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Cultural Competence in Physical Education and Core Academic Subjects: Are There Differences?

Danielle Peruzzini
The College at Brockport

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Cultural Competence in Physical Education and Core Academic Subjects:
Are There Differences?

A Synthesis Project

Presented to the

Department of Kinesiology, Sport Studies, and Physical Education

The College at Brockport

State University of New York

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Education

(Physical Education)

by

Danielle Peruzzini

May 8, 2013

THE COLLEGE AT BROCKPORT
STATE UNIVERSITY OF NEW YORK
BROCKPORT, NEW YORK

Department of Kinesiology, Sport Studies, and Physical Education

Title of Synthesis Project: Cultural Competence in Physical Education and Core
Academic Subjects: Are There Differences?

Read and Approved by: _____
Francis M. Kozub, PhD

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Date: _____

Dr. Susan Petersen
Chairperson, Department of Kinesiology,
Sport Studies, and Physical Education

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Abstract

This synthesis studied a critical mass of literature to determine cultural competence as it pertains to physical educators training and preparation for teachers in core academic subject areas. The studies focused more on experience and teacher training in physical education as well as core academics. Contact theory was used to help identify how teacher educators should utilize more hands on experiences to better train a more culturally competent teacher, who in turn will facilitate success in future students. Results of this synthesis show that the teacher training programs need to be changed in order to create a more culturally competent teacher. Results supported the notion that many teachers are being trained in programs that are not sensitive to creating a culturally competent skill set in today's educators. This is at odds with trends in the United States that have traditionally led to increased diversity in the population. Teachers sensitive to constant changing demographics need to be culturally competent and this starts with teacher training programs.

CHAPTER 1

INTRODUCTION

This synthesis studied current research on cultural competence as it pertains to physical educator training and core academic training. Further, information will be used from a critical mass of research to determine how Physical Educators can adapt their teaching and lesson planning to reflect more current perspectives on education that is sensitive to cultural differences found in public schools across the United States. Finally, research from different disciplines will be used to determine if there are different perspectives showing up in the literature when examining findings from the core academic setting compared to the physical education contexts. This section will give background information on cultural competence as well as give the scope of the synthesis. Definitions to some commonly used words and phrases used throughout the synthesis will also be provided.

Background Information

Immigrants migrate to the United States in search of new opportunities for themselves and their families (Cho & Reich 2008). Public schooling in the United States plays an important role in shaping how all children perceive the world around them and has an impact on their adult success (Cho et al., 2008). Education becomes increasingly important and Cho and Reich (2008) indicate that sustaining a middle or working class standing is linked to educational outcomes. The Federal law established in 2001 also known as the No Child Left Behind Act says that in order to be successful in education students need to do well on standardized tests (Cho et al., 2008). Everyone will see the most increase of diversity in public schools, for example the National Center for Education Statistics was stated saying 40% of the students in the United States will be a minority (Sirin, Rogers-Sirin, & Collins 2010).

In order to be culturally competent, teachers or people in general need to have knowledge of all kinds of cultural group, also know how to work with the cultural diversity in your classrooms (Seeleman, Suurmond, & Stronks 2009). Students need teachers who are more culturally competent to achieve classroom success (Ukpokodu, 2011). There are no solutions or best practices for teaching a more diverse population (Weddington & Rhine 2006). However, questions need to be answered, and people need to be willing to change which allows for teachers to widen their philosophies and practices in the classroom (Weddington et al., 2006).

Contact Theory identified in Tripp and Sherrill (1991) as a theory useful for understanding attitude development in physical educators states that being in contact with someone whom is different will create attitude change. This theory is based more on students with special needs, but contact theory will also work well with students of different cultures and backgrounds. This synthesis will show the need for more experience with someone of a different culture. In order to improve the cultural competence of teachers and teacher candidates, the teaching must be more hands on. Contact can lead to a positive or negative attitude change (Tripp et al. 1991) in the end of this synthesis, the discussion will explain the difference contact theory has on teachers and teacher candidates.

