in their curriculum. Florida educators can include literature from anywhere outside the United States which can include literature from territories as close as Puerto Rico and Cuba. Texas educators have the challenge of selecting literature from non-English speaking literary traditions which excludes some of the "Classic" literature most school districts require their students to read. Finally, Nebraska is the only state that uses the word "multicultural" in their state standard, and the word is used to describe the perspective that the students will develop rather than a guide for text selection.

Standards and Text Selection

The language used in the modified state standards reveal the vagueness of what constitutes as culturally diverse literature. While some of the states specify the types of literature that should be included in their curriculum (Alaska, Florida, Indiana, Minnesota, Nebraska, and Texas), many provide little to no guidance about text selection (Alabama, Arizona, New York,

Oklahoma, Pennsylvania, South Carolina, Tennessee, and Virginia). As a result of the CDA, a rubric was created to provide a clear, concise, and detailed definition of the phrase “culturally diverse literature.”

Point of View and Cultural

The phrase “point of view” occurs 13 times across 11 state standards (Alabama, Alaska, Arizona, Florida, Minnesota, New York, Oklahoma, Pennsylvania, South Carolina, Tennessee, and Virginia). However, the use of the phrase differs with each standard. Arizona, Florida, and Minnesota modified the CCSS, so the use of “point of view” is similar to its use in the CCSS which asks students to analyze the different points of view from the literature. However, the use of the phrase in these states’ standards do not specify whether the points of view need to be culturally diverse. Alabama, Alaska, and Virginia also use the phrase “point of view” like the CCSS; however, those states included other phrases (i.e., “cultural,” “world literature,” etc.) to specify the use of culturally diverse points of view. Conversely, New York, Oklahoma, Pennsylvania, South Carolina, and Tennessee use the phrase “point of view” without mentioning culture at all. As stated before, educators can interpret this vagueness as an opportunity to include culturally diverse points of view or as an excuse to exclude those points of view as well.

The word “cultural” appears nine times across nine different state standards (Alabama, Alaska, Arizona, Florida, Indiana, Minnesota, Nebraska, Texas, and Virginia). The word is used alone only three times in Nebraska’s, Texas’, and Virginia’s state standards. Nebraska uses the word in the context of analyzing the effects of cultural influences on literature. Texas and Virginia use the word to specify that students need to analyze the cultural context of texts. The word “cultural” is then used six different times as a phrase with other words. The phrase “cultural experience” is used four times in the modified state standards (Alaska, Arizona,

Florida, Minnesota) and applied in the same way as the CCSS which asks students to analyze that cultural experience. “Cultural background” is used once in Alabama’s state standard which asks students to investigate how it is reflected in the text. Finally, the phrase “cultural significance” is used in Indiana’s state standard which asks students to analyze how a work with cultural significance draws from different types of works and how it is relevant today.

Standards Emphasize Values

The language used in the state standards emphasize certain values important to those departments of education. For example, Nebraska’s state standard asks students to “Cite specific textual evidence to analyze and evaluate effects of *historical, cultural, biographical, and political influences* of literary and informational text written by *culturally diverse authors*, to develop a *regional, national, and international multicultural perspective*” (Nebraska State Standards, 2014, pg. 50; emphasis is mine). Not only does the standard explicitly state the type of literature that should be included in the curriculum, it also wants students to develop a multicultural perspective. It seems that Nebraska wants their students to do more than simply read and analyze culturally diverse text; they want the students to empathize with culturally diverse people and develop worldly perspectives.

Conversely, the Tennessee state standard asks students to “Analyze how *point of view* and/or author purpose shapes the content and style of *diverse texts*” (Tennessee English Language Arts State Standards, 2017, pg. 34; emphasis is mine). In this drastically modified state standard, Tennessee includes the idea of “point of view;” however, it excludes any mention of culturally diverse literature. The use of the word “diverse” focuses on the texts instead of the cultures represented in those texts. Deliberately excluding culture from the state standard allows educators to exclude those voices in their curriculum as well.

Between these two state standards, it seems that Nebraska cares more about their students becoming worldly citizens who empathize with culturally diverse people. Tennessee cares that their students can analyze a text. Nebraska seems to value their students' future beyond the classroom while Tennessee seems to value their students' ability to pass a standardized test. While the language of the state standards has demonstrated their vagueness as it relates to culturally diverse literature, the standards have also established their values for their districts and its students.

Rubric

In order to clarify the vagueness of the standards and reduce state bias, a researcher-created rubric has been created to assist teachers when selecting culturally diverse literature to include in an English Language Arts curriculum (see Table 6). The use of rubrics has shown to provide consistent results across users (Hack, 2015; Schunn et al., 2016). Rubrics have set criteria so that users can evaluate different documents with the same standards (Boettger, 2010).

Structure

Based on the CDA, there are four categories in the rubric that measure qualitative criteria and one category that measures quantitative criteria. The qualitative categories are Language, Themes, Authorship, and Representation. The quantitative category is Readability which is based in Lexile Levels. The rating system has three categories: Weak, Satisfactory, and Strong. Each level is also assigned a numerical rating for consistent quantitative scoring. These categories and scoring levels emerged as the structure for the rubric from the CDA of the state standards.

Table 6

Multicultural Text Selection Rubric: Secondary Education

Rating	Readability ¹	Language	Themes	Authorship	Representation
Strong (5)	1050L to 1385L	Requires an extensive depth of literary knowledge; text includes sophisticated use of literary devices; language does not include derogatory overtones towards a culture; if derogatory terms are used, it is purposeful.	Content has multiple layers of complex meaning; explores complex, sophisticated themes; requires an extensive depth of cultural knowledge; high level of cultural sensitivity present in the text.	Author is an active member of the cultural community or heavily researched the community about which they are writing; has shared experiences of the community about which they are writing.	Culture represented in the writing is precise; characters and culture are highly complex in their representation; if stereotype is present in the text, it is used as a literary technique; multiple, complex perspectives are present.
Satisfactory (3)	925L to 1185L	Requires moderate levels of literary knowledge; text includes complex use of literary devices; language does not include derogatory overtones towards a culture.	Content has multiple layers of meaning; explores multiple themes of varying complexity; requires moderate levels of cultural knowledge; moderate level of cultural sensitivity present in the text.	Author is a member of the cultural community or has researched the community about which they are writing.	Culture represented in the writing is accurate and void of stereotype; characters are complex and represent the culture effectively; multiple perspectives are present.
Weak (1)	420L to 1010L	Requires some level of literary knowledge; text includes superficial use of literary devices; language might include derogatory overtones towards a culture or furthers stereotype.	Content has single layer of simple OR complex meaning; explores a single theme that may be complex; requires some level of cultural knowledge; little to no cultural sensitivity present in the text.	Author is not a member of the cultural community about which they are writing; assumes experiences within the culture.	Culture represented in the writing is inaccurate and furthers stereotype; characters are one-dimensional and do not represent the culture sufficiently; a singular perspective is present.

Note. Adapted from Achieve the Core Text Complexity: Qualitative Measures Rubric Literary Text (2019) ¹Readability: Consider text complexity and theme complexity. Lexile Levels do not necessarily correlate to grade- or age-level complexities.

Scoring

When selecting culturally diverse literature using the proposed rubric, a minimum score of 16 is required to be considered “Satisfactory.” A work of literature can earn a maximum of score of 30 which means it earned a “Strong” rating in every category. However, any work of literature that earns a score between six and 15 should not be considered for inclusion in a curriculum. These texts can be included on a classroom bookshelf for independent reading, but they should not be included as a text to teach the whole class. This range of scores allows for the texts to earn ratings on different levels in each category and for the teachers to use their best judgement about their students’ capabilities.

Explanation of Categories

Lexile Levels. Most teachers are familiar with Lexile measures. It is a quantifiable measurement for a text that would otherwise be measured subjectively. The mathematical algorithm used to determine Lexile levels are based on syntactic and semantic measures. Syntax is measured by mean sentence length (MSL) while semantics are based on the Mean Log Word Frequency (MLWF) relative to the frequency of other words in a databank (Hiebert, 2010). These scores are assigned to texts based on their semantic difficulty and syntactic complexity. A range of Lexile levels normally correspond to a grade level. Teachers have been trained to use these levels when selecting texts for individual students or whole classes. For example, the Lexile range for high school is between 1050L and 1385L with the specific range for ninth and tenth grade at 1050L to 1335L. A teacher can select a text between this range, and it would meet the criteria of a rigorous text that is “on grade level.” For higher-achieving students, a teacher could select a text between the range of 1185L and 1385L which is the Lexile range for 11th and 12th grade students (Hiebert & Mesmer, 2013). Conversely, a teacher can select a text between

the range of 925L and 1185L for students who might be “below” grade-level but who can advance to grade-level texts with more support.

The Lexile levels used in the rubric is divided into three large ranges and assigned a numerical value that corresponds with the rating scale. While Lexile levels are more refined and are associated with individual grade levels, the grouping is sufficient for the rubric.

Language. The next four categories on the rubric are qualitative in nature. Certain aspects in the Language category can be quantified such as a student’s understanding of literary devices. This data can be obtained by test scores; however, teachers do not normally know who will be on their class rosters from year to year. Therefore, Language is considered a qualitative category for this rubric.

