

**A Survey of Diverse Literature Use and Integration in Secondary English Language Arts
Classrooms**

by
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Dedication

어머니와 할머니에게. 자랑스럽게 만들었 으 면 좋겠다.

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Abstract

Background: Diverse literature that tells the stories of traditionally minoritized groups is an integral part of critical literacy and has been proven to increase reader empathy and tolerance, cultural and socio-political consciousness, and inspire action towards social justice. While diverse literature has gained popularity in K-12 classrooms, few studies have focused on teacher diverse literature attitudes (DL attitudes) and its correlation with teacher multicultural attitudes (TMAS). **Purpose:** The study aimed to (a) examine to what extent and what kinds of diverse literature teachers use in secondary English Language Arts (ELA) classrooms and (b) investigate the association between teacher multicultural awareness and diverse literature use and attitudes. The research questions guiding the study are: (1) To what extent do secondary ELA teachers integrate diverse literature in their classrooms? (2) To what extent and how do teacher-level factors impact teacher diverse literature attitudes and multicultural attitudes? and (3) To what extent does teacher multicultural awareness affect diverse literature use and attitudes? **Methods:** Data were collected from 38 current secondary ELA teachers across three racially diverse school districts in a metropolitan city in the South through a survey with scaled and open-ended responses. Quantitative data were analyzed using descriptive statistics, ANOVA, and multiple linear regression among constructs and teacher-level factors (e.g., race, years teaching, political orientation, and school district). Qualitative data were analyzed using the constant comparative method and existing themes from the literature. **Results:** Among the texts used the most within the past three years as noted by teachers, fiction (45%) was the most popular genre with 58% of the books written for adults, and an average publication date of 1953. Books were predominately written by white authors (47%) followed by Black authors (30%). Other popular OwnVoices authors were Asian American and Latinx though they constitute less than 17% of the texts noted

by teachers. LGBTQIA, Indigenous, and disability stories were the least represented. There was a significant difference ($p = .010$) between teachers of color and white teachers who said they would change the literature currently used. 80% of teachers of color said they would change it compared to 60% of white teachers. Teachers noted district mandates and lack of funds as the largest obstacles to integrating more diverse literature. When teachers did use diverse literature, it was less a heroes to holidays approach during heritage months and more strategically integrated through the curriculum though still not towards teaching to take action for social justice. Political orientation was the sole teacher-level factor that predicted both DL attitudes ($p = .01$) and TMAS ($p = .00$). The more liberal a person identified to be the more positive their DL attitudes and TMAS. TMAS also predicted DL attitudes ($p = .00$). **Conclusion:** The findings in the study show that the diversity of literature used in classrooms is expanding and following publishing trends with an increase in Black, Asian American, and Latinx voices. However, other forms of diversity including LGBTQIA, Indigenous, and disability stories are still lacking in the curriculum as well as teaching for social justice.

Keywords: diverse literature, multicultural literature, literacy education, critical literacy

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Chapter 1

Introduction

Background of the Study

Diverse literature that tells the stories of traditionally minoritized groups is an integral part of critical literacy and has been proven to increase reader empathy and tolerance, cultural and socio-political consciousness, and inspire action towards social justice (Gay, 2002). While diverse literature has gained popularity in K-12 classrooms, few quantitative studies have focused on using diverse literature to teach towards critical literacy or on the association between teacher multicultural attitudes and diverse literature use attitudes.

Problem Statement

This is a pivotal time in history for Americans with both the COVID-19 pandemic and a resurgence of Asian American violence and continual police brutality against Black Americans and people of color. Teachers are in a unique position to use their power and privilege to work towards racial equity and inclusion through anti-racist and critical pedagogy. English Language Arts teachers in particular are naturally in positions to discuss social justice issues with students through their use of diverse literature. Rudine Sims Bishop (2012), a pioneer in the field of advocating for diverse books, explains how diverse literature can combat issues such as racism as it stems from multicultural education, a movement rooted in social justice, equity, and critical consciousness. Multicultural education “is aimed at helping students learn to function effectively in a pluralistic society and become advocates for social justice” (Bishop, 2012, p. 9).

However, it is unclear the extent to which secondary ELA teachers are using diverse literature to advocate for social justice. Further, there is little quantitative literature that explores how teacher multicultural awareness influences diverse literature attitudes and use.

Statement of Purpose

The study aims to (a) examine to what extent and what kinds of diverse literature teachers use in secondary ELA classrooms (b) examine teacher-level factors affecting diverse literature attitudes and multicultural attitudes, and (c) investigate the association between teacher multicultural awareness and diverse literature use and attitudes.

Research Questions

The research questions guiding the study are:

- (1) To what extent do secondary ELA teachers integrate diverse literature in their classrooms?
- (2) To what extent and how do teacher-level factors impact teacher diverse literature attitudes and multicultural attitudes?
- (3) To what extent does teacher multicultural awareness affect diverse literature use and attitudes?

Significance of the Study

This study is among the first to quantitatively measure teacher diverse literature attitudes and examine the degree to which teachers are using diverse literature use towards critical literacy. Further, it contributes to the small existing literature that examines teacher diverse literature use and teacher multicultural attitudes.

Overview of Procedures

Data were collected from 38 current secondary ELA teachers across three racially diverse school districts in Houston, TX through a survey with scaled and open-ended responses. Quantitative data were analyzed using descriptive statistics and linear modeling (t-test, ANOVA, and correlation) and compared according to demographics (e.g., race, number of years teaching,

grade level). Qualitative data were analyzed using the constant comparative method and existing themes from the literature.

Summary

This chapter provided a rationale for the study, a statement of purpose, an overview of the literature on this topic of research, the research questions guiding this study, and a brief description of the study design and methods. Chapter two presents a detailed review of the literature central to this study, including the research on multicultural education, culturally relevant education, multicultural literature, and DL classrooms. Chapter three discusses the study design and methods in detail. Chapter four presents the findings from the data analysis. Chapter five provides an in-depth discussion of the findings, implications, limitations, and ideas for future research. Finally, chapter six summarizes and concludes the study.

Chapter II

Literature Review

This chapter includes the theoretical framework guiding the study followed by a brief history of multicultural children's literature, an overview of the benefits of diverse literature for children and adolescents, a literature review of relevant surveys on diverse literature in secondary ELA classrooms, and an introduction to teacher multicultural attitudes and instruments for measuring teacher multicultural attitudes.

Theoretical Framework

This study utilizes two frameworks: James Banks' (1993) *multicultural education* and *critical literacy*.

Multicultural Education

James Banks, known as the father of multicultural education, outlines five dimensions of multicultural education: (a) content integration, (b) the knowledge construction process, (c) prejudice reduction, (d) an equity pedagogy, and (e) an empowering school culture and social structure (Banks, 1993). This study draws from the first two dimensions and the subsequent four approaches to curriculum and instruction.

Content Integration

Banks details four approaches used to integrate ethnic content into K-12 curriculum: contributions, additive, transformative, and social action (Banks, 1993). The first two approaches fall into the first dimension of content integration. According to Banks, content integration is how teachers incorporate diverse cultures in their content area teaching. Content integration in English classrooms is the use of diverse texts not only according to race, but also class, gender, religion, and other social constructs and experiences. Contributions refers to the hero and holiday approach that can be problematic in contributing to essentializing the experiences of already minoritized groups and creating a form of othering. The second approach Banks explains is additive schooling, where teachers add ethnic content, themes, and perspectives to the curriculum without changing the underlying structure of schooling. For example, teachers can add diverse literature to summer reading lists or as an option to a novel unit but treat said texts such as Amy Tan's *The Joy Luck Club* as the Ernest Hemmingway's *A Farewell to Arms*.

The Knowledge Construction Process

Knowledge construction refers to implicit assumptions and biases that influence the way knowledge is constructed in society. The transformative and social action approach fall into this dimension. Transformative integration involves having students think critically about

multicultural perspectives and understand how knowledge is constructed, a dimension of critical literacy (Lewison et al., 2002). In the example provided about the novel unit, students would not only read diverse literature, but analyze how the author or protagonists' perspectives influenced the story rather than focusing on literary elements that transcend culture and context. In the social action approach, which builds on the transformation approach, students use their knowledge and skills to become civically engaged and work towards dismantling systems of oppression in their community.

Critical Literacy

Critical literacy which encompasses not only written language but other forms of knowledge construction and messaging such as social media has been theorized in various ways by scholars and there is not one clear definition. Lewison, Flint, and Sluys (2002) reviewed literature on critical literacy over 30 years from leading scholars in the field and synthesized four dimensions of critical literacy: (1) disrupting the commonplace, (2) interrogating multiple viewpoints, (3) focusing on sociopolitical issues, and (4) taking action and promoting social justice.

Disrupting the Commonplace

The first dimension of disrupting the commonplace is considering new frames for understanding experiences. This means problematizing subjects of study, interrogating texts including popular culture, developing a language of critique and hope, and analyzing language to understand how it upholds hegemony (Lewison et al., 2002). In teaching towards disrupting the commonplace, teachers are no longer in the traditional didactic roles of gatekeepers of knowledge and act instead as facilitators and activists that guide students to creating their own understandings.

Interrogating Multiple Viewpoints

The second dimension asks students to reflect on multiple and contradictory perspectives, consider voices left out of narratives, actively seek out minoritized voices, examine narratives that counter dominant discourse, and make difference visible (Lewison et al., 2002). Teachers who plan for interrogating multiple viewpoints use open-ended inquiries. This philosophy may be difficult for teachers to engage in as it is antithesis to standardized testing with clear right and wrong answers.

Focusing on Sociopolitical Issues

The third dimension of focusing on sociopolitical issues empowers students to move beyond their individual experiences and understanding to understand the sociopolitical systems we all belong to, understand the relationship between power and language, and use literacy as a form of resistance and civic engagement.

Taking Action and Prompting Social Justice

The final dimension of taking action and promoting social justice encompasses creating “borderlands” with diverse cultural resources, analyzing how language is used to maintain hegemony and how social action can change existing discourses, engaging in what Paulo Freire (2000) describes as praxis, reflecting upon the world in order to transform it and dismantle oppressive power structures, and lifting minoritized groups to gain access to dominant forms of language without losing their own and using native languages as assets.

Definitions

Diverse literature is a relatively new term made popular by the hashtag, #WeNeedDiverseBooks that was used by WeNeedDiverseBooks (WNDB) founder and CEO,

Ellen Oh, in a response to an all-white, all-male panel at the 2014 BookCon (Charles, 2017).

This study utilizes WNDB's definition of diversity.

We recognize all diverse experiences, including (but not limited to) LGBTQIA, Native, people of color, gender diversity, people with disabilities*, and ethnic, cultural, and religious minorities.

*We subscribe to a broad definition of disability, which includes but is not limited to physical, sensory, cognitive, intellectual, or developmental disabilities, chronic conditions, and mental illnesses (this may also include addiction). Furthermore, we subscribe to a social model of disability, which presents disability as created by barriers in the social environment, due to lack of equal access, stereotyping, and other forms of marginalization.

A more common term in education is multicultural literature. However, multicultural literature has historically been used to connote racial diversity opposed to diverse literature which is more inclusive of minoritized groups like LGBTQ and disabled individuals. Therefore, this study uses the term diverse literature though multicultural literature is used when describing studies that used the term at the time and provide historical context.

History of Diverse Children's and Adolescent Literature

Historically, American literature has been dominated by white authorship and white characters (Bishop, 2012). Children's books that were published and told stories about Black, Indigenous, and People of Color (BIPOC), have historically been racist and only began to improve slightly in the 60s and 70s (CIBC, 1972; CIBC, 1976; Morgan, 2011) through research and advocacy for an increase in diverse children's literature such as the landmark content analyses "The All-White World of Children's Books" (Larrick, 1965) and *Shadow and*

Substance (Bishop, 1982). Overall children's books about communities of color follow a trend in American publishing: "from stories in which they are the exotic Other, to stories in which they are assimilated into the larger American culture, to their own stories, told by their own group members and reflecting their perspective on the world and their experiences in it" (Bishop, 2012, p.8).

Rudine Sims Bishop (2012), also known as the "mother of multicultural literature," was a pioneer in the field of advocating for diverse books. She conducted an influential content analysis on the depiction of Black characters in children's books from 1965 to 1979 and created three categories: "social conscious, "melting pot," and "culturally conscious" (2012, p. 7). These categories have since been widely used by various scholars in analyzing diverse literature such as examining Latinx (Quiroa, 2004), Asian American (Leu, 2001), and queer (Cart & Jenkins, 2006) children's and adolescent literature. She is most known for the popular metaphor comparing books to mirrors, windows, and sliding glass doors in how reading is beneficial for children as it can teach them about themselves and the world.

Books as Windows

"Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange" (Bishop, 1990, p. 9)

Books are windows in that they offer readers insight into cultures and perspectives not their own. This is especially important in the context of the U.S. and whites and white children. According to Bishop, white children who grow up without diverse books are "deprived of books as windows into the realities of the multicultural world in which they are living, and [are] in danger of developing a false sense of their own importance in the world" (2012, p. 9). Similarly, Larrick argued, "Nonwhite children are learning to read and to understand the American way of

life in books which either omit them entirely or scarcely mention them,” while “the white child learns from his books that he is the kingfish. There seems little chance of developing the humility so urgently needed for world cooperation, instead of world conflict, as long as our children are brought up on gentle doses of racism through their books” (1965, p. 63).

Macphee (1997) used diverse children’s picture books in their private elementary classroom in the Midwest with 31 affluent white children to build critical consciousness with first graders. Through a unit focused on four African American picture books, students engaged in conversations about racism from the enslavement of Black Americans to discrimination of baseball legend Jackie Robinson. The texts allowed them to vicariously experience other historical and sociocultural contexts and compare it to their own.

Books can be windows for students of color as well. Using diverse literature with their second-grade bilingual (Spanish-English) class across two years, Osorio (2018) promoted and developed an appreciation for diversity with their Latinx students by using both Latinx children’s and stories about other people of color. In one text, students learned about a Chinese American character who struggled with English and were able to connect to the character and understand the struggles of other emergent bilingual speakers.

Window books also provide insight into communities beyond race. Flores (2016) included LGBTQ-themed books in their predominately Latinx elementary classroom in a Los Angeles public school with emergent bilinguals over 13 years. The literature focused on broadening student understanding of adoption, same-sex parenting, gender as a social construct, heteronormativity, and homophobia. Throughout the years of implementing the curricula, Flores found that the literature helped students understand critical issues and adopt a social justice mindset that emphasized respect and acceptance.

Multicultural literature has also been used to support the development of pre-service and in-service teachers which is especially vital given our workforce of predominately white women. In a preservice education methods course, Glenn (2015) used diverse literature with white, monolingual English speakers to help them build their cultural competence and interrogate their own identities through the examination of unfamiliar ethnic literary traditions, specifically Black and Latinx. The diverse literature helped preservice teachers understand and appreciate fictional texts with unfamiliar cultures and unpack their preconceived notions of race and racialization. The literature was an anchor to building a safe space for critical conversations around privilege and oppression. However, the literature was limited in that teachers were hesitant to tie discrimination and oppression to their own privilege as whites. The literature may have created “a false sense of non culpability in matters of race and racism” and participants avoided conflict through a colorblind perspective (p. 40).