Scope of the synthesis

This synthesis studied a critical mass of data based research to examine if a set of cultural competence are needed to better train future teachers and help current educators better adapt their teaching or their lessons to these specific cultural differences showing up in today's public schools. The results of this synthesis will hopefully better prepare future teachers who would be facing more culturally diverse students in the classroom. The purpose of this synthesis is to look at studies to determine if physical education teacher preparation programs could benefit from a

curriculum that focuses on cultural competence within gymnasium settings. Further recommendations will be developed to assist current teachers in adapting their teaching lessons to the identified cultural differences found in schools today. A few questions addresses by this synthesis are:

1. Is there evidence that exists from articles and studies to support cultural competence in physical education vs. core academics?
2. Is there a difference of how cultural competence is used or plays a role in different school settings?
3. Are teachers culturally competent?

Definitions

Cultural Competent. Understanding and being able to relate to students of vast cultures. (Harrison, Carson, & Burden 2010).

Cultural Relevant Teaching. As a teacher you will have a great understanding and respect for different cultures and backgrounds, as well as enhance students' self-esteem to show them that anyone no matter what their culture is will succeed at anything these students do (Meaney, Bohler, Kopf, Hernandez, & Scott, 2008).

Culturally Responsive Pedagogy. Providing education for students that relates to their culture or background and also helps prepare these students how to keep their own culture while adapting to society (Culp & Chepyator-Thomson, 2011).

Summary

The introductory section helps to understand the topic and brings up the questions are teachers culturally competent? Results will show that teachers need to be more culturally competent in their lessons and in teaching style due to the shift in diversity in our classrooms.

This synthesis will show whether teachers in Physical Education are more or less culturally competent than core academic teachers.

CHAPTER 2

METHODS

The methods section is developed to give details on how the articles and studies were found for this particular project. Articles were gathered for this synthesis project on cultural competence in physical education as well as general education.

All research was started using the online database which could be found on SUNY College at Brockport campus library. The articles were found off of two databases the first one that was used was EBSCO Host which is found on the main page and is a general research database. Then Education Research Complete Database was used which is where most of the articles for this synthesis were found.

When entering key words into the advanced search area, certain topics defined this synthesis such as cultural competence, physical education, and secondary level. Unfortunately, no results appeared relating to the topic using these key words. Next, secondary level was removed and just used cultural competence and physical education remained as key words. The results increased to 137. To refine the search, Full Text and Scholarly Journals was clicked, this reduced the quantity of results from 137 to 85. Out of these 85 hits, only one article was chosen, *Intercultural competence among sports and PE teachers: Theoretical foundations and empirical verification.* To widen the Physical Education results, Education was put it to give 1,256 results. Out of those 1,256, three articles were chosen. Those articles are *No Child Misunderstood: Enhancing Early Childhood Teachers' Multicultural Responsiveness to the Social Competence of Diverse Children, Cultural competence: a conceptual framework for teaching and learning,*

and Fostering Cross Cultural Competence in Preservice Teachers Through Multicultural Education Experiences. After these results, another database was used for more research.

When using the Education Research Complete Database, this particular database the key words used were cultural competence, physical education, and secondary and no hits were found. The words cultural competent and physical education teachers and came up with 28 hits. Out of those 28 articles, 3 were selected. Those two were Preparing Culturally Competent Teachers: Service-Learning and Physical Education Teacher Education, and Physical Education Teachers' Cultural Competency. Cultural sensitivity and teaching were put in and came up with 307 hits. Out of those 307 hits one article was chosen. That article is called A Measure of cultural competence as an ethical responsibility: Quick-Racial and Ethical Sensitivity Test. After collecting these articles, another set of key words was entered to refine the search. They were Cultural Competence, Teaching, and United States. One article was found with these key words, Intercultural communicative competence: exploring English Language teachers' beliefs and practices. The next set of key words entered was cultural competence, education, and strategies. Of these search results, 2 articles were found. Those two articles were The challenges of designing and implementing a cross-cultural unit of work, and Developing Teachers' Cultural Competence: One Teacher Educator's Practice of Unpacking Student Culturelessness.