Literature that is considered “Weak” requires students to have a rudimentary level of literary knowledge such as author’s craft and purpose, includes a superficial use of literary devices such as imagery and rhetorical devices, and uses language that is derogatory towards or furthers stereotype of the culture. Literature that contains weak language should not be included in a curriculum as it could harm students who are part of the represented culture and undermine students’ abilities to learn about other cultures (Carter & Darling-Hammond, 2016).

Language use in literature that is considered “Satisfactory” would require students to have a moderate level of literary knowledge. Students might need a recap of certain skills, but the language includes that knowledge. Literary devices are used in a complex manner that could require students to analyze the language for deeper meaning. Finally, language will not include derogatory overtones towards the represented culture.

Language is considered “Strong” if it requires students to have an extensive depth of literary knowledge. Students would need to analyze the language used in the text using multiple

strategies to understand its full meaning. A sophisticated use of literary devices would allow multiple interpretations by students. Earlier, I stated that literature that uses language in a derogatory way towards a culture should not be included in a curriculum. However, if an author uses derogatory language in a purposeful way in their work, it would be considered as strong language use on the rubric. Students can analyze why derogatory language was included in the text and the purpose it serves in society whether they are analyzing past or present societies. Teachers would need to preview the literature to ensure the language is appropriate for the students; however, a teacher's comfort level with the author's language use should also be challenged so that the teachers can effectively teach their students (Lambeth & Smith, 2016).

Themes. Themes that are considered "Weak" on the rubric only have a single layer of simple or complex meaning. The theme of a text could be complex, but it is a singular theme that is easily detected and analyzed. "Weak" themes would also require that the reader has a superficial understanding of cultural and literary knowledge. A text that is considered "Satisfactory" on the rubric has multiple layers of meaning and themes of various complexity. The reader would need to have moderate levels of cultural and literary knowledge to understand and analyze the text sufficiently (Jimenez & McIlhagga, 2013). Themes that are considered "Strong" on the rubric contain multiple layers of complex and sophisticated meanings and themes while requiring the reader to have an extensive depth of cultural and literary knowledge.

The implication is that cultures are complex in nature. When a work of literature explores the nuances of these cultures, it demonstrates the concept of windows and mirrors to the readers (Bishop, 1990). Multi-layered themes can allow the reader to gain a better understanding of the complexities of other cultures while also reflecting on how cultures may have similar characteristics (Kim, 2014; Landt, 2006; Miller et al., 2008; Okoye-Johnson, 2011; Scroggins

& Gangi, 2004; Taylor & Hoehsmann, 2001). The rubric regards complex and nuanced themes as “Strong” so that teachers can delve into the themes and highlight those intricacies within a culture.

Authorship. When selecting multicultural literature, authorship holds significance. Authors identifying themselves as participants in one culture may not have as much credibility when writing about a different culture. More critical readers may not allow the same credibility to a White, male author writing about an African American woman’s experience as they would to an African American woman author. Texts that are written by an author who has full membership in a multicultural group will hold more esteem with text complexity and selection (Elshaikh, 2016; Lalami, 2009). However, not all multicultural texts can be written by members of that cultural group. The proposed rubric has considered authorship limitations when assigning levels.

Authorship that is considered “Weak” is when an author is not a member of the cultural community about which the author is writing and assumes experiences within the culture. In this case, the author may unknowingly include misleading details in the writing that could be considered stereotypical and offensive to a culture. “Satisfactory” level authorship entails an author who is a member of the cultural community or has researched the community about which the author is writing. While some multicultural texts are written by authors who are not members of the cultural community, their extensive research into that community about which they are writing could enhance their credibility as experts in that cultural community. Finally, the more credible author is one who is most embedded in the cultural community, and therefore “Strong” authorship would include an author who is an active member of the cultural community, has

heavily researched the cultural community, or has had shared experiences with the cultural community about which they are writing.

Authorship indicates trust. The implications are that a work of multicultural literature is more authentic when written by someone who is an active member of the represented culture (Morrison, 1997). Not every piece of multicultural literature can fit this criterion; however, the ones that do can be considered more trustworthy by the reader. Teachers can trust that the experience is authentic when selecting the text and discussing it with their students.

Representation. Representation is the crux of the rubric. Accurate cultural representation is critical to multicultural text selection. Texts should not misrepresent the culture in the writing. Therefore, the following criteria determine each level on the suggested rubric. “Weak” cultural representation includes inaccurate descriptions and stereotypes of the culture. The characters are one-dimensional and do not represent the culture sufficiently. The writing could be considered offensive by readers and members of the culture represented. “Satisfactory” cultural representation includes accurate descriptions of the culture and is void of stereotype. The characters are more complex and represent the culture sufficiently. The writing could contain lapses of misleading information or descriptions, but these do not negatively affect the overall representation of the culture. “Strong” cultural representation has precise and accurate details about the complexity of a culture and its people. If stereotype is used in this level, it is possible the author included it purposefully and with the intention of using it as a literary technique.

Some works of multicultural literature contain pitfalls into stereotyping or misrepresentation. If that is the case, teachers would be doing a disservice to their students by selecting those works to include in their curriculum. Accurate representation of a culture demonstrates strong storytelling that teachers can use effectively in their classrooms.

Quantitative Findings

The findings of the pilot survey supported the Multicultural Text Selection Rubric and narrowed the scope of survey questions used to explore teacher perception towards culturally diverse literature in future studies. Survey questions have been statistically analyzed using multi-factor analysis. Since survey questions were created based on the Multicultural Text Selection Rubric, the rubric has been statistically supported as well. Results are discussed in the following sections.

Survey

A researcher-created survey was pilot tested by 96 English Language Arts educators grade 6-12. The original survey included 50 questions (see Table 3) which evaluated five topics (see Table 4) related to the Multicultural Text Selection Rubric (see Table 6). The survey was shared through email and social media to gain a variety of responses. The target population was English Language Arts educators grades six through 12 including Literacy and Language coaches.

Demographics

133 responses were collected in a three-week period. Of those responses, 96 responses were complete. The 37 responses that were incomplete were not included in the final analysis. Most of the respondents identified as White ($n = 87$) females ($n = 79$) between the ages of 25 and 54 ($n = 79$) teaching at high schools ($n = 59$) for more than ten years ($n = 61$). One of the demographics questions asked participants to describe their school using the following choices: Culturally Diverse, Culturally Homogenous, Inner-city, Suburban, or Rural. The question allowed participants to select multiple answers, so many overlapped. Complete demographics can be seen in Table 7.

Table 7

<i>Demographics</i>		
Characteristic	Frequency	Percent
Years Taught (in years)		
1 – 5	14	14.6
5 – 10	21	21.9
10+	61	63.5
Gender		
Female	79	82.3
Male	16	16.7
Prefer not to say	1	1.0
Ethnicity		
American Indian or Alaska Native	1	1.0
Black or African American	5	5.2
White	87	90.6
Asian	0	0.0
Native Hawaiian or Pacific Islander	0	0.0
Other	3	3.2
Age (in years)		
20 – 24	5	5.2
25 – 34	24	25.0
35 – 44	30	31.3
45 – 54	25	26.0
55 – 64	9	9.4
65 – 74	2	2.1
75+	0	0.0
Grade Levels Taught		
6 th – 8 th	27	28.1
9 th – 12 th	59	61.5
I am a Language or Literacy Coach	10	10.4
School Description		
Culturally Diverse	15	15.6
Culturally Homogenous	2	2.1
Inner-city	2	2.1
Suburban	17	17.7
Rural	24	25.0
Inner-city, Culturally Diverse	15	15.6
Inner-city, Culturally Homogenous	1	1.0
Rural, Culturally Homogenous	1	1.0
Suburban, Culturally Homogenous	13	13.5
Suburban Culturally Diverse	6	6.3

Note. N = 96

Statistical Analysis

While survey participants responded using a Likert scale, the questions were coded for factor analysis: Strongly Agree (5), Somewhat Agree (4), Neither Agree nor Disagree (3), Somewhat Disagree (2), Strongly Disagree (1). 13 questions were reverse coded as their wording would need to yield a negative response from the participant: Strongly Agree (1), Somewhat Agree (2), Neither Agree nor Disagree (3), Somewhat Disagree (4), Strongly Disagree (5) (see Table 9 for specific questions).

After coding, factor analysis was run using every question as a variable. Univariate descriptives and Initial solution statistics were run. Correlation matrices included: Coefficients, Significance levels, Determinant, Inverse, Reproduced, Anti-image, and Kaiser-Meyer-Olkin Measures of Sampling Adequacy and Bartlett's Test of Sphericity. Method of extraction was Principal axis factoring with a correlation matrix based on a fixed number of factors (5) rotated with Promax, one of the oblique rotation methods. Factor loadings along with the correlation among extracted factors were reported.

Results

Using the fixed number of factors, most of the questions were categorized in one of the five factors. Eight questions were not included on the table as their coefficients were below .300 (Questions 12, 24, 28,31,32, 36, and 48). The factor correlation matrix showed that

Table 8

Factor Correlation Matrix

Factor	Representation	Language	Authorship	Standards	Theme
Representation	---	.246	-.098	-.105	.450*
Language		---	-.162	-.133	.087
Authorship			---	.227	.052
Standards				---	-.020
Theme					---

Note. *: Correlation is significant at the .05 level.