Books as Mirrors

“When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experience and reflects it back at us, and in that reflection we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books” (Bishop, 1990, p. 9).

Mirror books offer students, especially those that have been underrepresented in publishing, the opportunity to see themselves and their cultures in stories. This offers validation that their stories and identities matter in society. Readers can also learn more about other aspects of their cultures and the dynamics of intersectionality, when social identities like race, gender, sexuality, and class merge.

Schrodt, Gain, and Hasty (2015) found both academic and personal gain for students that participated in a Kindergarten Family Backpack Project to improve literacy through culturally responsive teaching (Gay, 2018). Diverse literature representative of the ethnic diversity of the students in a small private school in the mid-South were selected for students to read at home and at school with their families and kept journals. Results from the study indicated that students improved both writing and reading comprehension skills and offered students the space to “deconstruct harmful images and ideas and affirm positive self-images and cultures” (Schrodt et. al., 2015, p. 596).

Ford et al. (2019) argue that diverse literature can be used as a form of bibliotherapy, especially for minoritized groups such as gifted Black girls who face intersectional oppression as gifted and Black and girls. For gifted Black girls, diverse literature can not only engaging students with reading, but also build “racial pride, self-efficacy, motivation, and coping strategies when faced with challenges, including negative peer pressures and isolation in predominately White gifted classes” (p. 55).

Reporting on an in-depth study of the schooling experiences of 120 First Nations, American Indian, and Alaska Native students, Cleary (2008) found that students were more motivated to read when there were representations of themselves in the literature. Students expressed a desire to read stories that were relevant and connected to their own lives. The stories provided students ways to understand their own lives and make sense of the world.

Books as Sliding Glass Doors

“These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author” (Bishop, 1990, p. 9).

While window books offer a chance to view into the lives of others and mirrors can show us our own experiences, even ones we don't immediately recognize, sliding glass doors offer readers a chance to step through into the text and fully live the worlds the authors create. They are exceptionally well written or told to where readers can completely engage in the text and it changes them. For example, diverse books have been used to engage students in building their sociopolitical consciousness.

Through the use of children's books on immigration, students in a third-grade class were able to engage in the second dimension of critical literacy in interrogating multiple viewpoints (Braden, 2019). They revealed deep critical thinking in understanding complex ideas in areas such as what it means to be "illegal," legal papers, crossing borders, "discussions about how policies and practices changed the dynamics of immigrant children's family structure and exacted emotional tolls" (p. 478).

Park (2016) conducted a qualitative case study with recent-arrival immigrants and refugees in an after-school reading program and found that through the use of diverse graphic novels, students were able to engage in discourse about social and global issues. Contrary to the deficit view that English Language Learners cannot fully participate in critical conversations, the students were able to explore the complexities of citizenship and identity through accessible diverse literature. They compared the U.S. and its exclusionary immigration policies to their own autocratic governments and examined the destruction of colonialism across the world.

At the university level, Dunbar (2013) used Asian American literature to help students navigate the ethnics of reading multiethnic texts without falling into narcissism or essentializing of "the Other." Striking a balance between focusing on seeing yourself in the text and homogenizing Asian Americans, or the Asians as a monolith stereotype, Dunbar emphasized

examining formal features of the text as a guide to a more ethical mode of reading that in the end also helped students build their critical consciousness.

Academic Benefits of Diverse Children's and Adolescent Literature

It would be odd as a doctoral student in a college of education to conduct a literature review and discuss the benefits of diverse literature without describing the impact on academic achievement and other capitalistic measures. Along with an increase in improved self-esteem, civic engagement, and reading engagement, diverse literature has also helped increase academic performance (Gay, 2018).

The Multicultural Literacy Project, implemented in Michigan districts over a 4-year period, used multiethnic literature, whole-language approaches, and socioculturally sensitive learning environments with K-8 students. While no quantifiable data are available on impacts on student achievement, other successful measures reported include increases in interest and enjoyment in reading multicultural books, positive attitudes towards reading and writing, reading rate and fluency, self-confidence and self-esteem, and appreciation of own and others' cultures (Diamond & Moore, 1995). More recently, Walker (2019) used culturally relevant pedagogy in her teaching of literacy for at-risk, Black male middle school students. Through the use of culturally and linguistically authentic texts, read-alouds, and effective literacy strategies, students increased their reading ability and outperformed national averages on the Measurement of Academic Progress (MAP) assessment.

Osorio (2020) used multilingual children's literature during interactive read alouds and tapped into her emergent bilingual students' funds of knowledge (Moll et al., 1992) to promote translanguaging (Garcia & Klein, 2016) and create a culturally and linguistically sustaining classroom. The researcher focused on replacing the Eurocentric curriculum with Latinx

children's literature Spanish-English dual-language program in Illinois to support reading comprehension. Through the use of diverse multilingual picture books, students were able to use their funds of knowledge and engage in the read aloud through dynamic bilingualism which supported students' meaning making while at the same time creating an inclusive classroom.

Surveys of Diverse Literature in Classrooms

While it is clear that diverse literature offers numerous benefits for students, the degree to which they are used across classrooms in the U.S. varies significantly. While there are numerous qualitative studies examining cases of teachers using diverse literature, particularly in elementary school, there are significantly fewer quantitative studies that have measured the literature used in classrooms, especially in secondary schools.

The largest study in recent history was Stallworth, Gibbons, and Fauber (2006) who surveyed 142 ELA teachers across 72 public secondary schools in Alabama to examine what book-length works teachers used in class and their reasons for including or excluding multicultural literature. The found four themes in the analysis of teachers' responses to the open-ended questions on the types of text used, how and why they are selected, and what prevented them from using more diverse literature. The themes are (1) traditional stability, (2) the evolving nature of "The Classics," (3) the issues of censorship, and (4) other obstacles. The top 10 most frequently mentioned titles were written predominately by white men and are similar to booklists mentioned by Applebee (1996) from 1874-1883. The texts include *The Great Gatsby* by F. Scott Fitzgerald, *The Scarlet Letter* by Nathaniel Hawthorne, *Romeo and Juliet* by William Shakespeare, and *A Separate Peace* by John Knowles. The only diverse text was *A Raisin in the Sun* by Lorraine Hansberry. The second theme was on the evolving nature of what teachers perceived to be "The Classics." Rather than philosophers such as Aristotle and Machiavelli and

texts like *Beowulf* and *The Iliad*, teachers cited the texts listed above as “classics.” For issues of censorship, teachers noted selecting from a narrowly prescribed list to avoid issues with parents and the community. Other obstacles teachers noted in why they did not use diverse literature was lack of knowledge on how to teach works by authors of color as they themselves did not read them in school. In other cases, teachers showed a clear misunderstanding of diverse literature as they said that thought white male authors from different entries and different geographic locations across the U.S. constituted multiculturalism. Other teachers mistakenly said there was no diverse literature that was appropriate for ninth graders. Other issues were lack of resources like class sets and time to develop new units.

Most recently, Glaws (2021) researched teachers’ use and perceptions of middle grades and young adult literature (MG/YAL) among 126 secondary teachers in Colorado through a survey and selective follow-up interviews. The study was not focused on diverse literature, but provides insight nonetheless. The participants shared 285 unique titles of texts used in class. The most frequent were *The Giver* by Lowis Lowry, *The Outsiders* by S.E. Hinton, and *To Kill a Mockingbird* by Harper Lee. Others frequently listed were *The Great Gatsby* by F. Scott Fitzgerald, *Romeo and Juliet* by William Shakespeare, *The Crucible* by Arthur Miller, *Lord of the Flies* by William Golding, and *Night* by Elie Wiesel. Most of the literature was written by white authors and feature white main characters, though Glaws does not list the exact percentage. Only nine of the teachers reported having no autonomy in the book selection process, indicating that the teachers, mostly whites, were complacent with the books noted in the study. In the survey and in follow-up interviews, teachers expressed white supremacist beliefs that canonical texts are necessary as they provide students ““a background in the things that are part of our collective culture”” (p. 28). About half of the books listed by teachers were middle grade and

young adult fiction, with most of the diverse texts read by students during independent reading. Popular titles were *The Hate U Give* by Angie Thomas, *Long Way Down* by Jason Reynolds, and *Poet X* by Elizabeth Acevedo among others. However, teachers expressed elitist views of middle grade and young adult literature stating that the MG/YAL was useful for entertainment, but not so much for academic study or instruction, which was evident in the descriptive statistics where there was a significant difference in the use of MG/YAL between middle and high school with high school teachers relying on canonical texts more, especially in 11th and 12th grade. Teachers reported time constraints, funding, and feeling restricted about using MG/YAL due to testing and accountability measures as the major obstacles to using MG/YAL in their classrooms. Issues of censorship as those reported in Stallworth et al., (2006) were not an issue.

Teacher Multicultural Attitudes

Teacher multicultural attitudes among other variables such as teacher perspectives have also been studied in relation to diverse literature use as the positionality of teachers invariably affects the selection and teaching of literature.

Pesterfield (2019) used a quantitative approach to investigate how five white secondary ELA teachers viewed multicultural education and multicultural literature. Using interviews and document analysis, the research found that while the teachers praised the use of multicultural literature, they did not use nearly as much as they thought they did. One teacher said 50% of the texts used were multicultural while the analysis showed only 30% of the texts in their scope and sequence were multicultural. The same teacher discussed switching *The Great Gatsby* by F. Scott Fitzgerald with what John Steinbeck's *Of Mice and Men*, what she perceived to be a multicultural literature. Another teacher was firm in her belief that multicultural literature is only inclusive of race and ethnicity. While teachers noted that they selected literature that was

representative of their student population, only 12% of the literature was representative of the majority Latinx school population.

Massaro (2020) conducted a quantitative study on the relationship between teacher multicultural characteristics (experience, attitudes, and teaching efficacy) and their use of multicultural literature in dual language classrooms using surveys and book logs with 35 elementary school teachers. The study used the Multicultural Efficacy Scale (MES) (Guyton & Wesche, 2005), a self-reported 35-item measure to capture teachers' experiences with diversity, their attitudes about diversity, their teaching efficacy in multicultural setting, and viewpoints on multicultural teaching. In addition, the researcher coded teacher book logs use general demographic information such as title, author, race of main characters, as well as Wilfong's rubric measuring (authority, characterization, citations/acknowledgements, setting, style, and theme) to determine if the texts were considered multicultural. Similar to Pesterfield's (2019) findings of a lack of diverse literature, among the 474 unique titles reported by teachers, only 24.65% were considered multicultural. While teachers overall had high levels of multicultural characteristics, their use of multicultural literature was low. The only construct that influenced multicultural literature use was teacher attitudes of diversity (7 items in the MES), not teacher or student demographics or classroom level factors.

Assessing Teacher Multicultural Attitudes

Multicultural attitudes can mean a wide range of constructs including cultural competence, racial consciousness, attitudes towards diversity, and awareness of own biases. These attitudes in various combinations are essential components of critical pedagogy frameworks such as Gloria Ladson-Billings' theory of *culturally relevant pedagogy* (1995), Geneva Gay's *culturally responsive teaching* (2018), and Django Paris' (2012) *culturally*

sustaining pedagogy and have been proven to help teachers support culturally and linguistically diverse students (Parkhouse et al., 2019; Abacioglu et al., 2020).

While Massaro (2020) used the Multicultural Efficacy Scale (MES) (Guyton & Wesche, 2005) in their study to measure multiple teacher multicultural characteristics broadly defined, for this study, I wanted to focus specifically on multicultural attitudes without extra factors such as teacher self-reported teaching efficacy beliefs that are subject to social desirability and self-enhancing bias.

In order to identify a suitable measurement for teacher multicultural attitudes, I reviewed the literature using the following keywords in various combinations (*multicultural, education, teacher, assessment, survey, attitudes, attitudes, diversity, race, racism, and pedagogy*) through online databases (ERIC, Mental Measurements Yearbook, EBSCO host, GoogleScholar, and ProQuest). Initially, I considered using the Color-Blind Racial Attitudes Scale (Neville, et al., 2000), but found other instruments specific to teachers and decided to limit my search for instruments designed to measure teacher multicultural attitudes. To narrow the search, the following criterion were used: validated surveys, used in other studies, focused on teachers, did not include self-efficacy scales. Seven instruments were identified and are summarized below.

Personal and Professional Attitudes About Diversity Scale (PPBDS)

The *Personal and Professional Attitudes About Diversity Scale* (PPBDS) measures professional and personal attitudes on a wide range of multicultural issues and is intended to be used by teacher educators to help teachers prepare for culturally responsive teaching. However, items on the personal attitudes scale ventured too far from the focus of this study on teacher multicultural attitudes in the classroom. For example, item one reads, “There is nothing wrong

with people from different racial back-grounds having/raising children” (p. 178). Therefore, the instrument was not used.

Multicultural Dispositions Index (MDI)

The *Multicultural Dispositions Index* (MDI) is a 22-item self-report that uses the National Council for the Accreditation of Teacher Education (NCATE) and the Interstate New Teacher Assessment and Support Consortium) as a theoretical framework to measure teacher and counselor multicultural dispositions (Thompson, 2009). Many of the items were leading, broad, and not directly related to teaching. For example, item nine asks participants to consider on a 9-point Likert scale that “I cannot be an effective multicultural educator if I am a fragile person. In order to positively impact people who come from poor neighborhoods and tough backgrounds, I must acquire thick skin and a deeper knowledge base” (p. 53). Thus, the instrument was not used.

Quick-Racial and Ethical Sensitivity Test (Quick-REST)

The *Quick-Racial and Ethical Sensitivity Test* (Quick-REST) is a video-based measure on issues of racial intolerance in schools (Sirin et. al, 2010). The instrument relies on videos and focuses on racism and sexism. The instrument was not used due to the inaccessibility of the test, potential troubles with administering the assessment, and it was limited to one multicultural issue, racism.

Multicultural Teaching Competency Scale (MTC)

The *Multicultural Teaching Competency Scale* (MTCS) is a 16-item assessment used to measure the multicultural competency of pre-service teachers (Spanierman et al., 2011). Multicultural competency is defined as a process where teachers continuously “(a) explore their attitudes and attitudes about multicultural issues, (b) increase their understanding of specific

populations, and (c) examine the impact this awareness and knowledge has on what and how they teach as well as how they interact with students and their families” (p. 444). The instrument is mean to be used by a supervisor in assessing pre-service teachers. For example, item six is, “Teacher plans school events to increase students’ knowledge about cultural experiences of various racial and ethnic groups.” This study focuses on teacher supervisor attitudes and therefore this instrument was not used.