In Education Research complete data base the words cultural competence and pedagogy were selected and 332 articles were found and 1 article was chosen. The Complexities of Culturally Relevant Pedagogy: A Case Study of Two Secondary Mathematics Teachers and Their ESOL Students. Specific words were typed in the which were Cultural Competence and Physical Educators and also selected peer reviewed articles, full text, and made the articles 2000 to present. 17 articles matched the topic, out of the 17 three articles were selected. Investigating the

Reciprocal Nature of Service-Learning in Physical Education Teacher Education, Service-Learning and Pre-Service Educators' Cultural Competence for Teaching: An Exploratory Study, and Physical Education Teachers' and Teacher Candidates' Attitudes Toward Cultural Pluralism. The words Cultural Competence, Teaching, and Science were then typed in. While still selecting full text, peer reviewed articles and 2000 to present in year. The database spit out 172 articles and out of the 172 articles one was chosen. *RESPECTing Culture with All Learners.*

Another article was chosen out of The Physical Educator journal and the title was *Examining the Culturally Responsive practice of Urban Primary Physical Educators.*

The criteria for which the articles were chosen or not chosen is if the articles were relevant to the topic and the articles must be published in the year 2000 to present. In order for the articles to be relevant to the topic they had to be about physical education or core academics as well as cultural competence. After not finding a lot of articles strictly on cultural competence things were changed to start looking at articles in how to create cultural competence among teachers.

CHAPTER 3

RESULTS

This section is to provide information on how to compare and contrast the concept of cultural competence in core academic subjects and physical education. The articles used in the results section are summarized below in Table 1. This section is broken up into two sections; one is going to be under Physical Education (PE) and the other under Core Academics.

TABLE 1**Article summary**

Author	Core Academics	PE	Findings
Seonhee Cho and Gabriel A. Reich. 2008	X		Teachers were mostly challenged with teaching ELL students only because of their lack of background knowledge. Lack of resources, support, and time were also an issue.
Author	Core Academics	PE	Findings
Luis Columna, John T. Foley, and Rebecca K. Lytle		X	Females were more comfortable with diversity in their classrooms as opposed to males. Females were better at implementing in their programs than males.
Author	Core Academics	PE	Findings
Brian Culp and J. Rose Chepyator-Thomson		X	Some teachers were great at giving rules when most were inconsistent when given rules, Teachers ranged from training to absolutely no training for diversity, Most teachers indicated that they used a direct form of teaching
Author	Core Academics	PE	Findings
Elizabeth Domanque and Russell Lee Carson 2008		X	The students whom were in the Service Learning part increased more in cultural competence
Author	Core Academics	PE	Findings
Christine Galvan and Melissa Parker		X	Teachers started realizing things that they have never realized before. For example that the youth aren't as bad as the area and

			different forms of teaching helped with this youth population.
Author	Core Academics	PE	Findings
Louis Harrison, Jr, Russell L. Carson, and Joe Burden Jr. 2010		X	Teachers of color are more culturally competent than their other colleagues Teachers whom have 15 years may not have ever taken a multicultural course
Author	Core Academics	PE	Findings
Jared Keengwe 2010	X		The Preservice teachers had limited experience when encountering ELL students. Many were shocked and even scared. Some teachers already formed opinions on their ELL students All Teachers said they benefited from their
Author	Core Academics	PE	Findings
Karen S. Meaney, Heidi R Bohler, Kelcie Kopf, Lesley Hernandez, and LaTosha S. Scott		X	The students have vast ranges of diversity backgrounds and exposures. Students reported that being one on one with their student made a big difference, now they understand that culture better. Knowledge and beliefs of the students changed with this one on one experience. Communication skills drastically changed knowing the child's cultural background.
Author	Core Academics	PE	Findings
Selcuk R. Sirin, Lauren Rogers-Sirin, and Brian A. Collins 2010	X	X	Study #1 The sample was culturally competent for the most part; women were more culturally sound than males who showed bias. Study #2 all participants Quick-REST scores were much higher from posttest to pretest.
Author	Core Academics	PE	Findings
Tony Johnstone Young, and Itesh Sachdev	X		Lack of teacher training can be an issue with teaching ELL.

The table above shows the authors of the articles chosen for the critical mass study. Added in the right column, are the findings for the particular studies in a brief summary. Table 2 shows how the world and the classrooms have changed throughout the years.