Table 9*Survey Questions before Factor Analysis*

1. I am aware of my state's literacy standard for multicultural literature.
 2. In my classroom, I incorporate the contributions of other cultures to our own.
 3. It is important for my students to read "The Classics." (Shakespeare, Faulkner, Chaucer, Homer, Joyce, etc.)
 4. All students should read about diverse cultures.
 5. Derogatory language has no place in literature.
 6. It is important for my students to read culturally diverse literature.
 7. I consider the author's background when selecting texts for my curriculum.
 8. Curricula and textbooks should include the contributions of most, if not all, cultural groups in our society.
 9. All students should be required to read "The Classics." (Shakespeare, Faulkner, Chaucer, Homer, Joyce, etc.)
 10. Cultural sensitivity is not necessary in literature.
 11. Antiquated language (i.e., derogatory, insensitive, etc.) should not be included in the curriculum.
 12. Author's craft (diction, style, etc.) can affect a text's complexity.
 13. Stereotypes of specific cultures (positive or negative) have no place in literature.
 14. My state's standards are clear regarding the types of culturally diverse texts to include in the curriculum.
 15. I do not know enough about other cultures to teach my students about them.
 16. Cultural sensitivity is too complex of a topic to include in the curriculum.
 17. Sometimes I feel like I am a representative of my culture to my students and colleagues.
 18. I am satisfied with my district's English Language Arts curriculum.
 19. Text complexity includes a high Lexile level.
 20. Students should be required to read texts from multiple perspectives.
 21. Discussing ethnic traditions in schools lead to disunity between students from different cultures.
 22. Using texts with derogatory language teach students that cultural stereotypes are acceptable.
 23. I am aware that my district's English Language Arts curriculum limits culturally diverse perspectives.
 24. Lexile levels provide a guide for teachers and students when selecting ability-appropriate texts.
 25. It is important for students to read texts from multiple perspectives.
 26. Accurate cultural representation is important to me.
 27. My district supports the inclusion of culturally diverse literature in the curriculum.
 28. A complex text includes multiple themes for students to analyze.
 29. My state's literacy standards include culturally diverse literature.
 30. Shared experiences with a culture give the author credibility.
-

Table 9

-
31. In my classroom, I emphasize how all people are similar rather than highlighting how they are different.
32. Context (time-period, location, author, etc.) is not important when studying complex literature.
33. Multicultural characters must represent that entire culture. (Hispanic, Asian, Middle Eastern, etc.)
34. I feel like I need to supplement my district's English Language Arts curriculum with more culturally diverse texts.
35. Building text sets (multiple texts surrounding one topic) enhances student understanding of the topic.
36. An author writing about a specific culture (Hispanic, Asian, Middle Eastern, etc.) needs to research the culture about which they are writing.
37. I consider author's craft (diction, style, etc.) when selecting texts for my curriculum.
38. I am satisfied with my state's literacy standard for multicultural literature.
39. Culturally diverse literature is important to include in the English Language Arts curriculum.
40. I believe in using antiquated language (i.e., derogatory, insensitive, etc.) as a teaching tool for students.
41. I consider the author's involvement in a cultural community when selecting texts.
42. My district does not believe culturally diverse literature is important to include in the curriculum.
43. Good literature should not require supplement reading of a culture.
44. Stereotypes (positive or negative) can be used as a teaching tool.
45. Building text sets (multiple texts surrounding one topic) demonstrates the complexity of a topic.
46. I consider context (time-period, location, author, etc.) of the text when selecting literature for my curriculum.
47. Multicultural characters are not complex because they experience the same things all characters do (i.e., coming of age, family dynamics, friendships, etc.).
48. An author writing about a specific culture should be a member of that culture. (Hispanic, Asian, Middle Eastern, etc.)
49. When selecting texts for my curriculum, I determine which perspectives are missing and include them.
- While experiences (i.e., coming of age, family dynamics, friendships, etc.) can be similar, cultural differences add a level of complexity.
-

Note. Highlighted questions were reverse coded for factor analysis.

Representation and Theme were correlated with a correlation value of $r = .450$ (see Table 8).

After analyzing the corresponding survey questions to the factor analysis, the following categories were assigned to each factor: Representation (1), Language (2), Authorship (3), Standards (4), Theme (5). Once factors were named, question items with the highest factor loadings on the pattern matrix were determined to be the questions that will be used in the final survey (see Table 10). Ideally, each category would include five questions. However, statistical analysis did not yield an even number of questions for each category. For example, the Representation category had the most questions included in its factor analysis ($n = 20$). When matching the survey questions to the question number in the factor analysis chart, seven of those

Table 10

Pattern Matrix of Final Survey Questions

	Factors				
	Representation	Language	Authorship	Standards	Theme
Q2					.528
Q3			.571		
Q4	.690				
Q5		.672			
Q6	.532				
Q7	.539				
Q9			.639		
Q11		.706			
Q15					.536
Q16					.634
Q18				.625	
Q20	.754				
Q22		.616			
Q26	.628				
Q27				.690	
Q38				.557	
Q39	.824				
Q40		.578			
Q42				.583	
Q43					.463

Note. Question Numbers based on original 50 question survey. Although Representation and Theme are highly correlated ($p = .450$), many Authorship questions were categorized under Representation.

questions corresponded to the Representation factor while five of the questions corresponded to the Authorship category. Therefore, the number of survey questions in the final survey are unequal for the Representation and Authorship factors.

To verify that the final questions' reliability, Cronbach Alpha was used (see Table 11). As all scores meet the criteria of being above $\alpha = .700$, each question is considered reliable.

Table 11

<i>Reliability Scores of Final Survey Questions</i>		
	Question Numbers	Cronbach's Alpha
Standards	18, 27, 38, 42	.777
Language	5, 11, 22, 40	.729
Theme	2, 15, 16, 43	.700
Authorship ^a	3, 9	.898
Representation ^b	4, 6, 7, 20, 26, 39	.846

Note. Question Numbers based on original 50 question survey. For Standards, Language, and Theme, N = 4. ^aAuthorship N = 2. ^bRepresentation N = 6.

Deleted Questions

Statistical analysis revealed that 30 of the questions did not meet the criteria to be considered as part of the final set of survey questions. Seven questions earned a factor loading score below .3 and did not appear on the Pattern Matrix (Questions 12, 24, 28, 31, 32, 36, and 48). Therefore, those seven questions were immediately eliminated from the final survey.

After reviewing the original questions (see Table 4 above), some of the questions did not fall in the correct category. Since factor analysis did not pair the survey question with the intended category, those questions were eliminated as well.

Questions that were placed in the correct category were analyzed for a factor loading score of higher than .450 in their intended category as the final question for the "Theme" category earned a score of .463. Upon matching the question numbers with the survey statements, the factor loading score of .450 and above was determined as the minimum score

required to include the survey statement in the final survey. Some questions did not meet that criteria or earned higher scores in a different category in which the questions were written (see Table 12). These questions were also eliminated from the final survey as they would have been unreliable questions for the category.

Table 12

Pattern Matrix with Correct Categories

	Factor				
	Representation	Language	Authorship	Standards	Theme
Q2					.528
Q3			.571		
Q4	.690				
Q5		.672			
Q6	.532				
Q7	.539				
Q9			.639		
Q11		.706			
Q15					.536
Q16					.634
Q17	.336*				
Q18				.625	
Q20	.754				
Q22		.616			
Q26	.628				
Q27				.690	
Q29			.446*	.346	
Q34	-.422			.408*	
Q38			.419	.557	
Q39	.824				
Q40		.578			
Q42				.583	
Q43					.463
Q47	.487*				
Q50	.650				

Note. Question Numbers based on original 50 question survey.

Asterisk shows low score in the intended category ($\beta > .450$) or a higher score in a different category. These questions were eliminated from the final survey.

Final Survey Questions and Categories

After statistical analysis, the final survey contains 20 statements (see Table 14). All statements use a Likert scale for participants' responses. Five questions (9, 10, 18, 19, 20) are reverse coded and represent three of the five categories the survey explores (Theme, Language, Standards). Unfortunately, each category could not have an even number of questions as they would not be statistically reliable (see Table 11 above). The final statements logically align with the original rubric and are statistically significant. Analysis of the final questions demonstrates a variety of statements that will yield reliable responses for future studies into teachers' perceptions of culturally diverse literature (see Table 13).

Table 13

Final Survey Questions Categories

	Question Numbers
Standards	11, 15, 16, 19
Language	4, 8, 13, 18
Theme	1, 9, 10, 20
Authorship	2, 7
Representation	3, 5, 6, 12, 14, 17

Note. Question Numbers based on final 20 statement survey. Survey statements are randomized to combat survey bias.

Final Questions Analysis

Four of the five categories the survey explores coordinate with four of the five categories on the Multicultural Text Selection Rubric. Standards (survey) and Lexile Level (rubric) are separate categories in their respective measures. Therefore, the survey and the rubric complement each other. Frequencies for all questions can be found on Table 14 after the explanations of each survey category.