Cultural Diversity Awareness Inventory (CDAI)

The *Cultural Diversity Awareness Inventory (CDAI)* (Henry, 1986) is a 28-item self-examination questionnaire in measuring one’s attitudes, attitudes, and behavior towards young children of culturally diverse backgrounds and originally included material to aid in increased cultural awareness such as communication strategies for educators. It has since been used to measure intervention effectiveness (Cain, 2015). While the items measure a range of topics, three of the 18 items were about language and one was worded unclearly: “I believe that there are times when the use of non-standard English should be ignored” (p. 5). It also identified whites as part of diverse cultures, which is counter to the definition in part of the survey for this study: “I believe in asking families of diverse cultures how they wish to be referred to (e.g., Caucasian, White, Anglo) at the beginning of our interaction” (p. 8). Therefore, this instrument was not used.

Multicultural Teacher Capacity Scale (MTCS)

The *Multicultural Teacher Capacity Scale (MTCS)* uses culturally relevant and culturally responsive pedagogies to assess multicultural teacher capacity through an 11-item 5-step scale (Cain, 2015). Multicultural teacher capacity, according to Cain, refers to knowledge, skills, and dispositions that promote educational equity. Dispositions are teacher values, attitudes, and

attitudes that shape how teachers interpret knowledge and apply skills. Knowledge is information used to apply skills such as the sociopolitical contexts impact students and schools. Skills means the teaching practices of teachers both inside and outside of the classroom. While this is a strong survey with theoretical backing, it was not used for this study because of its use of heavy jargon. For example, item two reads, “I explicitly discuss dominant and minoritized capital so that my students understand how to navigate inequitable systems and maintain their own cultural capital. And I intentionally provide opportunities for students to demonstrate their cultural capital through content-aligned assignments and assessments.”

Teacher Multicultural Attitude Survey (TMAS)

The Teacher Multicultural Attitude Survey (TMAS) is a unidimensional 20-item self-report inventory of teacher multicultural awareness that was created to be used as a tool to evaluate the success of multicultural training (Ponterotto et al., 1998). The survey focuses on a single factor: “teachers’ sensitivity and appreciation of cultural diversity and on their efforts to address multicultural issues in the curriculum and learning process” (p. 1006). Evidence of concurrent validity included measures three other surveys: the *Multigroup Ethnic Identity Measure*, the *Quick Discrimination Index*, and the *Social Desirability Scale*. The coefficient alphas were greater than .62; the SDS scale showed internal consistency and test-retest stability. Unlike the other instruments, the TMAS is teacher-focused, has teacher-friendly language, and is simple to administer. Therefore, this instrument is best suited for the study.

Summary

Historically, children’s and adolescent literature has been written by white authors for white children. However, stories are becoming more diverse and more teachers are using children’s and adolescent literature in classrooms. Diverse literature is beneficial for students in

helping them build critical consciousness, cultural competence, and see themselves and their cultures in stories. The benefits of diverse literature has been compared to books as mirrors, windows, and sliding glass doors (Bishop, 2012). Scholars have surveyed the range of literature used in classrooms (Applebee, 1996; Glaws, 2021) as well as how teacher multicultural attitudes and perspectives towards diverse literature (Stallworth, 2006; Pesterfield, 2019; Massaro, 2020). However, there has not been a quantitative study that measures diverse literature attitudes and its relationship with teacher multicultural attitudes.

Chapter III

Methodology

This study utilized two surveys, the original Teacher Diverse Literature Use and Attitudes Survey, and the existing, validated Teacher Multicultural Attitudes Survey. Using the two surveys, this study examined the types of diversity present in literature used in secondary ELA classrooms, the ways teachers integrated the literature, teacher-level factors and their relationship with teacher diverse literature attitudes and multicultural attitudes, and the correlation between teacher multicultural attitudes, and teacher diverse literature attitudes. Teacher-level factors included race, grade-level taught, years teaching, political orientation, and school district. Three research questions informed by the literature guided this research. (1) To what extent and how do secondary ELA teachers integrate diverse literature in their classrooms? (2) To what extent do teacher-level factors and teacher diverse literature attitudes and multicultural attitudes? and (3) To what extent does teacher multicultural awareness affect diverse literature use and attitudes? This chapter details the research design, methods, and procedures that were used to carry out the study.

Research Design

This study used a quantitative survey design to measure three constructs: teacher diverse literature total score, teacher diverse literature attitudes, and teacher multicultural attitudes. A quantitative design was chosen for this study with the idea of creating an original survey that could eventually be validated and used to initiate conversation on teacher use of diverse literature in school districts. Much of the existing literature are qualitative studies focusing on teacher perceptions and use of diverse literature. The few quantitative studies that have been conducted on teacher diverse literature attitudes were aimed to understand teacher attitudes towards DL more broadly rather than through scale items (Stallworth et al., 2006; Pesterfield, 2019; Massaro, 2020). In addition, the study used qualitative coding of follow-up open-ended responses measuring teacher literature use and rationale. Qualitative data were coded through open and axial coding to form categories (Merriam & Tisdell, 2016) that were then compared to existing literature and the dimensions of critical literacy and Banks' four approaches for curriculum and instruction in multicultural education.

Participants

Participants were current secondary (middle to high school) English Language Arts teachers in the Houston, Texas metropolitan area. I applied to conduct research from eleven public school districts and received approval from three districts, two traditional, and one charter. I received two rejections and no responses from six districts. This is likely due to a number of factors. First, the COVID-19 pandemic has strained schools in multiple ways, and teachers in schools across Houston were required to start in-person teaching in the fall of 2020. Second, Winter Storm Uri in the spring of 2021 caused catastrophic damage in the local area and suspended schooling for a number of days. Finally, the contentious 2020 presidential election

took place in the fall of 2020 and Houston was in the national spotlight for record-breaking voter turnout as well as brazen attempts at voter suppression. As a result of this trying time, 38 teachers across the three districts participated in the study.

The districts are Bachmann (BISD), Morris (MISD), and Chen Independent School District (CISD) (pseudonyms). The three school districts are racially diverse, economically disadvantaged districts (Table 1). BISD has the most white students (23.5%), even higher than the state average (20.2%) while MISD has very few white students (1.2%), significantly lower than the state average. MISD has an above-average Latinx (Hispanic) population (88.1%) compared to the state's (61.7%). Meanwhile, CISD has more Asian American students (27.21%) compared to the state's average (7.1%).

Table 1

Student Demographic Categories District and State 2019-2020

Demographics	BISD	%	MISD	%	CISD	%	State (TX)	%
African American	22,166	18.9	1,094	9.1	21,213	27.50	228,979	18.3
American Indian	1,032	.9	58	.5	303	.39	5,519	.4
Asian	10,876	9.3	106	.9	20,992	27.21	88,105	7.1
Hispanic	52,239	44.6	10,642	88.1	20,431	26.49	646,031	61.7
Pacific Islander	115	.1	6	0	110	.14	1,530	.1
White	27,524	23.5	139	1.2	11,361	14.73	251,822	20.2
Multiracial	2,169	2.7	29	.2	2,729	3.54	26,700	2.1
Economically Disadvantaged	63,596	54.3	10,685	60.3	33,745	43.5	770,858	61.7

Note. The data were retrieved from the Texas Education Agency website for the state statistics and the Texas Tribune for the district demographics. The categories are listed according to the language provided by the state.

As shown in Table 2, the racial demographic of teachers in the study is also more diverse than the state and national averages with more Black, Asian American, Latinx (Hispanic) teachers and fewer white teachers. MISD has the post Black and Latinx (Hispanic) teachers,

CISD the most Asian American and Indigenous (American Indian) teachers, and BISD, the most white.

Table 2

Teacher Race by District and State 2019-2020

Teacher Demographic Percentages	BISD	MISD	CISD	State (TX)	Country
African American	14.4	35.1	32.1	10.8	7
American Indian	.3	.1	7.9	.2	1
Asian	2.7	4.2	6.7	1.8	2
Hispanic	17.4	28.2	15.3	28.1	9
Pacific Islander	0	.5	.2	.2	<1
White	63.9	31.2	43.5	57.7	79
Multiracial	1.3	.7	2.1	1.1	2

Note. Data were gathered from the Texas Tribune and the National Center for Education Statistics 2017-2018.

Table 3 shows the teacher-level factors: gender, race, district, grade level taught, years of teaching experience, and political orientation. The teacher-level factors analyzed to determine relationships to DL attitudes and TMAS were race (categorized as people of color and white), district, years teaching, and political orientation. The other factors, gender, individual race categories, and grade level taught were initially used for analysis but did not show any significant differences and had small sample sizes and thus were not used.

The years of teaching experience among all participants ranged from one to 28 years. Most teachers, 69% identified as white. 63% were white women. There were no teachers who identified as Middle Eastern or Indigenous, Native, or First Nations. There were 32 women and four men. Most, 83% taught high school. Political orientation was varied with most teachers identifying as moderate or middle of the road.

Table 3*Teacher Demographics (N=36)*

Teacher Demographics	N	%
Gender		
Female	32	88.9
Male	4	11.1
Race		
white	25	69
Black/African American	6	17
Latinx	3	8
Asian American	1	3
Multiracial	1	3
District		
Bachmann	18	48.6
Morris	8	21.6
Chen	11	29.7
Grade Level Taught		
Middle School	6	17
High School	29	83
Years of Teaching Experience		
1-5 years	7	19.4
6-10 years	12	33.3
11-15 years	7	19.4
16-20 years	5	13.9
21-15 years	1	2.8
26-28 years	4	11.1
Political Orientation		
Very Liberal	5	14.7
Liberal	10	29.4
Slightly Liberal	2	5.9
Moderate or middle of the road	11	32.4
Slightly conservative	4	11.8
Very conservative	2	5.9
Other	2	5.9

Study participants were recruited via email. Potential participants included secondary ELA teachers that taught at the three school districts in schools that approved the research. In Bachmann ISD, five schools agreed to the research and the head principals were provided the survey link to distribute to teachers. In Morris ISD, the district coordinator sent out the link to all

secondary ELA teachers. In Chen ISD, 24 principals were contacted and six (four high school and two middle schools) agree to participate in the study.

The survey was distributed via Qualtrics and included a consent form prior to the survey. Compensation was given to participants of Morris ISD. Bachmann and Chen asked to have the compensation removed as it is against district policy.

Survey Development

The instrument used for this research combines 27 original Likert-scale, multiple-selection, and open-ended questions to measure teacher diverse literature use and attitudes and for the second half, 20 Likert-scale items from the validated Teacher Multicultural Attitudes Survey (Ponterotto et al., 1998) to measure teacher multicultural awareness. Likert items are widely used to measure opinions, attitudes, and attitudes and thus appropriate for this survey (DeVellis, 2017).

The first 36 items measuring Teacher Diverse Literature Use and Attitudes were constructed using the literature and were reviewed by seven individuals, four content experts and three practitioners. Items 1-18 on teacher diverse literature attitudes were generated from existing literature as well as a focus group of two former and one current high school ELA teacher. A focus group was conducted online synchronously with knowledgeable practitioners since the method encouraged not only sharing and discussion of their views on diverse literature, but also a space for participants to reflect on their own attitudes after hearing others' views (Merriam & Tisdell, 2016). Items 19-26 measure the types of diversity present in literature teachers and how teachers use them. Items were generated from existing literature, primarily Lee and Low Publishers' Classroom Library Questionnaire (Lee and Low, 2017; Gill, 2000; Stallworth et al., 2006). Item 19 asked teachers to list the top 10 frequently used authors or titles

in the past three years. Items 20-22 asked about the types of diversity present in literature and were combined to form a new variable, DL total score which included 16 multiple-selection options on protagonist diversity, OwnVoices diversity, and diverse themes in literature. Items 19, 23-26 were follow-up questions regarding teacher rationale in selecting diverse literature and were created using extant theories and existing literature (DeVellis, 2017). Item 27 measured teacher approach to diverse literature which stems from Banks' (1993) four approaches dimension of the knowledge construction process: contributions, ethnic additive, transformative, and decision-making and social action.

At the writing of this paper, I have not found a validated quantitative survey to measure teacher diverse literature attitudes. The most similar studies were conducted by Stallworth, Gibbons, and Fauber (2006), Massaro (2020), and Glaws (2021). Therefore, it was necessary to use the literature to create items to capture teacher diverse literature use and attitudes.

The following section explains each of the survey constructs.

Diversity Literature Attitudes

Among the 36 items from the Teacher Diverse Literature Use and Attitudes survey, questions 1-18 measure the construct teachers' diverse literature attitudes and include two subconstructs: (a) *value of diverse literature* and (b) *impact of diverse literature* that are nine questions each (Appendix B). Value of diverse literature measures to what extent teachers value diverse literature. Impact of diverse literature measures the extent to which teachers believe diverse literature is beneficial or harmful to students. The 18 items are on a 4-point Likert scale from 1 (strongly disagree) to 4 (strongly agree). The reliabilities (Cronbach's alpha) for the value and impact of diverse literature subconstructs are .83 and .72, respectively.

Diverse Literature Use

Teachers' diverse literature total score was measured using three questions (see Appendix D question 20-22) from the Teacher Diverse Literature Use and Attitudes survey. Questions 20-22 represent the following subconstructs respectively: (a) Protagonist diversity, (b) Ownvoices, and (c) Themes. The first subconstruct, protagonist diversity, measures the diversity of main characters in literature teachers use in class, including racial diversity, LGBTQIA characters, and characters with disabilities. The second construct, OwnVoices, measures the diversity of authors including racial diversity, LGBTQIA authors, and authors with disabilities who write about characters with similar experiences. The third construct, themes, measures diverse themes such as those that explore religious diversity and reflect students' diverse backgrounds and heritages. The reliability (Cronbach's alpha) for the diverse literature total score measure is .80.

Teacher Multicultural Attitudes

Teacher multicultural attitudes were measured using the Teacher Multicultural Attitudes Survey (TMAS; Ponterotto et al., 1998). See Appendix C, items 1-20. Teachers responded to this 20-item survey using a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The reliability (Cronbach's alpha) for the teacher multicultural attitudes measure is .92.

Data Analysis

All statistical analyses were conducted using SPSS and Google sheets. The open-ended data was coded using NVivo using a two-pass coding method and then comparing final categories to existing literature and the two guiding theoretical frameworks.

Descriptive Statistics

Quantitative data were analyzed using descriptive statistics for central tendency and distribution for teacher diverse literature attitudes, diverse literature total score, and teacher multicultural attitudes. ANOVA and multiple linear regression were used to measure DL

attitudes and TMAS across variables including teacher race, years of teaching experience, political orientation, and school district. In addition, Pearson correlation was run to examine the relationship between teacher DL attitudes and teacher multicultural attitudes.

Qualitative data were analyzed using NVivo to understand most popular authors and literature titles used in class within the past three years, how teachers decided which literature to use, ways teachers integrated diverse literature, and what prevented teachers from changing their literature curricula. Data were coded and grouped into emerging themes and categories and compared to existing literature and guiding theoretical frameworks.