Table 2

Race and Ethnicity changes in the United States

Race/Ethnicity	2004-2005	2005-2006	2006-2007	Percent change from 2004 to 05-06-07
American Indian/Alaska Native	581,481	594,663	589,783	1.43
Asian/Pacific Islander	2,144,741	2,241,809	2,282,149	6.41
Hispanic	9,148,380	9,641,407	9,950,245	8.77
Black non-Hispanic	8,299,776	8,376,855	8,288,264	-.14
White non-Hispanic	27,785,147	27,755,884	27,394,435	-1.41

Note: U.S. Department of Education, Center of Statistics as cited in: (Columna, Foley, & Lytle 2010 pg. 296)

Even though this chart is slightly out dated from 2004-2007, it still gives an insight on how the classrooms have changed with respect to learner diversity. Teachers need to become more culturally competent in order to be successful and have their students become successful. Per study by Columna et al., (2010) cited Banks (1987) saying teachers fail to accommodate a classroom of diverse students because they could not provide a proper environment for students of different backgrounds. In order for students to be successful, teachers and students need to be culturally connected and understanding where their students are coming from (Harrison et al., 2010).

Physical Education

To be successful at teaching for diversity, a teacher must have the proper skill set and understand the standards required. A council in Physical Education, the National Council for accreditation of teacher education (NCATE), has placed standards just for this reason (Harrison et al., 2010). NCATE suggests that teachers, who are in college, learning to become a qualified educator, should have the experiences of working with a diverse student population (Harrison et al., 2010). When achieving a diploma Teacher candidates are not taught culturally responsive pedagogy or have never experienced diverse classrooms (Columna et al., 2010). Harrison et al., 2010 cited Cothran and Ennis (1999) saying in order to be successful as a physical educator; your curriculum should be culturally relevant

Teaching Programs/Experience

A study was conducted by Domangue and Carson (2008) to establish if physical education undergraduates whom participated in a volunteer program outside of school for young children would become more culturally competent. The students whom participated in outside activities with diverse students had to create three activities to lead and organize as well as needing to help and assist other students with their activities (Domangue et al., 2008). In Domangue et al., (2008) students whom participated in outside activities scored significantly higher on the cultural competency scale than did those who did not participate. All students increased their scores whether or not they participated in outside activities or not (Domanque et al., 2008). In this study, having taken a class and also volunteered in an outside program would both increase your cultural competence, but being more hands on than in a classroom or lecture did increase their cultural competence more (Domangue et al., 2008). Being a culturally competent teacher is very important in this day and age to become a successful teacher

(Domangue et al., 2008). These findings are consistent with Galvan and Parker (2011) who found that Teacher candidates showed improvements on their opinions of their students. Since these teacher candidates were inexperienced with diversity teacher candidates were afraid to teach these particular students of underserved (youth) (Galvan et al., 2011). These children live in rough urban neighborhoods and some of the teacher candidates linked the students to their area (Galvan et al., 2011). Thinking that the students were rough, then in turn condemned the youth before meeting these students (Galvan et al., 2011). Not only did the teacher candidates acquire knowledge from this involvement the pupils learned as well in the areas of skills, cooperation, and teamwork (Galvan et al., 2011). The youth participants improved their participation in their classrooms as well as motivation (Galvan et al., 2011). Some of the students whom participated did not take Physical Education seriously and didn't participate in their schools, but after this program the students whom didn't participate were now participating and showing a lot more teamwork skills (Galvan et al., 2011). Unfortunately what showed the most was that the teacher candidates were not properly taught content knowledge to be successful in teaching these youth participants (Galvan et al., 2011). Young and Sachdev (2011) agree with that and state themselves that there is a deficiency of teacher training. Sirin, Rogers-Sirin, and Collins (2010) agree with Galvan and show in their study that partaking in a workshop on cultural competence greatly improved their ethical sensitivity. Culp and Chepyator-Thomson (2011) found teachers were not properly exposed to a diverse population thus in turn produced none culturally competent teachers. Culp and Chepyator-Thomson (2011) also found that teachers need to understand how important being culturally responsive is in creating lesson plans and as well as your curriculum. In order to be culturally competent you need to be exposed to culture. Having teacher candidates participate in a service-learning program which is a more

hands on program is very important for creating culturally competent teacher candidates (Meaney et al., 2008).

