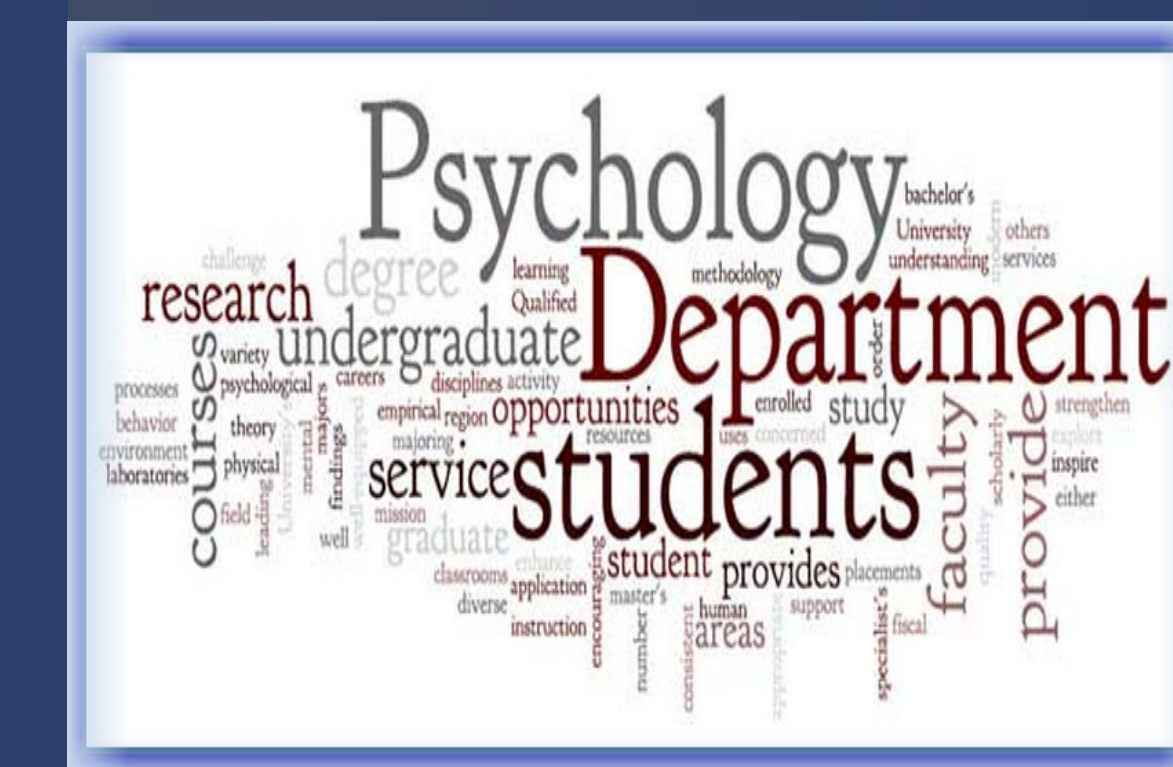# A Systematic Literature Review of Multicultural Competence Professional Development Opportunities for Teachers

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Abstract

Cultural competence is an important quality for teachers to possess. School psychologists can increase teachers' cultural competence with professional development training. A systematic literature review of the current professional development opportunities on teacher cultural competence is presented. Specific recommendations for school psychologists are provided.

Introduction

- Between 1998 and 2018 there was a 41.6% increase in the proportion of minority students enrolled in U.S. public schools, now making up over 52% of students (Hussar et al., 2020; ED, 2015).

- While the student population continues to become more diverse, the teaching population is not. As of 2018, U.S. teachers are predominantly white (79%) and female (76%) (Hussar et al., 2020).

- Cultural competence is a way for teachers to connect with their students. To be culturally competent is to have sufficient knowledge about the systems within which different individuals live and process information (Fuentes, 2019). As individuals increase their cultural competency, they decrease their biases (Cross, 2012).

- Culturally competent teachers tend to have a better understanding and communication with students and their families (Banks, 2019; Tattum & Tattum, 1992).

- Continued education for teachers in all areas, including multicultural competence, are believed to benefit students (Yoon et al., 2007).

- In a country that is becoming increasingly diverse, it is important for all teachers to be able to access education that increases their cultural competence.

- The purpose of this study is to review the multicultural competence professional development opportunities for teachers.

Method

Procedure

The researchers conducted a systematic search for articles involving training for teachers' multicultural competence. The search was conducted in the ERIC database. Keywords used in the search included "teacher," "in-service," "elementary," "multicultural competence," "cultural competence," in addition to "professional development," "workshop," or "training." Studies were included if they were published between 2000 and 2020.

The researchers then screened in the studies with the following characteristics: (a) the dependent variable was a domain of multicultural competence; (b) teachers as target participants; (c) elementary school settings; and (d) an evaluation of training effectiveness. The authors independently coded the studies.