Trustworthiness

To increase trustworthiness, the researcher triangulated information from quantitative and qualitative data. The quantitative data of teacher reported categories and themes of diverse literature used in classrooms was compared to the open-ended list of authors and titles teachers reported. In addition, the way teachers ranked how they integrated diverse literature was compared to the open-ended examples of how teachers integrated diverse literature. Other methods to increase trustworthiness was through the consultation of seven peer reviewers for the created survey and use of two pilot studies of the survey with six secondary ELA teachers in a neighboring city and 36 undergraduate pre-service teachers.

Missing Data

Two districts requested that teachers not be required to answer all of the survey items. Therefore, some figures reported in the study are out of 36 rather than the 38 participants as these participants did not answer all the demographic questions. Further, two teachers did not answer the teacher multicultural attitudes questions and thus their diverse literature attitudes responses were not used as well.

Summary

This study utilizes the validated Teacher Multicultural Attitudes Scale (TMAS) (Ponterotto et al., 1998) in conjunction with 18 original Likert-scale and open-ended questions to measure teacher diverse literature beliefs and use. The original items were constructed using existing literature as well as input from seven peer reviewers as well as two pilot surveys.

This chapter began with an overview of the research design and research questions followed by a description of the participants. Next, the survey development was described with each construct. Finally, the chapter concluded with an explanation of the data analysis process and in-depth review of the variables. The next chapter provides an explanation of the findings.

Chapter IV

Findings

The three major areas measured by the survey were the types of diverse literature teachers used, the extent to how they used them, teacher-level factors and their relationship with diverse literature attitudes and teacher multicultural attitudes, and the relationship between DL attitudes and TMAS. The research questions guiding the study are: (1) To what extent and how do secondary ELA teachers integrate diverse literature in their classrooms? (2) To what extent do teacher-level factors and teacher diverse literature attitudes and multicultural attitudes? and (3) To what extent does teacher multicultural attitudes affect diverse literature use and attitudes? This chapter first begins with a review of the descriptive statistics of study variables. Then the major findings are presented in order of the three research questions. Question one is divided into two parts. First is a look at the types of diversity teachers selected in the survey as well as the list of books they mentioned. Second is a look at the types of integration teachers wrote about anecdotally as well as the survey item ranking their use of diverse literature according to Banks' (1993) approaches to curriculum and instruction. Question two examines teacher-level factors and their relationship to DL attitudes and TMAS. Finally, question three looks at the correlation between DL attitudes and TMAS.

Descriptive Statistics

Table 4 shows the descriptive statistics of the study variables, diversity literature attitudes, teacher multicultural attitudes, and diverse literature total score divided into individual sub constructs.

Table 4

Quantitative Study Variables

Variables	1	2	3	4	5	6
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Diversity Literature Attitudes (N = 18)						
1. Value (n = 9)	–					
2. Impact (n = 9)	.81**	–				
Diverse Literature Total Score (N = 16)						
3. Protagonist Diversity (n = 3)	-.32	-.34*	–			
4. OwnVoices (n = 7)	-.10	-.04	.57**	–		
5. Themes (n = 6)	-.28	-.13	.29	.60**	–	
Teacher Multicultural Attitudes (N = 20)						
6. TMAS	.84**	.67**	-.18	.23	.02	–
M	30.47	32.00	83.11	1.73	3.73	4.68
SD	4.74	3.38	11.96	.74	1.77	1.49
min	16.00	22.00	57.00	1.00	1.00	1.00
max	36.00	36.00	100.00	3.00	7.00	6.00

Note. * $p < .05$, ** $p < .01$.

The construct diverse literature attitudes was divided to two subconstructs, teacher value of diverse literature and teacher attitude towards impacts of diverse literature and correlated with one another ($r = .81$). This is as expected because teachers who value diverse literature will likely believe in the positive impacts of diverse literature for their students and vice versa for those who do not value diverse literature. Further, value of diverse literature and impact of diverse literature also correlated with teacher multicultural attitudes. This correlation is also expected as teachers who have positive views of multiculturalism will also likely have positive opinions of diverse and diverse literature.

The construct diverse literature total score was divided into three subconstructs. Protagonist diversity correlated with OwnVoices literature ($r = .57$). The two likely correlate because racial diversity in the protagonist is often related to racial diversity in the authors who are writing the stories. OwnVoices stories are those written by cultural insiders writing about their own experiences, and thus teachers who selected protagonist diversity likely selected OwnVoices as well unless they were referring to stories about diverse characters written by cultural outsiders. While protagonist diversity did not correlate to the themes, OwnVoices stories

correlated with the themes. OwnVoices tend to be stories that are themselves diverse and written by authors that are racially diverse, have disabilities, or are LGBTQIA, and thus teachers who selected using OwnVoices stories likely selected the diverse themes listed in the survey.

Research Question 1: To What Extent and How Do Secondary ELA Teachers Integrate Diverse Literature in Their Classrooms?

This section describes results from the survey items that measure teacher diverse literature (items 20-22) as well as the approaches teacher use in integrating diverse literature (item 26). In addition, it explains the results from the open-ended and follow-up questions regarding teacher examples of integrating diverse literature and rationale.

Frequency and Types of Diversity in Literature

Part of the survey sought to measure the current diversity in literature used among secondary ELA teachers. Teacher were asked to select the types of diversity in terms of story protagonist, OwnVoices authors, themes and demographics which was calculated into the construct teacher diverse literature total score. In addition, teachers were asked to note in the past three years, what percentage of the overall literature in their courses has been diverse as well as the list 10 frequently used titles or authors. This section discusses the types of diverse literature according to categories.

A total of 37 teachers responded to the survey on the degree of protagonist diversity, OwnVoices stories, and diverse themes in the literature they use in class. As shown in Table 5, 100% of teachers surveyed noted that the literature they taught included Black, Indigenous, and People of Color (BIPOC). 24% noted using literature with LGBTQIA main characters and 44% had main characters with disabilities. For OwnVoices literature, meaning texts written by diverse writers telling stories about their own cultural experiences, 100% of teachers said they used

Black and African American OwnVoices texts while the most under-represented were LGBTQIA authors. Second highest was Latinx OwnVoices followed by Asian American voices.

Among the themes selected by teachers, the highest was literature that *reflects some of your students; diverse cultures and heritages* at 95% followed by *address discrimination* at 89%. The least popular themes were *explore religious diversity* and *address current socio-political issues*.

Table 5

Types of Diversity in Literature

Types of Diversity in Literature	N	%
Protagonist Diversity		
Black, Indigenous, and People of Color	32	89
Disability	4	12
LGBTQIA	13	
OwnVoices (N = 37)		
Black/African American	37	100
Latinx	26	68
Asian American	25	60
Middle Eastern:	17	40
Indigenous/Native/First Nations	11	28
Disability	11	28
LGBTQIA	11	24
Themes		
Range of Family Structures and Configurations	28	76
Reflect Some of Your Students' Diverse Cultures and Heritages	35	95
Explore Different Socioeconomic Backgrounds	30	82
Address Discrimination	33	89
Explore Religious Diversity	20	54
Address Current Socio-Political Issues	27	73

Booklist of Ten Frequently Used Titles

Along with the multiple selection survey data, teachers were asked to list the top 10 authors and titles most frequently used in the past three years. Teachers reported a total of 128 unique authors and 63 titles frequently used in the past three years in their classrooms. The demographic breakdown as shown in Table 6 shows that white (47%) and Black and African

American (30%) authors' works were used the most totaling 77% of the literature listed. The most underrepresented were Latinx, Middle Eastern, and Indigenous/Native/First Nations authors.

As shown in Table 6, the book and author list were broken down according to author race, audience, genre, and publication date. Of the top ten authors mentioned, six are Black, three are white, and one is Asian American. Only one author, Angie Thomas, writes contemporary young adult fiction. The most frequently listed children and young adult literature were the canonical texts *Lord of the Flies* by William Golding (published in 1954) and *The Watson's Go to Birmingham* by Christopher Paul Curtis (published in 1995). The two most frequently listed adult titles were "Fences" by August Wilson (published in 1985) and *Of Mice and Men* by John Steinbeck (published in 1937). Of the top four book titles, two were written by Black authors and two by whites.

Table 6

Author and Title Descriptive Statistics

Author and Title Descriptive Statistics	N	%
Author Race (N = 128)		
White	60	47
Black/African American	39	30
Asian American	14	11
Latinx	8	6
Indigenous/Native/First Nations	6	2
Middle Eastern	1	<1
Title Literature Audience (N = 63)		
Children's and Young Adult	26	41
Adult	37	58
Title Genre (N = 63)		
Poetry	6	10
Fiction	28	45
Historical Fiction	2	3
Science Fiction	3	5
Nonfiction	7	11
Memoir/Autobiography	4	6
Play	8	13

Fantasy	2	3
Short Story	2	3
Satire	1	2
Top Authors ^a		
William Shakespeare	8	
Langston Hughes	6	
Amy Tan	6	
Lorraine Hansberry	5	
Alice Walker	5	
John Steinbeck	4	
F. Scott Fitzgerald	4	
Zora Neale Hurston	4	
Toni Morrison	4	
Angie Thomas	4	
Top Book Titles ^a		
Of Mice and Men	3	
Lord of the Flies	3	
Fences	3	
The Watson's Go to Birmingham	3	

Note. ^a Percentage for top authors and top book titles was not calculated because the data shows frequency and it was not necessary to show the percentage of teachers who noted the titles.

Teachers listed 63 frequently used titles in classrooms. Among them, 41% were written for children and young adults while 59% were written for adult audiences. Among the texts most used within the past three years as noted by teachers, fiction (45%) was overwhelming the most popular genre followed by plays (13%) and poetry (10%). The least popular were satire, short stories, fantasy, and historical fiction.

Among the 63 listed titles, the oldest adult text besides *Beowulf* and *The Odyssey* (which was taken out so as to not skew the data), was *Romeo and Juliet* listed twice by teachers in the study and first published in 1957. The most recent adult title was *The Only Good Indians*, an adult novel by Stephen Graham Jones and published in 2020 and noted by one teacher. The oldest middle grade and young adult novel was William Golding's *Lord of the Flies* (1954) and the most recent was Jewell Parker Rhodes' *Ghost Boys* (2018). The average publication date for

adult books was 1964, 2001 for children's, middle grade, and young adult books, and 1953 for all listed books.

Teacher Approaches to Integrating Diverse Literature and Rationale

This next section explains teacher approaches to integrating diverse literature based (item 27) as well as the follow-up and open-ended items on teachers' diverse literature selection process.

Table 7 shows the percentage of diverse literature compared to the overall curriculum noted by teachers as well as how teachers decide what diverse texts to use in class. Teachers from all three school districts had varying answers to what percentage of their literature includes diverse voices from 10 to 100%. Teachers predominately used English department/team lists, literature they've personally read, and district lists to determine which literature to use in their classrooms. Teachers also noted the following factors in their write-in responses: award winners, texts that are representative of student cultures, professional development suggestions, reading levels, selections from past Advanced Placement exams, student recommendations, what is available, social media, and books from diverse books research.

Table 7

Teacher Diverse Literature Statistics and Rationale

Teacher Diverse Literature Statistics and Rationale	N	%
Percent of Diverse Literature in Overall Curriculum		
0-20	2	5.4
21-40	10	27
41-50	3	13
51-60	3	8
61-80	10	27
81-100	9	24
How Teachers Decide Which Literature to Use in Class		
Bestsellers	13	35
Word of Mouth	14	38
District Lists	17	46
Literature teachers have personally read	20	54

Teachers were asked to rank how they used diverse literature according to the four approaches (see Table 8). The rankings were derived from Bank's (1993) approaches to curriculum and instruction with the first, a *heroes to holidays* or contribution approach used primarily during holidays and heritage months. The last category is the most critical, what Banks calls the social action approach.

Table 8

Teacher Ranking of Approaches to Using Diverse Literature

Rank	Use Type	N	%
1	I use diverse literature so students can learn about different American experiences.	23	65.7
2	I use diverse literature so students can learn and take action to promote social justice.	6	15.8
3	I use diverse literature to supplement non-diverse readings.	4	11.4
4	I use diverse literature mostly during heritage observation months (e.g., Black History Month, Asian Pacific American History Month).	2	5.7

Teacher approaches to using diverse literature is measured by how teachers use DL towards critical literacy and how they make curricular decisions around DL. Teacher approaches to DL was examined through the survey through scale and open-ended responses. First, item number 27 asked teachers to rank their use of diverse literature according to Banks' (1993) approaches to curriculum and instruction to measure teaching towards critical literacy. Second, teachers were asked to provide an example of how they integrated diverse literature through an open-ended response that were coded according to Banks' four approaches. Teacher were also asked about their curricular decisions in how they selected diverse literature, what percentage of their overall literature was diverse, whether they would change their current literature, and

reasons prohibiting more diverse literature use. The findings are presented below and will be discussed further in chapter five.

The results showed that teachers are moving away from the contributions approach and towards the third approach, which initially was written to capture Banks' transformative approach to education where teachers change the curriculum and use curricula to help students engage in critical literacy, in analyzing multicultural perspectives, the knowledge construction process, and examine their own beliefs. However, the way the item is written does not measure that construct. Still, it appears that most teachers are operating at this level and fewer are engaging in teaching towards social justice.

Teacher Examples of Integrating Diverse Literature

Teachers were asked to provide an example of how they have integrated diverse literature in their teaching through an open-ended response. The responses were coded in NVivo according to the Banks' (1993) four approaches to curriculum and instruction and are shown in Table 9. Only one teacher explicitly mentioned using diverse literature for "Black history month, Asian heritage month etc. to highlight diverse authors." Twelve teachers described using literature with an additive approach in supplementing their existing non-diverse curriculum with diverse literature.

Table 9

Teacher Integration Approaches (N = 36)

Approaches	N	%
Contributions	1	3
Additive	12	38
Transformative	14	44
Social Justice	0	0
Other	5	16

One teacher supplemented using book talks: “Class novels are determined by district. Include diverse literature in my classroom and incorporate it via book talks.” Another used articles and videos: “I am able to supplement the books that we are required to read in class with outside materials, so as much as I can, I try to bring in articles and videos written by and about diverse writers and speakers.” Similarly, a teacher said, “We have no leeway on our anchor texts, so I utilize supplements of poetry, art, and short stories.” Another teacher mentioned specific pieces that were added to the curriculum to be more relatable to her students.

In doing a poetry unit this year, we chose to focus on adding in more diverse literature by adding "Afro-Latina" by Elizabeth Acevedo and "The Rose that Grew from Concrete" by Tupac. Students loved both pieces because they felt like they could relate more to them, and we were able to have wonderful, organic discussions.