Student teachers are encouraged to take field experiences and other practices that interact with a more diverse population and backgrounds (Harrison et al., 2010). Experiencing this more diverse population as a student teacher will help to create cultural competence among future educators to ensure success in the classroom (Harrison et al., 2010). It was found that teachers who have been teaching 15 years' or more have never take a multicultural class (Harrison et al., 2010). In most certified teaching programs teacher candidates need to take a multicultural course that is mandatory before completing your degree (Harrison et al., 2010). If a multicultural class is not mandated or only one is required is that enough? Is this enough to state that our teacher candidates are coming out as a qualified educator and culturally competent? Consistent with Harrison, Sirin et al., (2010) found that those who took a cultural course in college scored higher and were more culturally competent.

Consistent with Harrison, Meaney et al., (2008) found that having the opportunity to work with students of different cultures one on one the participants were able to understand and appreciate other cultures. The participants also knew of stereotypes of certain cultures and they brought that opinion with them when meeting their pupil, but getting to know their student helped them realize that those stereotypes were wrong (Meaney et al., 2008). The participants were able to increase their strategies in teaching to meet all the students' needs no matter what their background is (Meaney et al., 2008). Different forms of teaching were used which included direct communication as well as non-verbal communication (Culp et al., 2011). Non-verbal communication can mean a high five to a smile (Culp et al., 2011). Using proper and acceptable

language is very important when creating a comfortable and welcoming environment for students of diversity, there should be a mutual respect between teacher and student (Meaney et al., 2008).

Core Academics

In a particular study by Cho and Reich (2008) mainly focuses on social studies says teaching social studies to ELL(English Language Learners) students in high school is particularly difficult. As we all know, going through high school as an English speaking student it was difficult, but for a student that English is their second language is increasingly difficult being that as you get older learning another language becomes difficult. Social studies curriculum has a lot of vocabulary and high reading levels when reading text books, as well as needing to know and understand some background in history before you begin the classes (Cho et al., 2008). Teachers are having the most difficulty teaching English language learners because of lack of background knowledge of social studies as well as language barriers (Cho et al., 2008). English language learning teachers do not have the best support of the school which intern means that the teachers do not have the best resources for their students (Cho et al., 2008). Having support and proper resources is important in creating teacher and student success. In the classrooms English as a second language learning students were allowed to have more time on tasks in their classrooms, and what is crushing is that less than half of the teachers said that they spoke with English as a second language teachers to better help their English language learning students (Cho et al., 2008). The other thing that was shocking was that teachers rarely gave English language learning student's different assignments or those they didn't grade differently from the native English speaking students (Cho et al., 2008). The teachers were asked what training they desired and most of the teachers suggested cultural understanding (Cho et al., 2008). If an English language learning teacher does not already understand culture that is a big

issue. Either there was a teacher preparation program error or the teacher is failing to enhance his or her skills.

Experience/Training

Preservice teachers had little to no exposure to different cultures even though their classrooms at college were diverse (Keengwe, 2010). Due to the lack of experience teacher candidates already formed opinions about their students before meeting them (Keengwe, 2010). Already having formed an opinion will not only hinder the success of the student, but will hinder the reputation of a teaching professional (Keengwe, 2010). Language barriers between them and their partners became a big issue and concern (Keengwe, 2010). Throughout this experience participants realized that they shouldn't have had preconceived opinions of someone before they meet that person (Keengwe, 2010). Keengwe (2010) further indicated that college programs need some revamping to create more cultural competence in future teachers. Future teachers and people in general need to start understanding that the times are changing and if the times change teachers needs to change as well (Keengwe, 2010). In order for student success in classrooms the teachers need to be accepting of all culture (Keengwe, 2010).

Summary

The results show that teacher candidates are ill prepared for the diversity they will soon be facing in their classrooms. This is due to the lack of multicultural education in their teacher education programs. The results also indicate that there is a difference between core academics and physical education. All lessons need to be developed differently to meet the needs in that particular classroom if a certain type of teaching works in the social studies classroom that doesn't necessarily mean that it will work in the gymnasium for physical education.

Chapter 4

DISCUSSION

The United States is a melting pot of different cultures. The nature of this allows many diverse groups to reside together. Due to these vast changes and differences in society, classrooms around the United States are becoming more and more culturally diverse. This change is requiring academic professionals to be culturally competent and adaptive to the classroom changes. The effectiveness and impact of teaching to diverse cultures is increasingly critical in today's schools. The largest area of academic, which will be impacted by the increased diversity in the United States, would be the Public School System (Sirin et al., 2010). This change could potentially increase the quantity of minorities to be 40% (Sirin et al., 2010). A few core questions were answered based on the researched results for this synthesis. They are:

- 1.) Is there evidence that exists from article and studies to support cultural competence in physical education vs. core academics?
- 2.) Is there a difference of how cultural competence is used or plays a role in different school settings?
- 3.) Are teachers culturally competent?