Table 14*Final Survey Questions*

1. In my classroom, I incorporate the contributions of other cultures to our own.
 2. It is important for my students to read “The Classics.” (Shakespeare, Faulkner, Chaucer, Homer, Joyce, etc.)
 3. All students should read about diverse cultures.
 4. Derogatory language has no place in literature.
 5. It is important for my students to read culturally diverse literature.
 6. I consider the author’s background when selecting texts for my curriculum.
 7. All students should be required to read “The Classics.” (Shakespeare, Faulkner, Chaucer, Homer, Joyce, etc.)
 8. Antiquated language (i.e., derogatory, insensitive, etc.) should not be included in the curriculum.
 9. I do not know enough about other cultures to teach my students about them.
 10. Cultural sensitivity is too complex of a topic to include in the curriculum.
 11. I am satisfied with my district’s English Language Arts curriculum.
 12. Students should be required to read texts from multiple perspectives.
 13. Using texts with derogatory language teach students that cultural stereotypes are acceptable.
 14. Accurate cultural representation is important to me.
 15. My district supports the inclusion of culturally diverse literature in the classroom.
 16. I am satisfied with my state’s literacy standard for multicultural literature.
 17. Culturally diverse literature is important to include in the English Language Arts curriculum.
 18. I believe in using antiquated language (i.e., derogatory, insensitive, etc.) as a teaching tool for students.
 19. My district does not believe culturally diverse literature is important to include in the curriculum.
 20. Good literature should not require supplemental reading of a culture.
-

Note. All responses are on a scale ranging from Strongly agree, Somewhat agree, Neither agree nor disagree, Somewhat disagree, and Strongly disagree. Informed Consent and Demographics questions are in separate sections.

Language

The four Language questions on the survey are Questions 4, 8, 13, and 18 (see Table 13). These questions mirror each other as they explore derogatory and antiquated language. Questions 4 and 13 focus on the negative impact of derogatory language on students. Participants responded similarly to both questions with “Somewhat Disagree.” 34 of the 96 participants (35.4%) somewhat disagree with the idea that derogatory language should not be in literature. 43 of the 96 participants (44.8%) do not believe that texts with derogatory language teach students that cultural stereotypes are acceptable. These responses support the strong rating in the Language category on the Multicultural Text Selection Rubric as it states that derogatory terms are used purposefully in a text. Educators can explore language use in a text to teach students of their purpose and explore author’s craft.

Questions 8 and 18 focus on antiquated language. Question 18 is reverse coded for response consistency. 36 of the 96 participants (37.5%) responded “Somewhat Disagree” that antiquated language should not be included in a curriculum which correlates with their belief in the importance of “The Classics” (see *Authorship* section). The results for Question 18 were less conclusive. 27 of the 96 participants (28.1%) responded neutrally to using antiquated language as a teaching tool while 24 of the 96 participants (25%) somewhat disagreed. Although the responses do not exactly correspond, there is enough response consistency between the two statements. It seems that educators are more willing to use derogatory language as a teaching tool than antiquated language. Again, this belief could be related to another section in the survey.

Theme

Four Theme questions remained with three of the questions reverse coded for response consistency (Questions 1, 9, 10, and 20). Questions 1 and 10 yielded similar responses as did Questions 9 and 20.

57 of the 96 participants (59.4%) responded that they “Strongly Agree” to incorporating the contributions of other cultures to our own in their classrooms. Educators also believe that cultural sensitivity is not too complex to include in the curriculum with 55 of the 96 participants (57.3%) strongly disagreeing that cultural sensitivity is too complex of a topic. As Question 10 was reverse coded for response consistency, the results show that the educators did respond consistently. These results also show that educators believe in the value of other cultures and their inclusion in the curriculum. Question 10 specifically relates to the Multicultural Text Selection Rubric in that a strong rating on the rubric includes a high level of cultural sensitivity.

Questions 9 and 20 addressed the idea of cultural knowledge. 46 of the 96 participants (47.9%) somewhat disagreed that they did not know enough about other cultures to teach their students while 43 of the 96 participants (44.8%) somewhat disagreed that good literature should not require supplemental reading of a culture. These responses seem to show that educators are willing to learn more about a culture to be able to teach it accurately and respectfully to their students. On the Multicultural Text Selection Rubric, a text can earn a Satisfactory score with requiring moderate levels of cultural knowledge. As educators’ responses seem closer to a neutral response, it is possible that their comfort level with selecting and teaching culturally diverse texts would include teaching enough cultural background for students to gain a reasonable understanding of the culture and the text included in the curriculum.

Authorship

Both Authorship questions explore “The Classics” as defined by the authors Shakespeare, Faulkner, Chaucer, Homer, Joyce, and others. 38 of the 96 participants (39.6%) somewhat agree that it is important for their students to read “The Classics” while 34 of the 96 participants (35.4%) somewhat agree that students should be required to read “The Classics.” The words “important” and “require” connote two different beliefs even though the responses are very similar. While a text might be important, the word leaves room for a text to be optional. The idea of requiring students to read “The Classics” leave no option for excluding these authors from a curriculum. However, since educators believe in the importance of incorporating other cultures’ contributions (Question 1), it is possible that these educators would supplement the reading of a work of “Classic” literature with culturally diverse literature.

The educators’ beliefs in the importance of “The Classics” could correspond with their beliefs on antiquated language (Questions 8 and 18 as mentioned in the *Language* section). While educators were neutral relating to using antiquated language as a teaching tool, they felt somewhat more strongly about antiquated language in general. They believed that antiquated language should be included in a curriculum. Although antiquated language was defined in the survey as derogatory or insensitive, it is possible that participants also interpreted this question to mean language of “The Classics” which tend to reflect a different time in history. Since most of the “Classic” authors represent different historical times and places, educators’ corresponding responses show consistency in their beliefs.

While Authorship is a category in both the Teachers’ Perceptions towards Multicultural Literature Survey and the Multicultural Text Selection Rubric, the statements in the survey do

not have corresponding statements on the rubric. This lack of correspondence could be a limitation to the survey and rubric which can be explored in future studies.

Representation

As Representation included the highest number of questions with statistical relevance, it makes the most sense to include more statements in this category of the survey. While an Authorship question is included in this category (Question 6), its inclusion in this category does not negatively affect its reliability score ($p = .846$). Questions 3, 5, and 17 focus on diverse cultures. Question 12 focuses on multiple perspectives. Finally, Questions 6 and 14 focuses on cultural representation.

Most participants strongly agreed that cultural diversity is important for their students and curriculum. 85 of the 96 participants (88.5%) strongly agree that all students should read about diverse cultures. 83 of the 96 participants (86.5%) strongly agree that it is important for their students to read culturally diverse literature. Finally, 76 of the 96 participants (79.2%) strongly agree that culturally diverse literature is important to include in the English Language Arts curriculum. These positive responses demonstrate the need for culturally diverse literature in the classrooms. However, there are still a little more than one-third of educators who believe that “The Classics” should still be required reading for students. This could indicate a shift in educators’ mindsets as their student population could include more diverse cultures in the future. However, none of the Representation statements use the word “require” in the survey. It is possible that educators believe that culturally diverse literature is important to include, but that it is also considered optional for students. The belief that students should read both “The Classics” and culturally diverse literature could indicate the need or desire to pair Classic literature with culturally diverse literature which could be a topic explored in a future study.

Question 12 takes a stronger stance by stating that students should be required to read texts from multiple perspectives. 70 of the 96 participants (72.9%) strongly agreed with the statement which not only aligns with a strong score on the Multicultural Text Selection Rubric, but also with many state standards. While the wording of this statement does not explicitly state that the multiple perspectives need to include culturally diverse perspectives, neither do most of the state standards. This vague wording could create some confusion for educators; however, the Multicultural Text Selection Rubric clarifies that the perspectives must include cultural diversity as it is included in the Representation category. Future studies could parse the nuances of what constitutes multiple perspectives.

Finally, Questions 6 and 14 are taken directly from the Multicultural Text Selection Rubric relating to authorship and representation, respectively. Question 6 asks the educator whether the author's background is considered when selecting classroom texts. Most of the participants responded with Somewhat Agree ($n = 38$, 39.6%) or Strongly Agree ($n = 37$, 38.5%). Again, the wording of the statement does not explicitly state that the author must be of the culture about which they are writing, so this vagueness could have been interpreted differently by the participants. It could be that the educators consider the background of the author in that they have heard of or read previous works from the author in question. Educators also could have responded in line with the rest of the survey statements focusing on the cultural background of the author. The Multicultural Text Selection Rubric clarifies the statement by explicitly discussing whether the author is a member of the culture about which they are writing and/or if the author conducted extensive research about the community.

The importance of authorship relates to the importance of accurate cultural representation (Question 14). 77 of the 96 participants (80.2%) strongly agreed that accurate cultural

representation was important to them. As stated earlier, Representation is the crux of the Multicultural Text Selection Rubric. Without accurate cultural representation, students would not be able to see themselves reflected in texts, nor would students be challenged to learn about other cultures. The positive response to this statement indicates that educators understand the need to accurately represent cultures that could include students present in their classrooms. Student populations in public schools are becoming more culturally diverse, and the need for culturally accurate representation in literature is necessary. However, students in culturally homogenous schools can also learn from culturally accurate representations to challenge their beliefs. All students benefit from culturally accurate representations in literature which is why it is important for educators to be able to select rigorous, culturally diverse texts.