Banks’ describes the transformative category as changing the curriculum itself and using it to build critical consciousness. Therefore, examples that included student choice, pairing canonical white texts with diverse texts, and using contemporary literature to address current socio-political issues were included in the transformative category. One teacher mentioned changing their entire poetry unit: “During our poetry unit this year, we focused primarily on non-white authors - African American, Native American, Middle Eastern American, and poetry from other countries/languages translated into English.” Another teacher described changing their entire curriculum to focus on critical issues: “In deciding which texts to use in grades 6-12, [we] developed a body of literature by diverse authors that centers the BIPOC experience through its characterization, or through its themes (e.g. oppression, imperialism, colorism, etc.).” Finally, another teacher started their unit to connect to themes of racial injustice and activism: “We used

the novel *Ghost Boys* by Jewell Parker Rhodes at the beginning of the year to discuss the events of 2019-2020 and the Black Lives Matter movement.”

There were no examples of the social action approach in teacher open-ended responses. To fall into this category, the responses needed to include students taking action either in their classrooms, schools, community, or personal lives after reading the literature. However, no responses met this criterion.

An interesting theme in their responses beyond the four approaches was teachers mentioning diverse texts and only using them to teach ELA skills. One teacher wrote, “I regularly use Amy Tan's short story 'Fish Cheeks' to model annotating. Typically I try to use diverse literature in an 'unobtrusive' way- using it to support whatever TEKS I'm teaching and not building the lesson around the diversity it reflects.” This teacher actively tries not to discuss the diversity in diverse texts which in this example, is incredibly difficult to do as the theme in Tan’s “Fish Cheeks” is internalized racism. Similarly, one teacher simply mentioned, “We read *A Raisin in the Sun* to study plot and character.” Another teacher said they used diverse literature but excluded any mentioning of building cultural competence or socio-political consciousness, focusing exclusively on the standards.

I teach striving readers and they are primarily minorities. Almost every book I teach is a diverse book in some way or another. We read, we make character maps, we analyze, predict and discuss. We have a major project at the end of each book so students can synthesize what they've learned through writing or artistry.

These teachers either willfully or unconsciously use diverse literature in their class, but only for the purpose of meeting the standards and teaching ELA skills.

Teacher Option to Change or Modify the Curriculum

Teachers were also asked whether if given the option to change or modify the curriculum, they would make any changes. 57.6% of teachers said yes while 32.4% of teachers said no. Eight out of ten people of color said yes. Fifteen out of twenty-five whites said no. Two teachers did not identify their race and said yes. An independent samples t-test showed a significant difference ($p = .010$) between the teachers of color ($M = 1.20$, $SD = .422$) and white teachers ($M = 1.40$, $SD = .500$) in their decisions to change or modify the curriculum. Teachers who said they would change the curriculum listed multiple ways they would modify it (see Table 10). The top three suggestions were more diverse literature, student and teacher choice, and contemporary literature.

Table 10

Teacher Suggestions on How They Would Modify Existing Curriculum

Teacher suggestions	Times mentioned	% of teachers
More diverse literature	11	50
More student and teacher choice	6	27
More contemporary literature	6	27
More relevant and relatable literature	2	9
Shorter texts	1	4.5

More Diverse Literature.

The most common theme was diversifying the literature in terms of race, geographic setting, religion, LGBTQ voices, and general cultural diversity.

One teacher expressed the desire to see more themes around race, religion, and LGBTQ issues.

I would like to do more contemporary pieces that deal with current race, religious, LGBTQ issues. I also want to diversify selections more. I never have (and I don't know any other teachers who have) been able to cover any literature that has diversity of sexual

orientation. I would like to diversify more because these students deserve to be able to read something that they can connect to; they deserve to feel seen and understood.

Another noted a need for geographical and ethnic diversity to be more relatable for their students noting, “A lot of our texts are set in New York City and that setting is hard for kids in Texas to relate to. I wish we had a little more variety. In addition, we need more texts that embody Mexican American life for our students in Texas.”

One teacher noted how disappointed they were with the lack of perspectives in their non-fiction based class and district-mandated reliance on canonical texts.

Though my class is a non-fiction based class, there are a TON of diverse writers and perspectives that are missing from this class, and we are missing a huge opportunity to take advantage of bringing in modern social issues that are critical to help students understand the complexities and diversity of our country. For the past several years, the district has insisted on teaching Hamlet in a non-fiction class, something I have refused to do not only because it's not relevant to the course but because it is not diverse in any way. I would love to replace that unit with a book club unit that brings in student choice and voice and allows for more representation in the texts that we're reading.

Another teacher expressed it simply. “Less dead white guys - students in public schools need more exposure to diverse literature.”

More Student and Teacher Choice.

Teachers mentioned having more choice both for students and teachers. The teachers wanted the ability to select beyond the district list and more availability. They also wanted to provide more choice for students in selecting among an array of stories.

One teacher provided specific titles she wants to bring into her classroom.

I would increase the number of choice books that my students have access to on a District-Level. I would seek out books by Jhumpa Lahiri, Sandra Cisneros, Daniel Pena, Elizabeth Acevedo, as well as novels like *Homegoing*, *The Nickel Boys*, and others that would allow more students to have choice over what they read at different moments in the course. I do this through DonorsChoose.org grants and hustling to access and locate books, but this is not a focus on the district-level: getting diverse, powerful, contemporary books into the hands of students.

Another teacher explained the benefits of providing student choice. “This would also mean that students could help direct the choosing of class study texts and direct their peers towards titles, voices, and authors that they feel represent them.”

More Contemporary Literature.

Another theme was adding more contemporary pieces to teach about contemporary critical issues and show the evolving world we live in. The three teachers below express the same sentiments.

I would change the literature to contemporary titles. The books were written a long time ago and much time is devoted to building background knowledge. There is a wealth of books that would be relevant, diverse, and offer opportunities to teach the current social change movements.

Literature should change frequently because the world it reflects is constantly changing.

Literature should equip students to approach life through multiple perspectives and should be frequently updated.

Other Considerations.

Additional ways teachers said they would change the literature is by providing more relevant and relatable books beyond the district approved lists and use shorter texts instead of relying on books in order or “explore the range of human stories that exist.” Overall, the teachers expressed a desire to have more freedom in self-selecting and having student choose literature that is more contemporary, diverse, and relevant.

There were a few outliers worth mentioning. One teacher noted that it is difficult to “have this kind of classroom if students do not have a teacher who is a reader themselves.” It is unclear what the specific kind of classroom the teacher is referring to, but it is interesting that they are mentioning how some teachers who are not readers and how that may be problematic. Another teacher discussed an issue with class novels saying, “Students are given the choice to read diverse books from our classroom libraries or reading lists. We DO NOT read diverse literature as a class.” The teacher expresses concern in only having diverse literature as supplemental texts rather than part of the anchor texts used with all students.

Finally, another teacher took a colorblind, positivist approach to literature.

I would pick literature that is relevant and in line with district and state curriculum. I would never pick any piece of literature just to push a narrative, especially that is pushed because of politics. Great literature is void of political bias, void of separation of our population. Literature should show that regardless of what your look like, your lifestyle choice, if you have a disability or not, etc., that we all can find a character we identify in some way shape or form.

While this white man with 15 years of teaching experience who identified as slightly conservative believes that literature is “void of political bias,” this is simply not true. Critical

scholars would disagree as it is well known that ideologies such as political beliefs and white supremacy are reproduced through social structures such as literature and education to perpetuate cultural hegemony (Gramsci).

Teacher Barriers to Using More Diverse Literature

Teachers who said they would change the curriculum and were invited to explain why were also asked to explain if there are any barriers that prevent changes. Table 11 shows the seven major themes reported by teachers: censorship, differentiation concerns, district mandates, issues with books themselves, funding issues, parent complaints, and lack of time and resources.

Table 11

Ways teachers would change the curriculum

Teacher suggestions	Times mentioned	% of teachers
District mandates	15	71
Funding issues	6	28.6
Time and resources	3	14
Parent complaints	2	9.5
Censorship	1	5
Differentiation concerns	1	5
Issues with books	1	5

District mandates.

The biggest issue teachers had with changing their curriculum to be more diverse was district mandates. Fifteen teachers across all three districts said this was a concern.

Multiple teachers mentioned being unable to deviate from district lists.

I do not have control over whole-class novels. They are chosen from a district-provided and/or team provided list.

The district makes all decisions on books.

The course I teach has to focus a good deal on non-fiction because the AP Exam connected to it focuses on argument and non-fiction analysis. But there are very few non-fiction titles on our district list. And non-fiction to some degree becomes dated rather quickly.

Others expressed concern about the process for using new texts.

District guidelines for text selection have not been updated since the 1990s. The process is cumbersome and often stalls. It's difficult to simultaneously request new titles and plan to perhaps fall back on old titles if permissions don't come through in a timely fashion or at all.

I would love to be able to simply get a parent permission form for students to read and study newer titles together more flexibly.

It is laborious to get new texts added to our district list for whole class study.

Funding Issues.

Funding was also a concern for teachers. Teachers expressed not being able to get funding for class sets.

Accessing enough copies of the texts - if we don't have a class set, using it is a poor choice.

We can only read books that fall under district guidelines. Additionally, getting funding to buy even a class set of books is nearly impossible.

One teacher was able to buy new books through external funding.

Funding and district support. As I said, I have to ask for funds from my network to fulfill DonorsChoose.org grants to ensure that students get copies of contemporary novels from diverse authors. This year alone, I have secured copies of *The Hate U Give* by Angie Thomas, *Bang* by Daniel Pena, and *Concrete Rose* by Angie Thomas for my students solely through grants.

Another teacher mentioned funding as well as a concern that no other participant mentioned, a highly structured curriculum.

Our books are ordered by the district and we are not allowed to deviate from that list, mostly due to budget constraints but also because we have so much teacher turnover in our district that new teachers can't handle planning on their own, so we have a highly structured curriculum.

The teacher provides an interesting perspective and argues that the district lists are likely due to budget constraints as well as teacher turnover. As newer teachers join the department, they are given a highly structured curriculum because they cannot handle planning on their own.

Diverse Literature Total Score

The subconstructs protagonist diversity, OwnVoices, and themes were combined to create the variable Diverse Literature Total Score. There were no statistically significant difference in diverse literature total score and any teacher-level factors including race, years taught, political orientation, and school district. This finding is not surprising as many teachers, as will be explained further in the next major section, described not having control of their curricula and were at the mercy of district lists. For future studies, a larger participant sample size or an increase in items to measure diverse literature total score may show differences in

teacher-level factors. However, this study was conducted with the initial understanding that literature selection is not controlled by teachers and focuses on the variables TMAS and DL attitudes and their interactions with teacher-level factors which are explained next.

Research Question 2: To what extent and how do teacher-level factors impact teacher diverse literature attitudes and multicultural attitudes?

The second research question examines to what extent teacher-level factors affect teacher diverse literature attitudes and multicultural attitudes. To answer this question, first the variables teacher multicultural attitudes and diverse literature use were examined separately. Overall, the average scores for diverse literature attitudes ($M = 3.47$, $SD = .43$) and teacher multicultural attitudes ($M = 4.12$, $SD = .60$) were high.

Variation of DL Attitudes by Teacher-Level Factors

The following section shows the results of the variation of DL attitudes and TMAS by teacher-level factors: teacher race (People of Color vs. white), years taught (1-5, 6-10, 11-15, 16-20, 21-25, 26-28), political orientation (very liberal, liberal, slightly liberal, moderate, slightly conservative, very conservative) and school district (Bachmann, Morris, Chen ISD).

As shown in Table 12, there was no statistically significant difference in diverse literature attitudes between POC and white ($p = .21$). In addition, there was no statistically significant difference in years taught ($p = .45$). There was a significant difference in diverse literature attitudes between political orientation ($p = .02$). The more liberal a person identified to be, the more positive their diverse literature attitudes (Figure 1). Finally, there was also a statistically significant difference in DL attitudes and school district ($p = .01$).

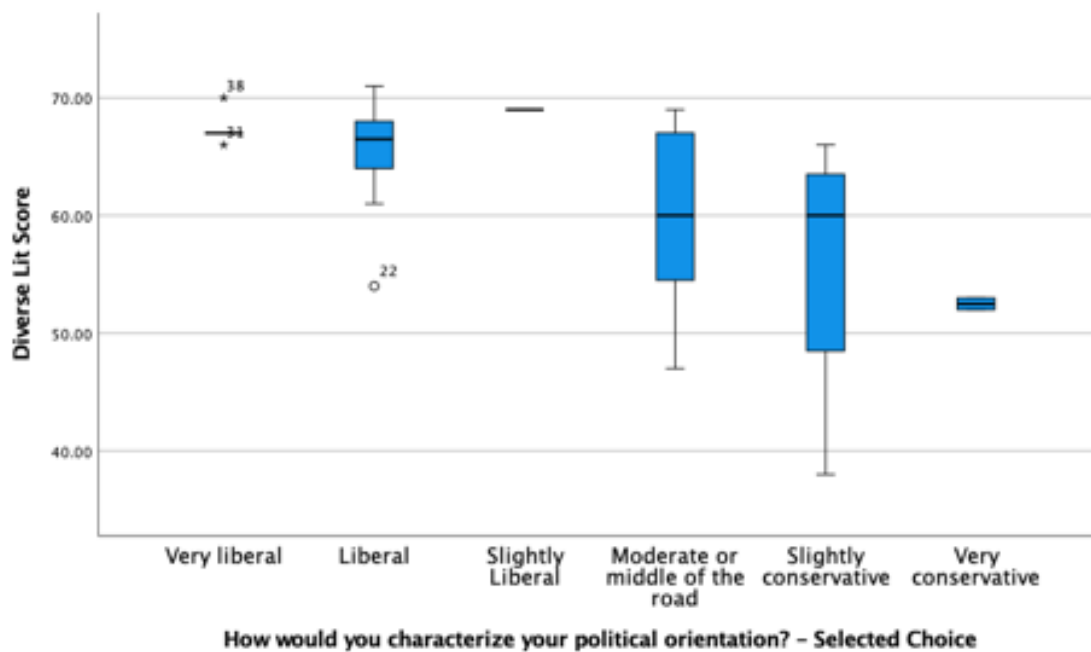
Table 12

Variation of DL Attitudes by Teacher-Level Factors

DL Attitudes by Teacher-Level Factors	M (SD) of DL Attitude	F (df)	p-value
Teacher race			
People of color (n = 11)	3.61 (.29)	1.60 (1, 34)	.21
white (n = 25)	3.41 (.47)		
Years taught			
0-5 (n = 7)	3.73 (.11)	.97 (5, 30)	.45
6-10 (n = 12)	3.42 (.45)		
11-15 (n = 7)	3.25 (.63)		
16-20 (n = 5)	3.50 (.42)		
21-25 (n = 1)	3.72		
26-28 (n = 4)	3.47 (.26)		
Political orientation			
Very liberal (n = 5)	3.74 (.08)	3.08 (5, 28)	.02
Liberal (n = 10)	3.64 (.27)		
Slightly Liberal (n = 2)	3.83 (.00)		
Moderate (n = 11)	3.34 (.44)		
Slightly Conservative (n = 4)	3.11 (.69)		
Very Conservative (n = 2)	2.92 (.04)		
School district			
Bachmann (n = 18)	3.26 (.46)	5.70 (2, 33)	.01
Morris (n = 7)	3.66 (.19)		
Chen (n = 11)	3.70 (.43)		

Figure 1

Relationship Between DL Attitudes and Political Orientation



The next step explored how teacher-level factors predicted diverse literature attitudes. Table 13 shows the results of multiple regression analyses. When the four teacher-level variables were entered in the regression model to predict DL attitudes, only political orientation was a statistically significant predictor ($p = .03$), whereas teacher race, years taught, and school district did not significantly predict DL attitudes ($ps > .05$). This multiple regression model explained 29% of variability (adjusted $R^2 = .29$).