Cohen's kappa (1960) was used to evaluate the inter-rater reliability of screening and coding. The kappa result was 0.962.
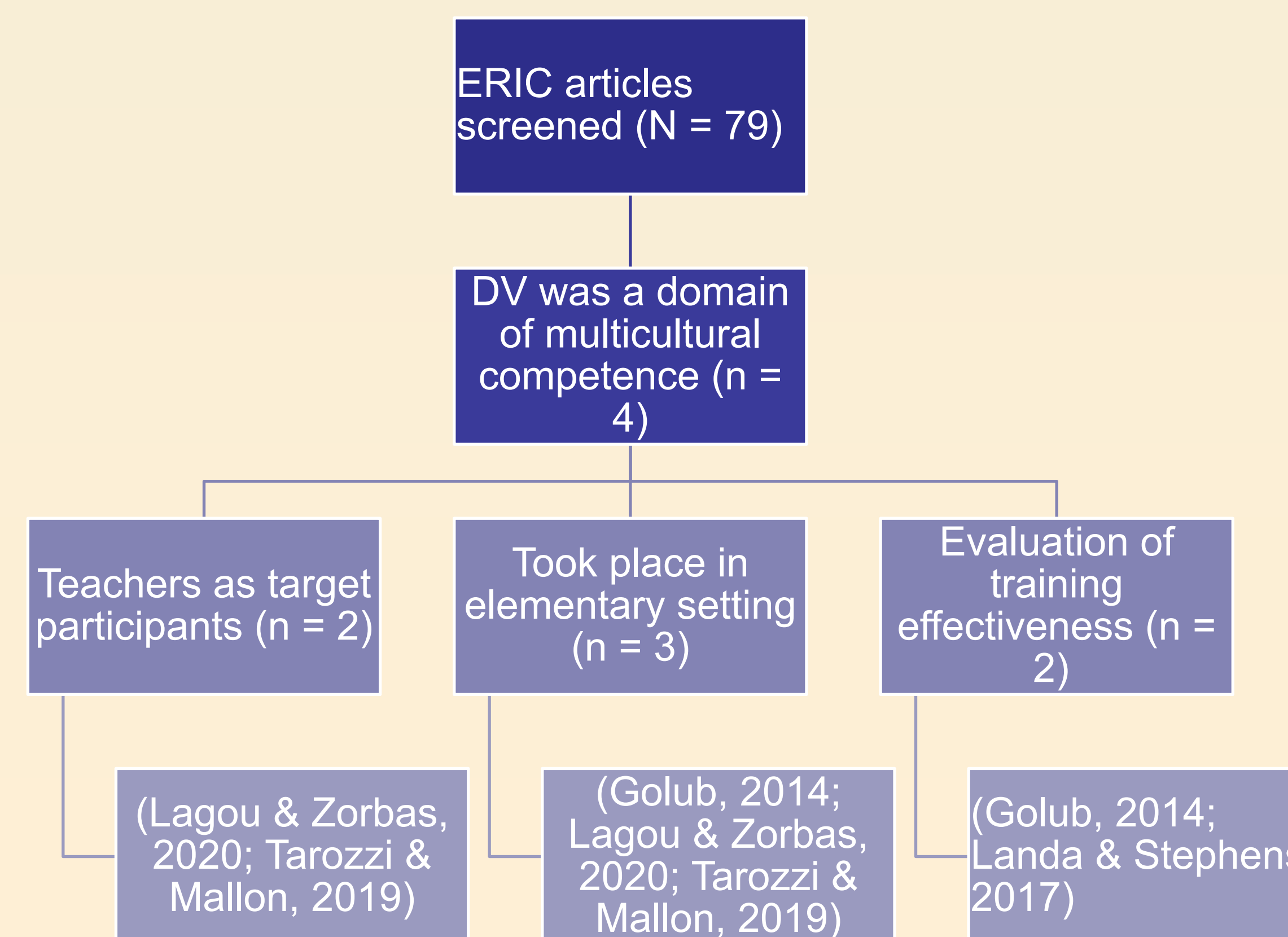
Analysis

After screening the articles, the number of articles in each criteria category was counted. First, the number of articles with a domain of multicultural competence as the DV was determined. Next, the target participant as teachers or someone else was tallied. Then, the setting of each study and type of study was counted. While screening the articles it was apparent that several studies were conducted outside of the U.S. Therefore, the number of studies from outside of the U.S. were also determined.

Next, studies that met the first screening criteria (DV) were looked at. Considering only the studies that met the first screening criteria, the other three screening criteria were reviewed. .

Results

Criteria	Number of Articles Reviewed
Total	79
Articles that met all 4 screening criteria	0
DV	
DV was a domain of multicultural competence	4
Other	75
Participants	
Teachers	48
Pre-service teachers	12
Students	14
Other	5
Setting	
Elementary setting	39
University setting	16
Other	24
Type of Study	
Evaluation of training effectiveness	22
Other	57
Location	
Studies in U.S.	28
Studies outside of U.S.	51

ERIC articles screened (N = 79) → DV was a domain of multicultural competence (n = 4) → Teachers as target participants (n = 2) [(Lagou & Zorbas, 2020; Tarozzi & Mallon, 2019)]; Took place in elementary setting (n = 3) [(Golub, 2014; Lagou & Zorbas, 2020; Tarozzi & Mallon, 2019)]; Evaluation of training effectiveness (n = 2) [(Golub, 2014; Landa & Stephens, 2017)]

Conclusions

Seventy-nine articles from ERIC were screened. Although research has shown a need for teachers to have multicultural competence, there were no articles in ERIC that met the criteria.

Previous research has yielded results meeting the screening criteria set for this search. Tucker et al., conducted a study in which teachers participated in a 6-hour workshop on effective teaching practices for culturally diverse students (2005). After completing this training teachers displayed an increase in culturally sensitive teacher self-efficacy (Tucker et al., 2005). Similarly, Flory & Wylie conducted a study in which teachers participated in 4 workshop sessions to increase their cultural competence (2019). Following completion of the workshops, teachers expressed an increase in knowledge about their students and their home communities (Flory & Wylie, 2019). Additionally, they shared that this increased knowledge influenced their teaching practices and increase their respect for their students (Flory & Wylie, 2019).

It is important to have research regarding multicultural trainings targeting teachers. Future studies may consider using other databases to broaden the search. Additional research into the efficacy of multicultural competence professional development opportunities is needed.

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