Standards

The final category of the survey focuses on state and district standards. Question 16 explores the educators' satisfaction with their state standards while Questions 11, 15, and 19 explore district standards and support.

37 of the 96 participants (38.5%) responded that they neither agreed nor disagreed with the statement that they are satisfied with their state's literacy standard for multicultural literature. As this survey did not track the states from which the educators originated, the neutrality in the responses cannot be traced back to any specific state and standard. However, the neutral responses still demonstrate that not all educators are satisfied with their states' standards regardless of their location.

Questions 11, 15, and 19 focused on the educators' districts. Much like Question 16, Question 11 asked educators to respond to their level of satisfaction with their district's English Language Arts curriculum. 31 of the 96 participants (32.3%) stated they somewhat disagreed

with the statement that they are satisfied with their district's English Language Arts curriculum. However, 25 of the 96 participants (26%) stated they somewhat agree with the same statement. The divide can also reflect the educators' beliefs about their state standards and how their district creates curriculum around them.

Questions 15 and 19 explore districts' willingness to include culturally diverse literature in their curriculum. Question 19 is reverse coded to determine response consistency between the two questions. 43 of the 96 participants (44.8%) somewhat agreed that their district supports inclusion of culturally diverse literature in the classroom. 37 of the 96 participants (38.5%) somewhat disagreed with the statement that their district does not believe culturally diverse literature is important to include in the curriculum. These opposite responses confirm response consistency between the two questions and demonstrate that many districts support the inclusion of culturally diverse literature in the classroom. However, the wording of the two questions can be contested as Question 15 discusses including culturally diverse literature in the classroom while Question 19 discusses inclusion in the curriculum. Districts could support educators having culturally diverse literature in their classroom libraries while also resisting the inclusion of those texts in their curriculum. Again, as survey responses cannot be traced to a state or district, it is difficult to determine how supportive the districts are when educators want to include culturally diverse literature in their curriculum.

Table 15*Frequency of Survey Responses*

Question	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
In my classroom, I incorporate the contributions of other cultures to our own.	57 (59.4%)	34 (35.4%)	2 (2.1%)	2 (2.1%)	1 (1%)
It is important for my students to read “The Classics.” (Shakespeare, Faulkner, Chaucer, Homer, Joyce, etc.)	25 (26%)	38 (39.6%)	11 (11.5%)	18 (18.8%)	4 (4.2%)
All students should read about diverse cultures.	85 (88.5%)	9 (9.4%)	2 (2.1%)	0 (0%)	0 (0%)
Derogatory language has no place in literature.	5 (5.2%)	20 (20.8%)	22 (22.9%)	34 (35.4%)	15 (15.6%)
It is important for my students to read culturally diverse literature.	83 (86.5%)	9 (9.4%)	3 (3.1%)	0 (0%)	1 (1%)
I consider the author’s background when selecting texts for my curriculum.	37 (38.5%)	38 (39.6%)	14 (14.6%)	5 (5.2%)	2 (2.1%)
All students should be required to read “The Classics.” (Shakespeare, Faulkner, Chaucer, Homer, Joyce, etc.)	19 (19.8%)	34 (35.4%)	13 (13.5%)	25 (26%)	5 (5.2%)
Antiquated language (i.e., derogatory, insensitive, etc.) should not be included in the curriculum.	4 (4.2%)	16 (16.7%)	21 (21.9%)	36 (37.5%)	19 (19.8%)
I do not know enough about other cultures to teach my students about them.*	2 (2.1%)	16 (16.7%)	8 (8.3%)	46 (47.9%)	24 (25%)

Table 15

Question	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
I am satisfied with my district's English Language Arts curriculum.	7 (7.3%)	25 (26%)	18 (18.8%)	31 (32.3%)	15 (15.6%)
Students should be required to read texts from multiple perspectives.	70 (72.9%)	23 (24%)	3 (3.1%)	0 (0%)	0 (0%)
Using texts with derogatory language teach students that cultural stereotypes are acceptable.	0 (0%)	8 (8.3%)	10 (10.4%)	43 (44.8%)	35 (36.5%)
Accurate cultural representation is important to me.	77 (80.2%)	14 (14.6%)	4 (4.2%)	1 (1%)	0 (0%)
My district supports the inclusion of culturally diverse literature in the classroom.	18 (18.8%)	43 (44.8%)	19 (19.8%)	12 (12.5%)	4 (4.2%)
I am satisfied with my state's literacy standard for multicultural literature.	2 (2.1%)	25 (26%)	37 (38.5%)	24 (25%)	8 (8.3%)
Culturally diverse literature is important to include in the English Language Arts curriculum.	76 (79.2%)	14 (14.6%)	5 (5.2%)	1 (1%)	0 (0%)
I believe in using antiquated language (i.e., derogatory, insensitive, etc.) as a teaching tool for students.*	12 (12.5%)	24 (25%)	27 (28.1%)	16 (16.7%)	17 (17.7%)
My district does not believe culturally diverse literature is important to include in the curriculum.*	2 (2.1%)	9 (9.4%)	29 (30.2%)	37 (38.5%)	19 (19.9%)
Good literature should not require supplemental reading of a culture.*	3 (3.1%)	8 (8.3%)	17 (17.7%)	43 (44.8%)	25 (26%)

Note. Statements marked with an Asterisk are reverse coded. $N = 96$

Deleted Questions

No Factor Analysis Scores. After statistical analysis of the survey questions, the deleted questions were examined. Of the questions that scored too low on the factor analysis ($\beta > .300$), three were part of the Language category, two were part of the Theme category, and two were part of the Authorship category (see Table 15). The questions in the Language and Theme categories (Questions 1 through 6) seem to have been written too complexly. It is possible that the questions try to analyze too many ideas. For example, while Question 1 is categorized as a

Table 16*Deleted Questions due to low factor loading scores*

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1. Author's craft (diction, style, etc.) can affect a text's complexity.
 2. Lexile levels provide a guide for teachers and students when selecting ability-appropriate texts.
 3. A complex text includes multiple themes for students to analyze.
 4. In my classroom, I emphasize how all people are similar rather than highlighting how they are different.
 5. Context (time-period, location, author, etc.) is not important when studying complex literature.
 6. An author writing about a specific culture (Hispanic, Asian, Middle Eastern, etc.) needs to research the culture about which they are writing.
 7. An author writing about a specific culture should be a member of that culture. (Hispanic, Asian, Middle Eastern, etc.)
-

Note. All questions earned factor loading scores below $\beta = .300$

Language question, the wording of the question could explore Authorship, Standards, or even a new category like Text Complexity. Questions 2 and 5 are also categorized as Language questions but would correspond to the Text Complexity category if it existed. Questions 3 and 4 are categorized as Theme questions. It is clear that Question 3 could also be categorized in Text Complexity had it been an option. Question 4 could be considered a pedagogical question as it focuses on teaching. It is possible that these statements scored so low on factor analysis because they cannot be categorized accurately.

Authorship. However, Questions 6 and 7 are correctly categorized as Authorship questions, yet they still did not earn factor loading scores high enough to be recognized within that category in factor analysis. After examining the questions further, it is possible that the questions are too complex to fit into one category. The questions might be asking about authorship, but they are also asking about culture. While it is important for authentic authorship when selecting multicultural literature for a curriculum, it is possible that the way the question was written was too complex for one category. Future studies could use these two questions for focus groups so that participants can elaborate on their opinions about authorship.

Low Factor Analysis Scores. 23 other questions were deleted from the final survey. While these questions earned a score from factor analysis, the scores were not high enough to be considered for the final survey ($\beta < .500$, see Table 17). One exception was made to the low factor analysis score leading to deletion of Question 9 on the original survey, which earned a score of $\beta = .476$. While this question did not meet the criteria of a score over .500 to be considered for the final survey, there were only five questions with scores in the Theme factor.

Table 17

<i>Deleted Questions Categories</i>	
	Question Numbers
Standards	1, 2, 5, 9, 11, 14
Language	7, 16, 20
Theme	3, 8, 15, 19
Authorship	10, 12, 17, 22
Representation	4, 6, 13, 18, 21, 23

Note. Survey statements were randomized to combat survey bias.