Physical Education

The ability to be culturally accepting and culturally competent is two different items. Many people are culturally accepting, while much fewer are able to be effective in the ability to teach or work in a culturally competent manner. Research shows that in the Physical Education profession, teachers who were more hands on with the students, rather than teaching in a classroom setting, had more of an impact on the students of diverse cultures (Domangue et al., 2008, Galvan et al., 2011, Sirin et al., 2010, Meaney et al., 2008, and Keengwe, 2010).

Specifically, Galvan and Parker (2011) found that teacher candidates were not properly taught content knowledge to be successful in teaching their participants. In another study by Culp and Chepyator-Thomson (2011) showed that these particular physical educators were not properly exposed to a diverse population thus in turn produced none culturally competent physical educators. From personal experience, it is difficult to teach physical education in a room with diverse cultures and religions. A personal example would be teaching a group of female students whom a few are Muslim would be unable to change into their gym attire when a male is present. How the physical education teachers adapted, was the classrooms became separated between males and females, to allow all to participate without discomfort. No matter what teachers are faced with in life everyone in any academic setting needs to know how to adapt teaching to allow all to be successful. Just like Core Academic, Physical Education teachers meet the difference of language barriers, experience, and cultural differences. The one main difference is the amount that one needs to know before coming to Physical Education. There is not a need for knowledge of sport in all lessons we as physical educators start from the beginning.

Core Academics

In core academics cultural competence becomes a little interesting. Teaching social studies there is a lot more that goes into it than just reading a chapter in a text book or doing worksheets. Cho and Reich (2008) found that the vocabulary is quite extensive also certain background knowledge is needed in understanding and being successful in social studies. Terminology in social studies may have different meanings in different cultures which makes giving a lesson quite difficult (Cho et al., 2008). Not only are thing difficult in Physical Education they are just as difficult in Core Academics for example: Math, Social Studies, and Science ETC.

Since there is such a drastic shift in diversity in our classrooms we as teachers need to make it our responsibility to understand and learn how to adapt to different cultures and backgrounds. There is a difference in how cultural competence plays a role in different school settings. Comparing Physical Education to Core Academics is quite easy. All face language barriers, experience, cultural differences, and having to create a lesson that is culturally relevant. The Contrast of both Physical Education and Core Academics could be that in Core Academics like Socials studies you need certain background knowledge to understand and be successful in social studies (Cho et al., 2008). Background knowledge could help in Physical Education, but it is not necessary.

Are teachers culturally competent?

Following the examination of a critical mass of literature, it was found that teachers are not properly educated or cultural competent in both Physical Education and Core Academics. Support for this comes from Sirin et al., (2010) who show that from partaking in an analysis graduate students whom have had more experience with diversity scored higher on the analysis than students who only have been through undergraduate programs. Also, if a student took a multicultural course within their college studies they scored higher than those who didn't (Sirin et al., 2010). After the preservice teachers finished their workshop it was shown that these teachers increased their ethical sensitivity (Sirin et al., 2010). College teaching programs are having a quite difficult time in creating a course or incorporating multicultural education into their curriculum (Cruz & Patterson, 2005). Colleges need to be aware and need to adapt to the times, because the world is becoming more diverse and things do need to change to make future teachers more successful (Cruz et al., 2005).

Teaching Theory

Contact theory briefly discussed in the introduction chapter is written by Tripp and Sherrill (1991). As discussed in the results chapter and more hands on approach is a great way to improve teacher and teacher candidate's cultural competence. This specific theory shows that having a respectable environment and solid interaction with one another is very important (Tripp et al. 1991). Rowe and Stutts (1987) were stated in Tripp and Sherrill (1991) saying that having undergraduates participate in a 16 week project that allowed all students to have contact with a student with a disability significantly improved undergraduates attitudes of someone with a special need. Switch this around and say that undergraduate students need to take a 16 week program, and have contact with someone of a different culture or background, which is proven in the results chapter will greatly improve cultural competence among undergraduates. As the results showed in this synthesis that in-service projects or volunteer programs improved teacher and teacher candidate's cultural competence, contact theory will also help. Contact theory should be used in all teacher training programs, being that the classrooms are becoming more culturally diverse teacher candidate's need to know and understand before graduating how to adapt lessons and curriculums to meet all the needs of your students.