Table 13

Results of Multiple Regression Analysis for the Diverse Literature Attitudes

	Coefficient	SE	<i>p</i> -value
Intercept	3.85	.40	.00
Teacher race	-.20	.27	.46
Years taught	-.00	.01	.48
Political orientation	-.12	.05	.03
School district	.12	.10	.28

Variation of Teacher Multicultural Attitudes by Teacher-Level Factors

In terms of variation of teacher multicultural attitudes by teacher level factors, as shown in Table 14, there was a moderate significant difference in TMAS between POC and white ($p = .059$) and no difference in years taught ($p = .27$). There was a statistically significant difference in TMAS between political orientation ($p = .00$). The more liberal a person identified to be, the more positive their teacher multicultural attitudes (Figure 2). In addition, there was also a statistically significant difference in TMAS and school district ($p = .00$).

Table 14

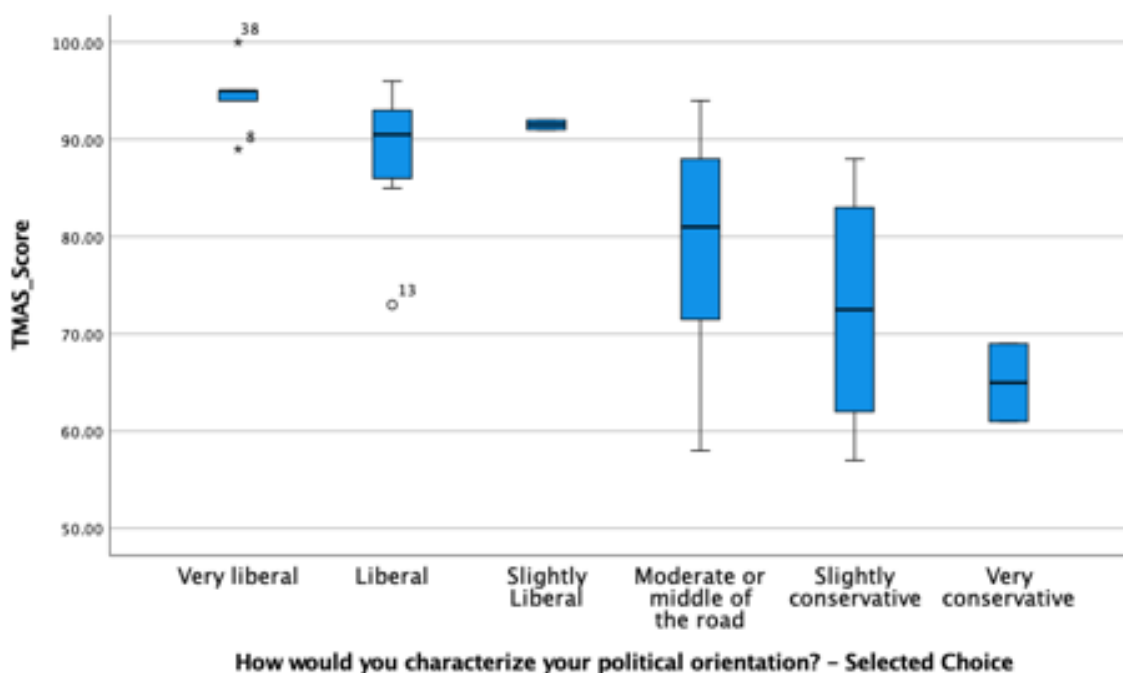
Variation of TMAS by Teacher-Level Factors

TMAS by Teacher-Level Factors	M (SD) of DL Attitude	F (df)	P-value
Teacher race			
People of color (n = 11)	4.24 (.44)	.32 (1, 34)	.06
White (n = 25)	4.12 (.66)		
Years taught			

0-5 (n = 7)	4.61 (.10)	1.34 (5, 30)	.27
6-10 (n = 12)	4.04 (.65)		
11-15 (n = 7)	4.13 (.71)		
16-20 (n = 5)	3.84 (.48)		
21-25 (n = 1)	4.55		
26-28 (n = 4)	4.16 (.10)		
Political orientation			
Very liberal (n = 5)	4.73 (.20)	5.79 (5, 28)	.00
Liberal (n = 10)	4.44 (.33)		
Slightly Liberal (n = 2)	4.58 (.04)		
Moderate (n = 11)	3.94 (.58)		
Slightly Conservative (n = 4)	3.63 (.67)		
Very Conservative (n = 2)	3.25 (.28)		
School district			
Bachmann (n = 18)	3.79 (.59)	10.94 (2, 33)	.00
Morris (n = 7)	4.51 (.25)		
Chen (n = 11)	4.54 (.34)		

Figure 2

Relationship Between TMAS and Political Orientation



The next step explored how teacher-level factors predicted teacher multicultural attitudes.

Table 15 shows the results of multiple regression analyses. When the four teacher-level variables

were entered in the regression model to predict TMAS, political orientation ($p = .00$) was the only statistically significant predictor whereas teacher race, years taught, and school district did not significantly predict TMAS ($ps > .05$). This multiple regression model explained 47% of variability (adjusted $R^2 = .47$).

Table 15

Results of Multiple Regression Analysis for Teacher Multicultural Attitudes

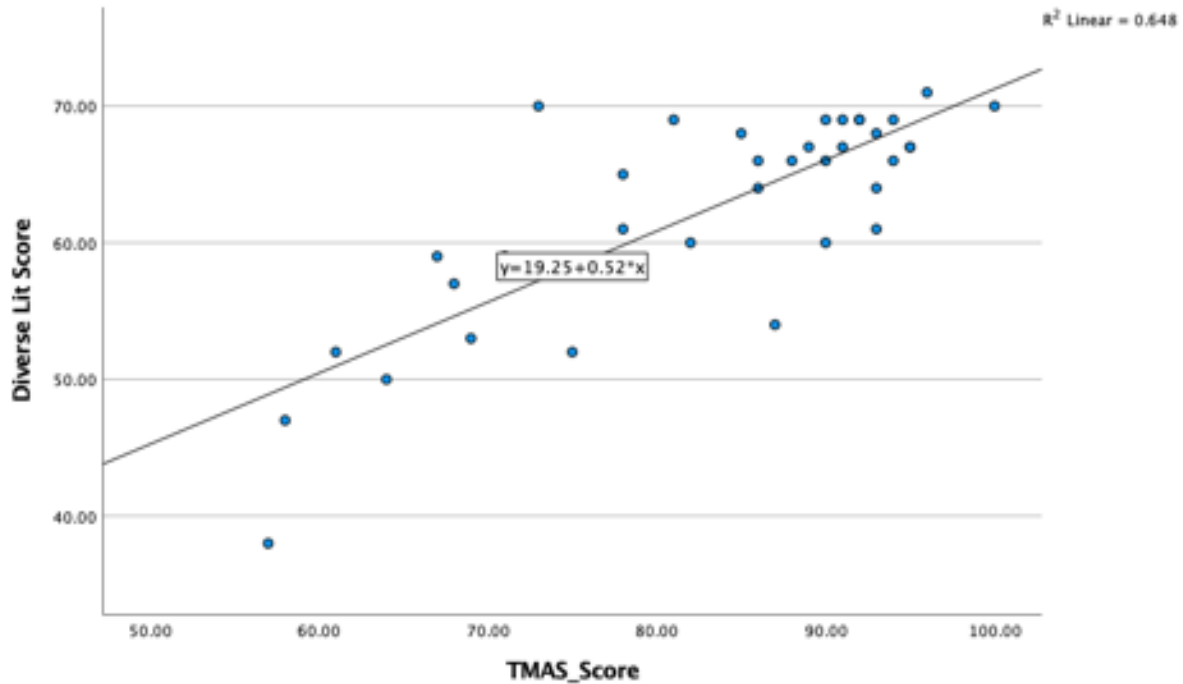
	Coefficient	SE	P-value
Intercept	4.43	.45	.00
Teacher race	.11	.17	.51
Years taught	-.01	.01	.20
Political orientation	-.21	.06	.00
School district	.20	.11	.07

Research Question 3: To what extent does teacher multicultural awareness affect diverse literature use and attitudes?

The third research question examined the relationship between TMAS and DL attitudes. A Pearson correlation coefficient was conducted to assess the relationship between TMAS and DL attitudes and resulted in a significant positive correlation between the two variables ($r = .81$, $n = 36$, $p = .00$). A scatterplot shows the positive linear relationship between the TMAS and DL attitudes (Figure 3).

Figure 3

Relationship between TMAS and DL Attitudes



The next step explored if TMAS predicted DL attitudes. Table 16 shows the results of simple regression analyses. TMAS was a statistically significant predictor of DL attitudes ($p = .00$). This multiple regression model explained 64% of variability (adjusted $R^2 = .64$).

Table 16

Results of Multiple Regression Analysis for Teacher Multicultural Attitudes

	Coefficient	SE	P-value
Intercept	1.07	.31	.001
TMAS Score	.58	.07	.000

Summary

This chapter presented the findings of the study according to research question. Research question one explored to what extent and how secondary ELA teachers integrate diverse literature in their classrooms. While teachers reported varying degrees of using diverse literature in the classroom, the analysis of reported authors and books most commonly used in class showed that with the exception of small minority of Black/African American authors, literature

in class is predominately still white, fiction, written for adults, with an average publication date of 1953. Teachers are using diverse literature towards Banks' third level, transformative approach to multicultural education, moving away from the contributions heroes to holidays approach. However, they are still not using it towards teaching for social action. There was a statistically significant difference between teachers of color who if given the change would change the existing literature compared to white teachers. The teachers who wanted to change said they would like more diversity, contemporary titles, and teacher and student choice. They cited district mandates and lack of funding as the two factors prohibiting change.

Research question two focused on teacher-level factors and their relationship with teacher diverse literature attitudes and teacher multicultural attitudes. Overall, teacher DL attitudes TMAS means were high. Political orientation was statistically significant in predicting both DL attitudes and TMAS. There was a weak difference between binary race categories (POC and white) and DL attitudes and no other relationship between the other teacher-level factors such as teacher race, grade level, and years taught and DL attitudes and TMAS. No teacher-level factors impacted DL total score.

Pearson correlation coefficient was conducted to assess the relationship between TMAS and DL attitudes and results showed a significant positive correlation between the two variables ($r = .805$, $n = 36$, $p = .000$). The more DL attitudes increased, the more TMAS increased.

In the next chapter the major findings will be discussed in detail.

Chapter V

Discussion

This study sought to examine the teacher diverse literature use in secondary ELA classrooms as well as the relationship between teacher multicultural attitudes and a new

construct, teacher diverse literature attitudes. Teachers were recruited from three school districts across Houston. 38 teachers participated in the study and completed an online survey with scale, multiple-choice, and open-ended questions from January to April 2021. Then a series of statistical analysis and qualitative coding was conducted to answer the two research questions guiding the study. A discussion of the major findings, their relevance to the literature guided by the theoretical frameworks of critical literacy and Banks' four approaches to curriculum and instruction, followed by limitations, recommendations for future research, and implications is provided below.

Teacher Diverse Literature Total Score and Booklist Descriptive Statistics

The racial diversity is improving compared to Larrick's (1965) "The All-White World of Children's Books." However, the booklist gathered for the study shows that the texts are still majority white and canonical such as *The Great Gatsby*, *To Kill a Mockingbird*, and *Lord of the Flies*, reported in studies across decades (Applebee, 1989; Stallworth, 2006; Glaws, 2021). The literature used in secondary classrooms reported in the study is predominately fiction (45%) written for adults (58%) by white authors (59%) with an average publication date of 1953 excluding outliers like *Beowulf* and Homer's *The Odyssey*. Contemporary children's and young adult fiction was severely lacking in the list.

100% of teachers, however, using Black OwnVoices literature. Black authors constituted 30% of the literature reported in the booklist. Six of the ten most mentioned authors in the booklist were Black and include canonical stories written by Toni Morrison and Alice Walker to more contemporary young adult writer Angie Thomas.

While there is an increase in the integration of Black authors into secondary ELA classrooms, other diverse voices are still being excluded. Black and white authors wrote 77% of

the booklist reported by teachers. While 100% of teachers said they used Black OwnVoices literature, only 28% noted using stories by authors with disabilities, 28% Indigenous/Native/First Nations authors, and 24% LGBTQIA authors. There must be more conversation about what we mean by diverse literature. If teachers belief diverse to mean race, they are still not using racially diverse texts by focusing on Black authors.

There also needs to be more discussion about the content and themes within literature. The most popular themes in the literature were those that reflect some of your students diverse cultures and heritages (95%) and explore socioeconomic backgrounds (89%). Texts that explore religious diversity (54%) and address current socio-political issues (e.g. police brutality, immigration) (73%) were used the least. However, literature that addresses discrimination was reported to be used by 89% of teachers. It is interesting that 89% of teachers believed the literature addresses bullying but only 73% believed the literature addresses current sociopolitical issues. It would be worthwhile for future studies to understand what teachers mean by discrimination if it is unrelated to sociopolitical issues such as racism. Is racism not a form of discrimination? Do they not think racism is not related to social and political factors?

Teacher Approaches to Using DL

The lower percentage of teachers using literature that addresses current socio-political issues is not surprising considering there were not any teacher examples of integration diverse literature that were categorized as teaching for social justice according to Banks' four approaches to curriculum and integration. Overall, teachers are moving away from the heroes to holidays contributions approach to integrating diverse literature throughout the year beyond heritage months. Most are using diverse literature either to supplement non-diverse curriculum or replacing canonical texts altogether, but they are not teaching towards social justice. For

example, while teachers mentioned using literature to understand and discuss the current events such as the Black Lives Matter movement, there was no mentioning of students using this information to taking action to change their environments. It would be valuable to know why this is the case. The study surveyed teachers' barriers to integrating diverse literature, but did not delve into the approaches teachers use and why they use them. Perhaps it is because teachers themselves are not active in their communities and unaware of the different ways to be advocates for social justice. Measuring teacher civic engagement and teacher activism, which was beyond the scope of this study, in relation to the four approaches and using diverse literature would be powerful.