The 23 questions were analyzed depending on the category for which they were originally written (see Table 16). While wording for these questions was more precise, their

Table 18*Deleted Questions with Low Factor Analysis*

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1. I am aware of my state's literacy standard for multicultural literature.
 2. Curricula and textbooks should include the contributions of most, if not all, cultural groups in our society.
 3. Cultural sensitivity is not necessary in literature.
 4. Stereotypes of specific cultures (positive or negative) have no place in literature.
 5. My state's standards are clear regarding the types of culturally diverse texts to include in the curriculum.
 6. Sometimes I feel like I am a representative of my culture to my students and colleagues.
 7. Text complexity includes a high Lexile level.
 8. Discussing ethnic traditions in schools lead to disunity between students from different cultures.
 9. I am aware that my district's English Language Arts curriculum limits culturally diverse perspectives.
 10. It is important for students to read texts from multiple perspectives.
 11. My state's literacy standards include culturally diverse literature.
 12. Shared experiences with a culture give the author credibility.
 13. Multicultural characters must represent that entire culture. (Hispanic, Asian, Middle Eastern, etc.)
 14. I feel like I need to supplement my district's English Language Arts curriculum with more culturally diverse texts.
 15. Building text sets (multiple texts surrounding one topic) enhances student understanding of the topic.
 16. I consider author's craft (diction, style, etc.) when selecting texts for my curriculum.
 17. I consider the author's involvement in a cultural community when selecting texts.
 18. Stereotypes (positive or negative) can be used as a teaching tool.
 19. Building text sets (multiple texts surrounding one topic) demonstrates the complexity of a topic.
 20. I consider context (time-period, location, author, etc.) of the text when selecting literature for my curriculum.
 21. Multicultural characters are not complex because they experience the same things all characters do (i.e., coming of age, family dynamics, friendships, etc.).
 22. When selecting texts for my curriculum, I determine which perspectives are missing and include them.
 23. While experiences (i.e., coming of age, family dynamics, friendships, etc.) can be similar, cultural differences add a level of complexity.
-

Note. Questions did not score high enough to be selected for the final survey, $p < .500$. Question 9 on the original survey earned a score below $\beta = .500$ but was one of the four questions in Theme category to be included on the final survey (see Table 9).

scores were not high enough to be included in the final survey.

Standards. The six questions categorized as Standards questions focused on an educator's awareness and understanding of their state's standard for culturally diverse literature. Questions 1 and 9 were deleted from the survey due to its wording resulting in a "yes or no" response. Questions 2, 11, and 14 were not included in the final survey as they focus on curriculum which is possibly why these questions earned low factor loading scores. If a category for "Curriculum" was part of the study, these questions would have scored highly. Question 5 also scored low for the Standards category because its wording could have resulted in being categorized in multiple factors. The question asks about standards, diverse texts, and curriculum; it would fit in categories that do not currently exist for this study.

However, Questions 2, 5, 11, and 14 can be used in a future study as focus group questions. Educators will have the opportunity to elaborate on their understanding of their state standards and curriculum. They can discuss their experiences with using culturally diverse literature in their classrooms, and whether they have support from their district and/or principals. The low scores may have eliminated these questions from the survey, but they can be beneficial in future studies.

Language. The three Language questions with low factor loading scores were deleted due to their wording as well. Question 7 focuses on Lexile Levels which was included in the original survey as it is a category on the Multicultural Text Selection Rubric. However, if "Complexity" were a category in this study, Question 7 would have scored higher. As it is, this statement can easily be deleted from the survey. Questions 16 and 20 were deleted due to their complex wording. Both questions ask about how the text was written but explore multiple aspects of writing such as diction, style, time-period written, etc. As with the deleted Standards

questions, it is possible to use these questions in a future study with focus groups. However, their complex wording might create more confusion than clarification.

Theme. Four questions in the Theme category were deleted from the final survey due to their complexity as well. Question 3 discusses cultural sensitivity while Question 8 explores possible disunity among different cultures. For both of these questions to function in a survey and possible focus groups, terms such as “cultural sensitivity” and “disunity” would need to be defined. Question 8 also assumes that content taught in classrooms will directly affect students negatively; however, individual teacher presentation of content, classroom community, and other qualitative aspects contribute to how content affects students.

Questions 15 and 19 explore the idea of text sets which is more of a pedagogical question than it is Theme. These two questions can be used in future studies as educators can even give suggestions for the topics and texts that they have used in the past.

Authorship. The four questions that scored low in the Authorship category focus on different perspectives and author involvement in culturally diverse communities. Questions 10 and 22 explore the idea of multiple perspectives. The term “perspectives” is vague as it could mean the difference between male and female or women in America and women in the Middle East. Without narrowing the term to focus on differing cultures, “perspectives” could be too broad of a category for educators to explore in a survey. However, the term “culture” would need to be defined as well. Culture could mean different countries with different customs or it could mean the differences between people who can hear and who are deaf as they each have different customs within their own cultures. These two questions are too complex to explore within this study.

Questions 12 and 17 explore the author's credibility and connection to a cultural community. While the two questions are very interesting, they are also too complex for a Likert scale response. Some educators might consider an author's cultural background and involvement in a cultural community to be very important to them when selecting texts for their classrooms while others may not. If the educators are in the latter category, the Multicultural Text Selection Rubric could be very informative and helpful to them. Both questions can be used in future studies with focus groups.

Representation. Six questions in the Representation category were deleted due to their complex nature. Questions 4 and 18 explore stereotype and are reverse coded from each other to determine participant response consistency. Question 4 states that stereotype should not be included in literature while Question 8 states that stereotype can be used as a teaching tool. While the goal of teaching culturally diverse literature is to break stereotypes, these two questions could be considered pedagogical rather than representational. Questions 21 and 23 explore character complexity and are also reverse coded. Question 21 states that multicultural characters are not complex because their experience is not exclusive to their culture while Question 23 states that culture makes the experiences unique. Again, these questions could be considered pedagogical rather than representational; however, the questions consider how characters are represented in the literature as an important aspect, so they are also categorized correctly under Representation.

Question 13 states that a character must represent the entire culture. The intent of this question was to explore whether the participant believed in stereotyping; however, the wording of the question did not make that intention clear. Question 6 was modeled after a statement on the Teachers' Sense of Responsibility for Multiculturalism & Diversity (TSR-MD) to determine

if there were culturally diverse educators within a school who felt like they had to represent their entire culture. While the statement is interesting, its inclusion in the survey was unnecessary as this study does not explore teacher representation. This question could be used in a different study based on teacher populations within schools; however, it is not useful for the current study.

Quantitative Results Do Not Support Qualitative Research

Upon analysis of the deleted survey questions, the quantitative results for the deleted Authorship questions did not support the qualitative research of the rubric. While Representation is considered the crux of the rubric, Authorship is the crux of the survey. The Authorship questions that were deleted due to low factor loading scores demonstrated the complexity of the idea (see Table 19); however, the questions are especially important to text selection.

Table 19

Deleted Authorship Questions

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1. An author writing about a specific culture (Hispanic, Asian, Middle Eastern, etc.) needs to research the culture about which they are writing.
 2. An author writing about a specific culture should be a member of that culture. (Hispanic, Asian, Middle Eastern, etc.)
 3. It is important for students to read texts from multiple perspectives.
 4. Shared experiences with a culture give the author credibility.
 5. I consider the author's involvement in a cultural community when selecting texts.
 6. When selecting texts for my curriculum, I determine which perspectives are missing and include them.
-

Note. Authorship questions from the original survey. Questions were randomized to combat survey bias.

Authorship Questions 1, 2, and 5 are statements taken directly from the Multicultural Text Selection Rubric in the “Strong” rating level. Qualitative research supported the need for these statements in the rubric. When selecting culturally diverse literature, an author who is a member of or highly involved with that culture gives the author more credibility. Educators are more likely to trust the content of the literature with an author who has researched the culture about

which they are writing. As stated earlier, Representation is the crux of the rubric. If an author is not credible in relation to the culture, then it is possible that the author will misrepresent the culture. More research will need to be conducted to determine why the quantitative results did not support the inclusion of these questions in the final survey questions.

Questions 3, 4, and 6 were also excluded from the final survey. From the CDA of the state standards, the words “perspectives” and “experiences” appeared multiple times. These deleted Authorship questions included those words as did statements in the Multicultural Text Selection Rubric. Again, the quantitative results that supported the deletion of these statements did not support the qualitative research that supported the need for these statements in the rubric.

Conclusion

Each question on the survey was created with a specific intent even though every question did not culminate in the final survey. Many of the deleted questions can be used in future studies as they are more complex than a survey could record. The questions on the final survey are statistically supported as valid and reliable which means the survey can be used in future studies. These quantitative results support future use of the Multicultural Text Selection Rubric in classrooms as well.

CHAPTER V: CONCLUSION AND FUTURE CONSIDERATIONS

The Multicultural Text Selection Rubric and the Teacher Perception towards Multicultural Literature Survey work together to help inform and engage teachers in selecting rigorous, culturally diverse texts for their classrooms. While each instrument can be used separately, they work better together to help teaching teams understand their perceptions and willingness to include culturally diverse literature in their curriculum. Both instruments can also be used with schools and districts trying to make changes towards including more culturally diverse literature in their curriculum.

Rubric

The Multicultural Text Selection Rubric was created to bring guidance to educators when selecting culturally diverse literature to include in their curriculum. As state standards regarding culturally diverse literature are vague, the rubric offers clarity. The rubric asks educators to consider five categories (Readability, Language, Themes, Authorship, and Representation) as they evaluate the literature using three levels (Weak, Satisfactory, and Strong). Although other rubrics exist to assist educators when selecting complex and rigorous texts for their classes, a rubric specifically designed for selecting culturally diverse literature does not. With student populations becoming more diverse, culturally diverse literature needs to be incorporated more into the classrooms. Even if state standards and district curriculums do not choose to include culturally diverse literature, this rubric can be used to guide educators in selecting culturally diverse literature to pair with the literature suggested by their states and districts.

Replacing current curriculum with culturally diverse literature is not the goal of this study nor is it the goal of creating the rubric. The goal is to include more diverse voices and

perspectives to curriculums that would otherwise overlook them. The Multicultural Text Selection Rubric is the first step in helping educators include those voices.