Conclusion

Teachers no matter what subject need to be culturally competent and need to be culturally aware of what is going on around them. It shouldn't matter what background or culture students have teachers should adapt to allow all to be successful. Being that teachers are coming out of college not prepared for the cultural world they are due to face is only leading these future teachers to failure not only for themselves, but for their future students.

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APPENDIX

Summary of Articles

APPENDIX

Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
1	Freddie A. Bowles and Nancy P. Gallavan	2011	No Subjects	This articles objective is to show social studies teachers some extra knowledge on how to meet the National Standards.		Shows the National Standards and how to meet them	
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
2	Seonhee Cho and Gabriel A. Reich	2008	16 ESL high schools 211 teachers completed and returned the survey out of those 211 33 were social studies teachers	Teachers experience with ELL students in their classroom.	Open ended questionnaire (3) questions were used.	Teachers were mostly challenged with teaching ELL students only because of their lack of background knowledge. Lack of resources, support, and time were also an issue.	All students even ELL students should be given the same opportunity as everyone else. This is not the case for many schools cannot afford certain materials is difficult
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
3	Luis Columna, John T. Foley, and Rebecca K. Lytle	2010	Used 433 teachers some were teacher candidates as well as in-service teachers	Evaluate both genders in physical education and their attitudes toward cultural pluralism and diversity.	PADAA(pluralism and Diversity Attitude Assessment) A questionnaire which represented 19 different questions representing culture and diversity	Females were more comfortable with diversity in their classrooms as opposed to males. Females were better at implementing in their programs than males.	Teachers who want to become more culturally competent need to understand their background as well as the students that they are teaching. Inclusion is an important approach in todays society.
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
4	Barbara C. Cruz and	2005	Not a study	Programs for new teachers			

	Jennifer Marques Patterson		with subjects just an article	have come to realize that the classrooms are becoming more diverse. Knowing this they need to adapt their teacher candidates.			
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
5	Brian Culp and J. Rose Chepyator-Thomson	2011	52 teachers from 59 different urban schools	Teachers need to change their teaching to better meet the needs of their students.	IMPACT (Infusing Multicultural Physical Education Attitudes in Curriculum for Teachers) Survey	Some teachers were great at giving rules when most were inconsistent when given rules, Teachers ranged from training to absolutely no training for diversity, Most teachers indicated that they used a direct form of teaching.	The teachers indicated that they haven't had must training for a culturally diverse population.
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
6	Elizabeth Domanque and Russell Lee Carson	2008	16 senior Undergraduates 10 males and 6 females. 15 of those 16 were Caucasian and 1 was African American	How the Service Learning Programs changed preservice teachers' cultural competency	Multicultural Teaching Competencies Scale	Repeat measures ANOVA was established with the data.	The students whom were in the Service Learning part increased more in cultural competence
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
7	Cynthia L. Foronda	2008	Different types of literature	Understanding the term cultural sensitivity and how it is used in different domains	Data bases 63 Articles were selected from different databases	5 concepts emerged for different meanings of cultural sensitivity.	There are many different meanings of cultural sensitivity.
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
8	Christine Galvan and	2011	3 physical educators and	Investigate the Impact service-	Interviews were taken as well as	Teachers started	Teachers developed

	Melissa Parker		15 students	learning project on physical education teacher candidates and youth recipients.	field notes. To analyze the findings a comparison method was chosen.	realizing things that they have never realized before. For example that the youth aren't as bad as the area and different forms of teaching helped with this youth population.	content that met the needs of the youth. Teachers were able to figure out the needs of the students just by how they act with certain activities and met their needs.
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
9	Elke Grimminge r	2011	Different studies were studied	Intercultural competence of Physical Educators	Interview/Questionnaire	The course did not provide satisfactory answers to how to deal with a more diverse classroom as well as behavioral patterns for specific students backgrounds. After the course the teachers knowledge of culture increased as well as other aspects of learning about culture.	Having a multicultural class, the teachers learned a lot more about culture.
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
10	Heejeong Sophia Han and M. Shelley Thomas	2010	Not a study	Multicultural responsiveness for early childhood educators.			
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
11	Louis Harrison, Jr, Russell L. Carson, and Joe Burden Jr.	2010	187 PE teachers from 2 states were selected. 135 females and 52 males	Are teachers of color more competent than teachers who are white?	Demographic questionnaire Multicultural Teaching Competency Scale	MANCOVA analysis was performed	Teachers of color are more culturally competent than their other colleagues