Additionally, a few teachers mentioned using diverse literature but explicitly chose not to engage with it critically or did so by omission. One teacher explained their whitewashed teaching of Amy Tan's work: "I regularly use Amy Tan's short story "Fish Cheeks" to model annotating. Typically I try to use diverse literature in an "unobtrusive" way- using it to support whatever TEKS I'm teaching and not building the lesson around the diversity it reflects."

It is interesting and rather offensive to me as an Asian American that this teacher actively tries to teach "Fish Cheeks" in an "unobtrusive" way. The entire theme around the short story is that of internalized racism that Tan faces as a child at a Christmas family dinner where Robert, a white boy and her crush is invited to her home. In a time when America is facing a reckoning with its racist past and present, this teacher elects not to discuss racism, thereby committing a deep disservice to their students, especially their Asian and Asian American students.

Political Orientation and Teacher Diverse Literature Attitudes

A major finding in the study that has been rarely discussed in other studies related to diverse literature is how political orientation was a statistically significant in predicting teacher

DL attitudes. The more liberal a teacher identified to be, the higher their DL attitudes. This finding is not surprising as teaching is an inherently political act and those with conservative beliefs meant to conserve existing hierarchies such as white supremacy would be more reluctant to embrace diverse literature that challenges existing norms and promotes inclusion. The white male teacher of 15 years who identified as slightly conservative and had the lowest DL attitude score of 2.11 and the lowest TMAS score of 2.85 is a prime example. As noted earlier in the chapter four findings, he said:

I would pick literature that is relevant and in line with district and state curriculum. I would never pick any piece of literature just to push a narrative, especially that is pushed because of politics. Great literature is void of political bias, void of separation of our population. Literature should show that regardless of what your look like, your lifestyle choice, if you have a disability or not, etc., that we all can find a character we identify in some way shape or form.

This teacher failed to provide examples of texts or authors he used in class and also did not complete the responses for the teacher diverse literature total score, so it is unclear what types of diverse literature, if it all, he uses in his class. What is clear, however, is that the teacher has adopted a whitewashed approach to literature in believing that great literature is void of political bias and does not separate our population. The issue is that what is often perceived as great literature in U.S. classrooms is the Western canon which has been pervasive in secondary ELA classrooms since at least 1980s (Applebee, 1989). It is literature written by white men that push political and sociopolitical ideas of capitalism, individualism, Christianity, colonialism, heterosexuality, patriarchy, ableism, and white supremacy. Then in repeatedly using these texts in classrooms, teachers separate our population further by reinforcing these ideals that exclude

the experiences of queer, disabled, Muslim, and students of color. As Freire explained, “education *is* politics, it is never neutral. When try to be neutral, like Pilate, we support the dominant ideology. Not being neutral, education must be either liberating or domesticating” (p. 17).

Political Orientation and Teacher Multicultural Attitudes

Political orientation was also the sole teacher-level factor that predicted TMAS ($p = .00$). Just as political orientation predicted DL attitudes, it is not surprisingly that political orientation predicted TMAS. The Teacher Multicultural Attitudes Survey asked teachers to agree with ideas such as valuing multicultural awareness training for teachers, believing that a teacher needs to be aware of cultural differences to be effective, feeling responsibility for being aware of students’ cultural backgrounds and encouraging pride in one’s culture. The teacher mentioned earlier that believed that “great literature is void of political bias and does not separate our population” and identified as slightly conservative, somewhat agreed with item 47, “Teaching students about cultural diversity will only create conflict in the classroom,” and item 42, “Students should learn to communicate in English only,” and strongly agreed with item 30 “Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers.” If the teacher prefers not to discuss cultural diversity, advocates for English-only education, and believes that there is too much emphasis placed on multicultural awareness, it is difficult to assume anything else except that the teacher supports white supremacy and keeping the status quo. So, while the teacher strongly agreed with item 1, “I find the idea of teaching a culturally diverse group rewarding,” it appears that the actual culture of the students is not relevant, which is the antithesis of culturally responsive teaching and critical pedagogy.

Teacher Multicultural Attitudes Predicts DL Attitudes

A major point of inquiry in this study was whether teacher multicultural attitudes could predict DL attitudes. A Pearson correlation coefficient was conducted and resulted in a significant positive correlation between TMAS and DL Attitudes ($p = .00$). Analyzing further, a simple regression analyses showed that TMAS statistically significantly predicts DL attitudes ($p = .00$). While DL attitudes did not correlate or predict teacher diverse literature total score for a variety of reasons likely including a small sample size, small item number for the construct, and limitations placed on teacher (explained in the next section), it is still a significant finding in that teacher multicultural attitudes predict DL attitudes. Teachers with high multicultural attitudes have higher diverse literature attitudes. Teachers with high multicultural strongly disagreed with item 6, “It is appropriate to ban or censor some diverse literature to protect children,” and item 6, “Requiring teachers to teach diverse literature is unfair.” These teachers believe that students deserve the truth and are capable of critically engaging in dialogue. They believe diverse literature is essential and must be taught in schools. The two items together remind me of the fear many teachers, including many of my own students, have expressed about discussing racism with young students. However, if students can experience it, then they can and should talk about it. Not talking about it only harms students of color and shelters white students.

Race as a Factor in Teacher Decision to Change Existing Literature

While political orientation was the only factor statistically significant in predicting DL attitudes and TMAS, race was a factor in which teachers said they would change or modify their existing curricula if provided an opportunity. While a majority of teachers said they would change or modify their existing curricula, 32.4% of teachers said they would not. There was a significant difference ($p = .010$) between the teachers of color (80%) and white teachers (60%)

who said they would change the curriculum. Race (POC vs white) was the only significant factor among all variables including years taught, political orientation, and school district. Essentially, white teachers were more reluctant to change the curricula. While it would be easy to blame white supremacy, which likely plays a major role, other barriers may be teacher unfamiliarity with diverse literature beyond Eurocentric perspectives, reliance on teaching the way they were taught, and an over reliance on existing curricula (Stallworth et al., 2006).

Teacher Diverse Literature Use Wish List and Barriers to Change

A majority of teachers (67.6%) said if provided the option to change or modify the curriculum, they would. The major barriers to changing the curriculum were district mandates and funding issues. Unlike Glaws' (2021) study which found that a very small percentage of teachers did not have control over their curriculum, among the teachers who said they would change the curriculum, (71%) said that district mandates were a hindrance, suggesting that they do not have control over the texts selected for instruction. Another issue was funding. Even though some teachers wanted to change their curriculum, with 50% of teachers mentioning they wanted more diverse literature, they were at the mercy of funding from the school district or took initiative to find support themselves through crowdsourcing such as through Donors Choose. Curiously, one teacher explained how lack of funding is correlated to a highly structured curriculum.

Our books are ordered by the district and we are not allowed to deviate from that list, mostly due to budget constraints but also because we have so much teacher turnover in our district that new teachers can't handle planning on their own, so we have a highly structured curriculum.

There are multiple assumptions to consider in the teacher's response. First is the issue of not being able to deviate from the set curriculum that is likely controlled by specialists or other administrators who are apparently still advocating for stories by and about cisgender, white, heterosexual, middle-class, men that is not representative of the population of students in public schools across the United States, and especially not in the three school districts that were surveyed. Second, the teacher theorizes that the strict district lists have led to a highly structured curriculum. Structured curriculum, especially scripted curriculums, have been critiqued for being inequitable, outdated, not culturally responsive, and antidemocratic (Chapman & Elbaum, 2021; Demko, 2010; Fitz & Nikolaidis, 2020). Third, the teacher suggests that new teachers cannot handle planning on their own. While novice teachers naturally struggle and have a steep learning curve, whether they need highly structured curriculum or worse, scripted curriculum is up for fierce debate.

Limitations

This study has several limitations. As mentioned earlier, a major limitation in the study was the small sample size likely due to various factors out of the researcher's control such as the COVID-19 pandemic and winter storm Uri. Therefore, exploratory factorial analysis could not be conducted with the small number of participants. In addition, the existing data is small and not as generalizable as it could have been with a larger sample size. Another factor is that how only Morris ISD teachers had the gift card as incentive to complete the survey. Teachers in the other districts completed the survey from their own goodwill which may have impacted the types of teachers willing to participate. They may naturally have been teachers who are interested in diverse literature and disappointed with their current literature curricula. Further, this survey relies on self-reported measure that may be biased. Teachers also were not required to answer all

the questions. This may have skewed the data. Finally, this data was collected during the COVID-19 pandemic where teachers in all three districts compared to the rest of the nation, had to start in-person teaching without vaccinations. Teachers may have been under great stress and may have rushed the survey or not provided accurate information of their curricula as many districts have changed their instruction altogether to online, remediation, or scripted curriculum. Suggestions for future improvements is discussed next.

Recommendations for Future Research

Survey Improvements

There are multiple ways the survey could be improved. First, item 19, “List up to 10 authors or literature titles you have frequently included in your teaching within the past 3 years,” should be phrased to encompass all literature, whether diverse or not so as to not confuse teachers. For example, one participant only listed Black authors which is encouraging, but perhaps not the most frequently used titles they used in the past three years.

Second, the last two categories in item 22 which asks about themes and demographics should be changed. Instead of “literature that address discrimination,” it should be “literature that address bullying.” Then racism should be added to the next category to read “literature that address current socio-political issues (e.g., police brutality, immigration, racism).”

Third, for item 25, “If you had the option, would you change or modify the types of books you use in class,” there should be an option for participants to explain why they would not change it for those that select so. It would be valuable to learn why teachers would choose not to change the literature and compare it to why teacher would choose to change it.

Fourth, for item 26, “Please describe one example of how you have integrated diverse literature in your teaching,” it should be rephrased to emphasize an example that teachers are

proud of. Many of the examples were generic and if this is to be used to measure the criticality of teacher diverse literature use, the item is to aim for such.

Fifth, for item 27, “Rank the ways in which you use diverse literature in your course from most often to least often,” the second and third levels should be reworded. For the second level, instead of “I use diverse literature to supplement non-diverse readings,” there needs to be an emphasis on supplementing throughout the year to build cultural competence or learn about other cultures. For the third level, instead of “I use diverse literature so students can learn about different American experiences,” it should mention how the curriculum itself includes diverse literature as standard or anchor texts in order to build socio-political consciousness or learn about social and political issues.

Finally, though this study utilizes the Teacher Multicultural Attitudes Survey (TMAS), it may be worth using a different scale to measure teacher multicultural attitudes or a combination of scales to develop a new construct to measure teacher cultural competence or attitudes needed to be successful in classrooms. New instruments are being developed every year and it may be worth using a more contemporary scale even if it is not validated, that may be a better fit and more up to date on existing theoretical paradigms.

Methodological Improvements

This study relied on self-reported data which can be bias and limiting. To improve reliability, additional studies can examine the scope and sequence of texts (Pesterfield 2019; Massaro, 2020) used in classrooms and compare it to teacher reported most frequently used texts. In addition, follow-up interviews would help tell the full story in understanding teacher hesitations to integrating diverse literature, the extent to which they use diverse literature towards critical literacy, and teacher understanding of diverse literature. Finally, this study focuses on the

perspectives of teachers. Gathering data from students would be valuable in measuring the extent to which the teacher successfully uses diverse literature for critical literacy. Student surveys and qualitative data such as academic writing and personal reflections would provide a more robust picture.

Implications for Practice

There are several implications for teachers, district leaders, and teacher educators from this study. Teachers should closely examine the literature used in class to determine the extent of diversity in the selection. Lee and Low Books (2017) has a great classroom library questionnaire and Learning for Justice (2016) has a free resource of selecting diverse texts.). Teachers can diversify their curricula and find quality diverse literature through online websites such as We Need Diverse Books (2021) and the American Library Association's Youth Media Awards page (2021) that lists the children's and adolescent literature winners for the most prestigious literary awards. Teachers should also work to develop their multicultural attitudes as the research has shown that TMAS predict DL attitudes. They can attend various workshops and self-study through online resources like Learning for Justice (2021), Rethinking Schools (2021), and Facing History (2021). In order to teach for Banks' social action approach, teachers can also develop further as activists themselves and take action to support their communities through organizations like Houston Against Hate (2021), Asians American Advancing Justice (2021), and Black Lives Matter (2021). Further, teachers can engage parents in reading and discussing diverse literature with their children by providing students books to take home and share with their families and workshops for teachers on how to read with students.

District leaders should reconsider the diversity in the district lists teachers are required to choose from. This study shows that the literature teachers use in schools are not racially diverse.

Black and white authors constituted 77% of the literature mentioned. Indigenous/Native/First Nations, Middle Eastern, LGBTQIA, and people with disabilities perspectives are sorely lacking. In addition, the booklist was also 44% fiction. Fantasy, science fiction, and memoir/autobiographies are underrepresented in the curricula. The literature is also dated, with the average publication date of 1953 with 59% of the literature written for adult audiences. Teachers want more diverse, contemporary literature and more choice for students and teachers. The process to request books needs to be less bureaucratic and teachers need more funding. Further, if teachers are to update curricula, they need more time and resources to create new units. Teacher educators can support in this effort.

Teacher educators can consider actively working with teachers in their community districts to support initiatives to diversity the curricula. They can provide workshops on selecting texts, creating culturally responsive using the texts for critical literacy, as well as bringing in experts to conduct diversity, equity, and inclusion training to increase teacher multicultural attitudes as they are correlated to diverse literature attitudes. Teacher educators can also work within their pre-service preparation programs to provide courses on diverse literature so future teachers enter classrooms with comprehensive knowledge of contemporary diverse literature, ways to use them towards critical literacy, and even further ways to disrupt existing canonical non-diverse texts.

Conclusion

This study sought to examine the relationship between teacher diverse literature attitudes, teacher multicultural attitudes, and teacher-level factors. The research was conducted across approximately seven months during a pandemic, presidential election, attempted coup on our Capitol, resurgence of Asian American violence, continuing brutality against Black Americans,

and catastrophic winter storm that likely affected data collection. Still, the results are promising in that the new construct, teacher diverse literature attitudes is significantly correlated with teacher multicultural attitudes. I plan to scale up the study in collaboration with leading children's and young adult literature scholars taking into consideration the recommendations for future research to hopefully create a validated survey that teachers, teacher educators, and districts can use to initiate critical conversation around integrating diverse literature in their curricula to teach towards critical literacy. Ultimately, the data shows that the literature we use in secondary ELA classrooms is still very white. It's getting more diverse, but we still have a long way to go. Black authors are leading the way. We're moving away from the heroes to holidays approach to more conscious supplemental, and even transformative teaching, electing to use diverse literature instead of the canon. More teachers are also using young adult literature, which is promising. Political orientation was the sole teacher-level factor predicting DL attitudes and TMAS. It's time to bring politics into education. It has always been there, but we have pretended as though it isn't. However, as Freire argued, education is never neutral, and we are not neutral beings.