Survey

The Teacher Perception towards Multicultural Literature Survey has been analyzed for future use in other studies. The final questions explore a range of topics that coincide with the Multicultural Text Selection Rubric. The survey can be used alone as a gauge of teachers' willingness or hesitance towards including culturally diverse literature in their classrooms. Literacy Coaches and department leads can use the information gathered in the survey to help guide teachers towards pairing and planning units and lessons that include culturally diverse literature.

If a district is attempting to make a large-scale change to their curriculum, the survey could be used to explore educator support of that change. It could be possible that some schools are more willing to lead the change while others are a little more hesitant. District school boards could experiment with a small number of schools before distributing the curriculum to the rest of the district.

The survey is meant to understand how educators perceive culturally diverse literature use in the curriculum. However, it works best when using the survey in conjunction with the Multicultural Text Selection Rubric as they complement each other. The survey informs leaders while the rubric guides teachers.

Implications for Education

Educators can use the Multicultural Text Selection Rubric to help select rigorous, culturally diverse literature to include in their curriculum. Many rubrics and guidelines possibly exist to assist educators when selecting literature for their curriculum; however, this rubric

focuses on the inclusion of culturally diverse texts. The voices and perspectives of culturally diverse characters are becoming more important as student populations in public high schools across the nation are becoming more culturally diverse.

Implications of the survey demonstrate the desire that educators embody to include culturally diverse literature in their curriculums. While the survey has not been completely validated for all populations, the survey can still be used with educators and teaching teams to gauge perceptions towards the inclusion of culturally diverse literature in the curriculum. Using the survey with different populations will reveal unique perceptions shared by those educators which can then be used to modify the rubric for their own use.

Limitations

Rubric

The rubric was designed specifically for grades 9 through 12; however, it can be adapted for younger grade levels. As with any rubric, it is very subjective. Educators who use the rubric have the freedom to consider more or less of what the rubric outlines. As stated earlier, the Readability score on the rubric is based on Lexile Levels which are also guidelines for text complexity. A work of literature might be very easy to read (have a low Lexile Level) but explores highly complex themes. The educators have the expertise of knowing their students and how ready they are to engage in those complex ideas.

Survey

Limitations to this study included access to teachers from different regions, honesty when responding to the online questionnaire, and completion of the survey. The study also focused on in-service teachers whose teacher education programs most likely differ from each other, so there is no standard teacher training program for which to control. Many other factors can affect

teacher perception towards multicultural literature such as childhood, society, and beliefs which are beyond the scope of this study.

The survey has been analyzed, but its final questions may not delve into the nuances associated with culturally diverse literature. While 20 question items on a Qualtrics survey allows a participant to complete the survey in a timely manner, it is possible that the final questions may not elicit fully truthful responses. Also, similar themes are repeated in the survey which could limit the types of responses gathered. However, while over half the original questions on the survey were deleted, many of those questions can be used in future studies.

While the survey has been validated for this population, the sample size is too small for a true validation. The population in this study is very homogenous (82% female, 91% White), and the results will differ with a larger population (N = 200) and multiple tests. When the quantitative results did not support the qualitative research of including certain Authorship questions, the sample size could have been a factor. Even though this study was able to validate the final survey questions for this population, revision of the rubric could be necessary with responses from different participants. More research will need to be conducted to determine if the rubric and/or survey would need to be revised for use in future studies.

Future Considerations

There are many uses for the Multicultural Text Selection Rubric and the Teacher Perceptions towards Multicultural Literature Survey in the future. The most immediate study will be to explore culturally diverse themes presented in the rubric and survey with focus groups. Professional development opportunities such as trainings and collaboration can be created around the rubric. Text pairings can be determined to work with current curricula using the

rubric. Finally, pedagogical suggestions can be designed to assist educators when teaching culturally diverse literature.

Focus Groups

Validating the survey will lead to its use in the next study by going a step further and including focus groups. While a cursory evaluation of teacher perceptions towards multicultural literature can be gained from the survey, the nuances of specific themes and topics will need to be explored through focus groups where participants can elaborate on the general responses.

The goal of using the survey and focus groups would be to determine if certain subgroups held specific perceptions towards culturally diverse literature and if those perceptions affected the way the literature was taught. The challenge will be to find a diverse set of educators to participate in the survey and focus groups. From these results, the rubric can be adapted to accommodate educator needs, professional development can be created to assist educators by providing text pairings and pedagogical suggestions.

Professional Development

Professional Development can be created around the results of the survey and the rubric. As stated earlier, if a district is considering including more culturally diverse literature in their curriculum, the survey can be used to determine educators' willingness or hesitance to include the literature in their classrooms. Once a district determines its course, professional development trainings can be designed to assist educators in using the rubric to select texts appropriate for their classrooms.

Collaborative planning can also be facilitated to help teaching teams create units and lessons around the culturally diverse texts selected. Literacy Coaches can be trained to help teachers create text sets around a common theme or idea while including culturally diverse

literature. If collaborative planning already exists within a department, the use of the survey and rubric can only enhance that valuable time.

Professional development can take different forms depending on the needs of the educators. Using the survey and the rubric can help leaders tailor that training for their districts, schools, and teachers.

Text Pairings

The results of the validation study indicated that many of the educators still find the Classics important for their students to read. While the literature is considered “classic” for a reason, pairing those texts with culturally diverse literature can enhance them. Using the Multicultural Text Selection Rubric, Literacy Coaches, department leads, and teachers can create text pairings to align with the Classics. If the curriculum suggests other texts, the rubric can still be used to select culturally diverse texts to pair with them. The use of the rubric as a guide for educators can improve collaborative planning time and enrich the curriculum for students by providing windows and mirrors for them through literature.

Future studies can focus on aiding educators select culturally diverse literature while adhering to state and district guidelines. As stated earlier, professional development can be tailored to assist educators in collaborating around culturally diverse texts. The rubric can provide clarity and direction for selecting culturally diverse literature that is rigorous and appropriate for student learning.

Pedagogical Suggestions

While the rubric guides educators towards culturally diverse literature selection, teaching the literature can be just as challenging. A future study can suggest lessons and activities surrounding specific culturally diverse literature. For example, the novel *We Are Not Free* by

Traci Chee focuses on the Japanese internment camps in America during World War II. This novel can be paired with historical documents about immigration and the Chinese Exclusion Act. History and English teachers can collaborate to create units and lessons surrounding the historical events and the novel.

Pedagogical suggestions could include different strategies for teaching culturally diverse literature as well. Text pairings, unit, and lesson plans can be helpful, but using different pedagogical strategies to challenge and enhance student learning is key. Collaborative planning can provide the opportunity to discuss different strategies. For educators who are new to teaching culturally diverse literature, professional development can be provided to facilitate future collaborative planning.

Conclusion

After determining that state standards regarding culturally diverse literature are vague, the Multicultural Text Selection Rubric was created to provide guidance for educators to select rigorous and culturally appropriate literature to include in their curriculum. The Teacher Perception towards Multicultural Literature survey was created from the rubric to validate it and to be used in future studies to explore how educator perception towards multicultural literature could affect the teaching of it. After validating the survey and rubric, both instruments can be used together or separately depending on educator needs. Future studies can be tailored to educator needs as well. This study is meant to assist educators when selecting rigorous and culturally appropriate multicultural literature to use in their classrooms so that culturally diverse students can engage with literature that reflects them and challenge students to engage with literature that will make them think critically about others. The Multicultural Text Selection

Rubric and Teacher Perception towards Multicultural Literature survey are instruments to assist educators in reaching this goal.

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APPENDICES

APPENDIX A: IRB APPROVAL FORM

IRB
INSTITUTIONAL REVIEW BOARD
 Office of Research Compliance,
 010A Sam Ingram Building,
 2269 Middle Tennessee Blvd
 Murfreesboro, TN 37129



IRBN001 - EXPEDITED PROTOCOL APPROVAL NOTICE

Monday, May 11, 2020

Principal Investigator **Jessica Abarquez-New** (Student)
 Faculty Advisor Mohammed Albakry
 Co-Investigators NONE
 Investigator Email(s) *jpa2g@mtmail.mtsu.edu; mohammed.albakry@mtsu.edu*
 Department Literacy Studies/English

Protocol Title ***Fostering Cultural Diversity through Incorporating Multicultural Literature in the Secondary ELA Curriculum***
 Protocol ID **20-2179**

Dear Investigator(s),

The above identified research proposal has been reviewed by the MTSU Institutional Review Board (IRB) through the **EXPEDITED** mechanism under 45 CFR 46.110 and 21 CFR 56.110 within the category (7) *Research on individual or group characteristics or behavior*. A summary of the IRB action and other particulars in regard to this protocol application is tabulated below:

IRB Action	APPROVED for ONE YEAR		
Date of Expiration	5/31/2021	Date of Approval	5/11/20
Sample Size	250 (TWO HUNDRED AND FIFTY)		
Participant Pool	Target Population: Primary Classification: Healthy Adults (18 years or older) Specific Classification: Educators		
Exceptions	1. Participant contact information permitted to coordinate the study. 2. Mixed method data collection: Online survey and focus groups 3. Online consent for the Qualtrics survey is permitted. 4. Audio/video recording the focus groups is permitted.		