We do have the duty not to hide our choice. Students have the right to know what our political dream is. They are free to accept it, reject it, or modify it. Our task is not to impose our dreams on them, but to challenge them to have their own dreams, to define their choices, not just to uncritically assume them. (18)

As English Language Arts, and in fact, all teachers, our task is to help students develop critical thinking, reading, and writing skills, and in the case for ELA teachers, we get the privilege and honor of using diverse literature to guide the way, for books really are windows, mirrors, and sliding glass doors.

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Appendix A

Teacher Diverse Literature Use and Attitudes Survey

Please respond to all items in the survey. Remember, there are no right or wrong answers. The survey is anonymous.

Diverse literature for the purposes of this study is defined as *all diverse experiences, including (but not limited to) LGBTQIA, Native, people of color, gender diversity, people with disabilities, and ethnic, cultural, and religious minorities.*

This first section asks about your personal beliefs about diverse literature.

Item	1- Strongly disagree	2- Somewhat disagree	3- Somewhat agree	4- Strongly Agree
1. It is important for children to study diverse literature.				
2. It is appropriate to ban or censor some diverse literature to protect children.				
3. Reading diverse literature can help foster respect along lines of difference.				
4. Students can build positive self-esteem by seeing themselves in diverse literature.				
5. Diverse literature is under-represented in middle/high school required readings.				
6. Requiring teachers to teach diverse literature is unfair.				
7. Diverse literature can be harmful and trigger bad memories for students.				
8. Diverse literature can increase student engagement with reading.				

9. It is difficult to use literacy to promote social justice without diverse literature.				
10. Diverse literature facilitates understanding of different perspectives.				
11. The themes in diverse literature are inappropriate for middle/high school students.				
12. Diverse literature is more relevant for middle/high than elementary students.				
13. Teaching diverse literature is an attempt at political correctness.				
14. Reading diverse literature should be required for all students in U.S. schools.				
15. Diverse literature is only relevant for teachers with who teach students of color.				
16. Contemporary diverse literature should replace non-diverse required readings.				
17. Reading diverse literature can increase awareness about important social issues.				
18. Diverse literature can expose students to topics that cause unnecessary stress or worry.				

This next section asks about the literature you use in your teaching.

19. List up to 10 authors or literature titles you have frequently included in your teaching within the past 3 years.

20. What types of diversity are present in the literature you use in your course? (Select all that apply)

21. Story protagonist diversity

- ☐ Main characters who are Native/Indigenous/First Nations, Black/African American, Latinx, and Asian American, or people of color
- ☐ Main characters who are LGBTQIA (lesbian, gay, bisexual, transgender, queer, intersex, asexual)
- ☐ Main characters with disabilities
- ☐ Main characters with religious diversity (ex: Jewish, Muslim, Buddhist, Hindu)

22. Stories written with insider knowledge (OwnVoices authors)

- ☐ Literature written by and about Native/Indigenous people
- ☐ Literature written by and about Black/African Americans
- ☐ Literature written by and about Latinx people
- ☐ Literature written by and about Asian Americans
- ☐ Literature written by and about LGBTQIA people
- ☐ Literature written by and about people with disabilities
- ☐ Literature written by and about people with religious diversity

23. Themes and demographics

- ☐ Literature featuring a range of family structures and configurations
- ☐ Literature that reflect some your students' diverse cultures and heritages
- ☐ Literature that explore different socioeconomic backgrounds
- ☐ Literature that explore religious diversity

24. Multilingual features

- ☐ Literature that is written in or include languages other than English

25. What percentage of the overall literature in your course in the past 3 years has been diverse literature?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

26. How do you decide which literature to use in class? (Select and rank all that apply)

- ☐ Best-sellers

- ☐ Word of mouth
- ☐ District lists
- ☐ English department/ English team lists
- ☐ Literature you've personally read
- ☐ Online recommendations
 - Source(s): _____
- ☐ N/A

This next section asks about the literature you use in teaching.

When selecting diverse literature for your course, how often do you prioritize literature that include the following themes?

Item	1- Never	2- Sometimes	3- About Half of the Time	4- Most of the Time	5- Always
27. Literature that include diverse characters, even if they are not main characters					
28. Literature that show distinctive experiences of cultural groups in the U.S. and abroad					
29. Literature that address racism and discrimination					
30. Literature that provide differing views from the mainstream (e.g. cisgender, heterosexual, nuclear family, predominately white, middle to upper class)					
31. Literature that address current socio-political issues (e.g. police brutality, immigration)					

Note the degree to which you agree or disagree with the following statements about your diverse literature use.

Item	1- Strongly disagree	2- Disagree	3- Agree	4- Strongly Agree
32. I use diverse literature mostly during heritage observation months (e.g. Black History Month, Asian Pacific American History Month).				
33. I use diverse literature to supplement non-diverse required readings.				
34. I use diverse literature so students can learn about different American experiences.				
35. I use diverse literature so students can learn and take action to promote social justice.				

This next section asks about your teaching beliefs and practices.

Item	1- Strongly disagree	2- Disagree	3- Neither disagree nor agree	4- Agree	5- Strongly Agree
36. I find the idea of teaching a culturally diverse group rewarding.					
37. Teaching methods need to be adapted to meet the needs of a culturally diverse student group.					
38. Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers.					
39. Teachers have the responsibility to be aware of their students' cultural backgrounds.					

40. It is the teacher's responsibility to invite extended family members (e.g., cousins, grandparents, godparents, etc.) to attend parent-teacher conferences.					
41. It is not the teacher's responsibility to encourage pride in one's culture.					
42. As classrooms become more culturally diverse, the teacher's job becomes increasingly challenging.					
43. I believe the teacher's role needs to be redefined to address the needs of students from culturally different backgrounds.					
44. When dealing with bilingual students, some teachers may misinterpret different communication styles as behavior problems.					

45. As classrooms become more culturally diverse, the teacher's job becomes increasingly rewarding.					
46. I can learn a great deal from students with culturally different backgrounds.					
47. Multicultural training for teachers is not necessary.					
48. In order to be an effective teacher, one needs to be aware of cultural differences present in the classroom.					

49. Multicultural awareness training can help me work more effectively with a diverse student population.					
50. Students should learn to communicate in English only.					
51. Today's curriculum gives undue importance to multiculturalism and diversity.					
52. I am aware of the diversity of cultural backgrounds of students I am/or will be working with.					
53. Regardless of the racial and ethnic make up of a classroom class, it is important for all students to be aware of multicultural diversity.					
54. Being multiculturally aware is not relevant for students.					
55. Teaching students about cultural diversity will only create conflict in the classroom.					

Demographic Questions

1. How many years of teaching experience do you have prior to this school year?
2. Do you teach primarily sheltered (classes with only ESL students) courses?
3. What grade(s) and courses do you currently teach?
4. What school district do you currently teach in?
5. What is the racial demographic of your student population?
6. What is your race?
7. What is your gender identity?
8. How would you characterize your political orientation?
9. Would you be willing to participate in a virtual follow-up interview that will last 30-45 minutes?
 - a. Please note your email for future interview contact.

Appendix B

Teacher Diverse Literature Use Subconstructs

Value DL (Importance/Relevance)

1. It is important for children to study diverse literature.
2. Diverse literature is under-represented in middle/high school required readings.
3. Reading diverse literature should be required for all students in U.S. schools.
4. Diverse literature is more relevant for middle/high than elementary students.
5. It is difficult to use literacy to promote social justice without diverse literature.
6. [RS] Diverse literature is only relevant for teachers with who teach students of color.
7. [RS] Teaching diverse literature is an attempt at political correctness.
8. Contemporary diverse literature should replace non-diverse required readings.
9. [RS] Requiring teachers to teach diverse literature is unfair.

Impact on Students (Positive/Negative)

1. Reading diverse literature can help foster respect along lines of difference.
2. Students can build positive self-esteem by seeing themselves in diverse literature.
3. Diverse literature facilitates understanding of different perspectives.
4. Reading diverse literature can increase awareness about important social issues.
5. Diverse literature can increase student engagement with reading.
6. [RS] Some diverse literature should be banned or censored to protect children.
7. [RS] Diverse literature can expose students to topics that cause unnecessary stress or worry.
8. [RS] The themes in diverse literature are inappropriate for middle/high school students.
9. [RS] Diverse literature can be harmful and trigger bad memories for students.

Appendix C

Teacher Multicultural Attitudes Survey (TMAS)

Item	1- Strongly disagree	2- Disagree	3- Neither disagree nor agree	4- Agree	5- Strongly Agree
1. I find the idea of teaching a culturally diverse group rewarding.					
2. Teaching methods need to be adapted to meet the needs of a culturally diverse student group.					
3. Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers.					
4. Teachers have the responsibility to be aware of their students' cultural backgrounds.					
5. It is the teacher's responsibility to invite extended family members (e.g., cousins, grandparents, godparents, etc.) to attend parent-teacher conferences.					
6. It is not the teacher's responsibility to encourage pride in one's culture.					
7. As classrooms become more culturally diverse, the teacher's job becomes increasingly challenging.					
8. I believe the teacher's role needs to be redefined to address the needs of students from culturally different backgrounds.					

9. When dealing with bilingual students, some teachers may misinterpret different communication styles as behavior problems.					
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10. As classrooms become more culturally diverse, the teacher's job becomes increasingly rewarding.					
11. I can learn a great deal from students with culturally different backgrounds.					
12. Multicultural training for teachers is not necessary.					
13. In order to be an effective teacher, one needs to be aware of cultural differences present in the classroom.					
14. Multicultural awareness training can help me work more effectively with a diverse student population.					
15. Students should learn to communicate in English only.					
16. Today's curriculum gives undue importance to multiculturalism and diversity.					
17. I am aware of the diversity of cultural backgrounds of students I am/or will be working with.					
18. Regardless of the racial and ethnic make up of a classroom class, it is important for all					

students to be aware of multicultural diversity.					
19. Being multiculturally aware is not relevant for students.					
20. Teaching students about cultural diversity will only create conflict in the classroom.					

Appendix D

Final Survey Teacher Diverse Literature Use and Attitudes Survey

Thank you for agreeing to participate in this pilot survey. Your response will help in refining the survey for a future study. At the end of each section, you will be asked to comment about the quality of the questions.

Please respond to all items in the survey. Remember, there are no right or wrong answers. The survey is anonymous.

Diverse literature for the purposes of this study is defined as *all diverse experiences, including (but not limited to) LGBTQIA, Native, people of color, gender diversity, people with disabilities, and ethnic, cultural, and religious minorities.*

This first section asks about your personal beliefs about diverse literature.

Item	1- Strongly disagree	2- Somewhat disagree	3- Somewhat agree	4- Strongly Agree
1. It is important for children to study diverse literature.				
2. It is appropriate to ban or censor some diverse literature to protect children.				
3. Reading diverse literature can help foster respect along lines of difference.				
4. Students can build positive self-esteem by seeing themselves in diverse literature.				
5. Diverse literature is under-represented in middle/high school required readings.				
6. Requiring teachers to teach diverse literature is unfair.				
7. Diverse literature can be harmful and trigger bad memories for students.				

8. Diverse literature can increase student engagement with reading.				
9. It is difficult to use literacy to promote social justice without diverse literature.				
10. Diverse literature facilitates understanding of different perspectives.				
11. The themes in diverse literature are inappropriate for middle/high school students.				
12. Diverse literature is more relevant for middle/high than elementary students.				
13. Teaching diverse literature is an attempt at political correctness.				
14. Reading diverse literature should be required for all students in U.S. schools.				
15. Diverse literature is only relevant for teachers with who teach students of color.				
16. Contemporary diverse literature should replace non-diverse required readings.				
17. Reading diverse literature can increase awareness about important social issues.				
18. Diverse literature can expose students to topics that cause unnecessary stress or worry.				

This next section asks about the literature you use in your teaching.

19. List up to 10 authors or literature titles you have frequently included in your teaching within the past 3 years.

What types of diversity are present in the literature you use in your course? (Select all that apply)

20. Story protagonist diversity

- ☐ Main characters who are Native/Indigenous/First Nations, Black/African American, Latinx, Middle Eastern, and Asian American, or people of color
- ☐ Main characters who are LGBTQIA (lesbian, gay, bisexual, transgender, queer, intersex, asexual)
- ☐ Main characters with disabilities
- ☐ Main characters with religious diversity (ex: Jewish, Muslim, Buddhist, Hindu)

21. Stories written with insider knowledge (OwnVoices authors)

- ☐ Literature written by and about Native/Indigenous people
- ☐ Literature written by and about Black/African Americans
- ☐ Literature written by and about Latinx people
- ☐ Literature written by and about Asian Americans
- ☐ Literature written by and about Middle Eastern people
- ☐ Literature written by and about LGBTQIA people
- ☐ Literature written by and about people with disabilities
- ☐ Literature written by and about people with religious diversity

22. Themes and demographics

- ☐ Literature featuring a range of family structures and configurations
- ☐ Literature that reflect some of your students' diverse cultures and heritages
- ☐ Literature that explore different socioeconomic backgrounds
- ☐ Literature that explore religious diversity
- ☐ Literature that address discrimination
- ☐ Literature that address current socio-political issues (e.g. police brutality, immigration)

23. What percentage of the overall literature in your course in the past 3 years has been diverse literature?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

24. How do you decide which literature to use in class? (Select and rank all that apply)

- ☐ Best-sellers
- ☐ Word of mouth
- ☐ District lists
- ☐ English department/ English team lists
- ☐ Literature you've personally read
- ☐ Online recommendations
 - Source(s): _____
- ☐ N/A

25. If you had the option, would you change or modify the types of books you use in class?

- Yes
 - How would you change the literature? Why?
 - What, if anything, is preventing you from changing the literature?
- No

26. Please describe one example of how you have integrated diverse literature in your teaching. (Note N/A if not applicable)

27. Rank the ways in which you use diverse literature in your course from most often to least often.

I use diverse literature mostly during heritage observation months (e.g. Black History Month, Asian Pacific American History Month).

I use diverse literature to supplement non-diverse readings.

I use diverse literature so students can learn about different American experiences.

I use diverse literature so students can learn and take action to promote social justice.

Teacher Multicultural Attitudes Survey (TMAS)

Item	1- Strongly disagree	2- Disagree	3- Neither disagree nor agree	4- Agree	5- Strongly Agree
28. I find the idea of teaching a culturally diverse group rewarding.					
29. Teaching methods need to be adapted to meet the needs of a culturally diverse student group.					

30. Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers.					
31. Teachers have the responsibility to be aware of their students' cultural backgrounds.					
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45. Regardless of the racial and ethnic make up of a classroom class, it is important for all students to be aware of multicultural diversity.					
46. Being multiculturally aware is not relevant for students.					
47. Teaching students about cultural diversity will only create conflict in the classroom.					

Demographic Questions

1. How many years of teaching experience do you have prior to this school year?
2. Do you teach primarily sheltered (classes with only ESL students) courses?
3. What grade(s) and courses do you currently teach?
4. What school district do you currently teach in?

5. What was your path to teacher certification?
6. What is the racial demographic of your student population?
7. What is your race?
8. What is your gender identity?
9. How would you characterize your political orientation?