Restrictions	<ol style="list-style-type: none"> 1. Mandatory ACTIVE Informed Consent. 2. Identifiable data/artifacts, such as, audio/video data, photographs, handwriting samples, personal address, driving records, social security number, and etc., must be used only for the research purpose as proposed; the data must be deidentified after data processing. 3. Mandatory Final report (refer last page).
Approved Templates	MTSU Templates: Online & Signature Informed Consent templates and Recruitment Email Non-MTSU Templates: Email recruitment script and verbal consent
Comments	COVID-19: Refer to the Post-Approval Action section for important instruction

IRBN001 Version 1.4 Revision Date 06.11.2019 Institutional Review Board Office of Compliance
 Middle Tennessee State University

Post-approval Actions

The investigator(s) indicated in this notification should read and abide by all of the post-approval conditions related to this approval (*refer Quick Links below*). Any unanticipated harms to participants, adverse events or compliance breach must be reported to the Office of Compliance by calling 615-494-8918 within 48 hours of the incident. All amendments to this protocol, including adding/removing researchers, must be approved by the IRB before they can be implemented.

Continuing Review (The PI has requested early termination)

Although this protocol can be continued for up to THREE years, The PI has opted to end the study by **The PI must close-out this protocol by submitting a final report**
5/31/2021 **ose-out may result in penalties including cancellation of the data 5/31/2021**
Failure protocol. **sing this**

Post-approval Protocol Amendments:

Only two procedural amendment requests will be entertained per year. *In addition, the researchers can request amendments during continuing review. This amendment restriction does not apply to minor changes such as language usage and addition/removal of research personnel.*

Date	Amendment(s)	IRB Comments
NONE	NONE.	NONE

Other Post-approval Actions:

Date	IRB Action(s)	IRB Comments
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5/11/2020	Due to the COVID-19 National Emergency, the Office of Compliance grants administrative authority to the Faculty Advisor (FA) to make the necessary changes or revisions to this protocol in the best interest of the health and welfare of the participants and student workers. The FA must notify such revisions up on implementation to the IRB via simple email or using suitable amendment documents. The IRB will audit the revisions at a later date and suggest any remedial measures if necessary.	COVID-19
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Mandatory Data Storage Requirement: All research-related records (signed consent forms, investigator training and etc.) must be retained by the PI or the faculty advisor (if the PI is a student) at the secure location mentioned in the protocol application. The data must be stored for at least three (3) years after the study is closed. Additional Tennessee State data retention requirement may apply (*refer “Quick Links” for MTSU policy 129 below*). Subsequently, the data may be destroyed in a manner that maintains confidentiality and anonymity of the research subjects.

The MTSU IRB reserves the right to modify/update the approval criteria or change/cancel the terms listed in this letter without prior notice. Be advised that IRB also reserves the right to inspect or audit your records if needed.

Sincerely,

Institutional Review Board
Middle Tennessee State University

IRBN001 – Expedited Protocol Approval Notice
Middle Tennessee State University

Page 2 of 3 Institutional Review Board Office of Compliance

Quick Links:

- Post-approval Responsibilities: <http://www.mtsu.edu/irb/FAQ/PostApprovalResponsibilities.php>
- Expedited Procedures: <https://mtsu.edu/irb/ExpeditedProcedures.php>
- MTSU Policy 129: Records retention & Disposal: <https://www.mtsu.edu/policies/general/129.php>

APPENDIX B: INFORMED CONSENT for ONLINE STUDIES

(Use this consent template when recruiting adult participants when online data are collected)

General Information

1. Use this form for requesting online consent for enrolling participants in your study that involves no more than minimal risk
2. The participants must be 18 years or older AND they must NOT be classified as “vulnerable” or considered as special populations by OHRP or other federal/state laws.
 - a. Minors under the age of 18, women who are pregnant and prisoners are classified as vulnerable in addition to certain individuals whose cognitive ability to give consent is reduced due to any medical, physical, financial or other situations.
3. This template is suitable for studies that qualify for exemption as well as those which are reviewed by the expedited or full review mechanisms.
4. Alterations and waiver of this template are strongly discouraged.
5. Mandatory Consent Requirements for online use:
 - a. Use the same text used in this form when requesting online consent from the participants – Provide the online consent link for IRB review
 - b. The first page of the survey must display this informed consent text.
 - c. Participants’ consent to participate must be entertained by two distinct responses: one to consent and one to decline.
 - i. The participant age must be verified through a separate question
 - ii. Agreeing to consent and age verification must both be true before the online instrument can be administered.
 - iii. Additional questions may be asked for filtering ineligible participants
6. The Faculty Advisor information will be removed at the review/approval stage if the PI is NOT a student.

Instructions

1. Sections of this form that may be irrelevant to your study, such as compensation, alternative methods offered and etc can be removed by clicking appropriate boxes.
2. The boxes listed in the bottom of the consent form are for the participants
3. Barring the actual signatures, the text boxes in two sections must be properly completed before submitting for IRB approval.
4. All irrelevant information to the protocol will be removed at the approval stage.

IRBF024 – Participant Informed Consent (ONLINE)

Language to be used for online surveys that qualify for “no more than minimal risk”

Primary Investigator: Jessica Abarquez-New

PI Department & College: Literacy Studies, College of Education, Graduate

Faculty Advisor (if PI is a student): Dr. Mohammed Albakry

Protocol Title: Fostering Cultural Diversity through Incorporating Multicultural Literature in the Secondary ELA Curriculum

Protocol ID:

Approval Date:

Expiration Date: (For expedited)

Information and Disclosure Section

1. **Purpose:** This research project is designed to help us evaluate teacher interpretation of the standards and how their perception may have determined how culturally diverse literature was included and/or taught. The study seeks to answer the following questions: What affects teacher perception towards culturally diverse literature? How does teacher perception towards culturally diverse literature different between pre-service, in-service, and veteran teachers? How does professional development change teacher perception? How can teachers include culturally diverse texts in their classroom while still meeting district and state standards for English Language Arts?
2. **Description:** There are several parts to this project. They are:
 - Online survey to gain general responses from educators about multicultural literature
 - Focus Groups to elaborate on themes and ideas gained from the online survey
3. **Duration:** The survey should take about 15 - 20 minutes.

Here are your rights as a participant: (MANDATORY)

- Your participation in this research is voluntary.
 - You may skip any item that you don't want to answer, and you may stop the experiment at any time (but see the note below)
 - If you leave an item blank by either not clicking or entering a response, you may be warned that you missed one, just in case it was an accident. But you can continue the study without entering a response if you didn't want to answer any questions.
 - Some items may require a response to accurately present the survey.
4. **Risks & Discomforts:** Potential risks include lack of anonymity of responses; however, steps have been taken in the design of this research project to mitigate this risk.

5. **Benefits:** The benefits of conducting this research include contribution to the body of scholarship regarding culturally diverse literature in secondary English Language Arts classrooms; production of research regarding this vague and contested topic; promotion of professionalism and pedagogical suggestions for secondary English Language Arts teachers.
6. **Identifiable Information:** You will NOT be asked to provide identifiable personal information/You may provide contact information for follow-up / We may request your contact information for compensation purposes
7. **Compensation: There is no compensation for participating in this study/** The participants will be compensated as described below:
 Class credit – Explain:
 Cash Gift Card Merchandise Value per participation \$
 Other

Compensation Requirements:

- a) *The qualifications to participate in this research are: . If you do not meet these qualifications, you will not be included in the research and you will not be compensated.*
- b) *After you complete this consent form you will answer screening questions. If you fail to qualify for the research based on these questions, the research will end and you will not be compensated.*
- c) *Please do not participate in this research more than once. Multiple attempts to participate will not be compensated.*
- d) *Attention checks are embedded in the research. If you fail or of these, then you will not be compensated.*
- e) *To be compensated, you must receive a completion code. That requires clicking on the final screen of the study. If you choose to stop for any reason, you will still need to click through until the end to receive compensation (just leave the items blank and click through until the end <; if items require a response to present the survey accurately, you will need to respond to those items as your progress to the end of the survey)>.*
- f) *Based on the cash value of the compensation (more than \$75 per iteration), you will be asked for tax details for accounting purposes.*
8. **Confidentiality.** All efforts, within reason, will be made to keep your personal information private but total privacy cannot be promised. Your information may be shared with MTSU or the government, such as the Middle Tennessee State University Institutional Review Board, Federal Government Office for Human Research Protections, *if you or someone else is in danger or if we are required to do so by law.*
9. **Contact Information.** If you should have any questions about this research study or possibly injury, please feel free to contact Jessica Abarquez-New by telephone (615) 669-8082 or by email jpa2g@mtmail.mtsu.edu OR my faculty advisor, Dr. Mohammed Albakry, at mohammed.albakry@mtsu.edu or (615) 494-8658. You can also contact the MTSU Office of compliance via telephone (615 494 8918) or by email (compliance@mtsu.edu). This contact information will be presented again at the end of the experiment.

Participant Response Section

- No Yes I have read this informed consent document pertaining to the above identified research
- No Yes The research procedures to be conducted are clear to me
- No Yes I confirm I am 18 years or older
- No Yes I am aware of the potential risks of the study

By clicking below, I affirm that I freely and voluntarily choose to participate in this study. I understand I can withdraw from this study at any time without facing any consequences.

- NO I do not consent
- Yes I consent