			139 were white and 48 were teachers of color		Multicultural Teaching Knowledge was also assessed		Teachers whom have 15 years never took a multicultural course
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
12	Susan Herbert	2006	Study #1 had students ages 11-15 didn't indicate how many.		questionnaires		
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
13	Jared Keengwe	2010	28 teachers from the ages of 20 -25 All females and white	Provide cross cultural experiences through cross cultural partnerships between preservice teachers and ELL.	Met with their paired ELL students 10 times for 1 hour at a time	The Preservice teachers had limited experience when encountering ELL students. Many were shocked and even scared. Some teachers already formed opinions on their ELL students All Teachers said they benefited from their experience	Everyone should attempt to use language that is appropriate when talking to ELL. Teachers need to be appropriate when around ELL and must change their teaching habits to ensure success.
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
14	Jacqueline Leonard, Caroline Napp, and Shade Adeleke	2009	8 High School math teachers in Maryland 6 of the 8 teachers were immigrants 2 were teachers were born in the US		Belief statements were taken from the teachers. Students interactions with culture and the task at hand in mathematics	The teachers thought it was better to teach fewer concepts in more depth.	Culturally Relevant Pedagogy helps in understanding connections in your everyday experiences.
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion

15	Karen S. Meaney, Heidi R Bohler, Kelcie Kopf, Lesley Hernandez, and LaTosha S. Scott	2008	53 Undergraduate students.	Students were enrolled in 2 programs at their university all in the same programs and what did each student get out of them?	Questionnaire at the beginning of the class. Daily logs, reflections of the week, and interviews.	The students have vast ranges of diversity backgrounds and exposures. Students reported that being one on one with their student made a big difference, now they understand that culture better. Knowledge and beliefs of the students changed with this one on one experience. Communication skills drastically changed knowing the child's cultural background.	Having this one on one experience really helped these future teachers knowing how to teach the culturally diverse classrooms that they are going to be facing in the near future as well as gaining more knowledge in general about culture and the different cultures that are out there.
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
16	Jennifer Ortiz, Cheryl Burlingame, Cybeles Onuegbulem, Koichi Yoshikawa, and Eliana D. Rojas	2012	5 studies were reviewed All studies were done in schools and first to 11 th graders All subjects had reading skill deficiency	Does video self-modeling improve reading fluency for ELL students?	Video Self-Modeling	All the students in the studies reviewed showed vast improvements in the students reading fluency and comprehension	VSM is used so students can see themselves reading without errors ELL students will vastly improve with using the VSM.
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
17	Conny Seeleman, Jeanine Suurmond, and Karien Stronks	2009	Not a study				
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
18	Selcuk R.	2010	Study #1 238	Study #1 & 2 a	Study #1	Study #1 The	For both

	Sirin, Lauren Rogers-Sirin, and Brian A. Collins		professionals out of the 238 146 were teachers. Study #2 57 student teachers	test that assesses ethical sensitivity towards issues of racial intolerance.	Background info was gathered, open ended questions, PBDS measured diversity beliefs, QDI- measured multicultural attitudes, SDS measured social desirability, Assessment of ethnic diversity, sensitivity test. Study #2 Quick-REST video, Workshop.	sample was culturally competent for the most part; women were more culturally sound than males who showed bias. Study #2 all participants Quick-REST scores were much higher from posttest to pretest.	studies see a video together or in stages didn't significantly affect their scores. Someone who knows their own identity as well as other cultures scores higher on the Quick-REST test. No matter what gender you are if you have taken a multicultural course before your ethical sensitivity is changed.
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
19	April Tripp and Claudine Sherrill	1991	No Subjects				Showed different Theories used in teaching
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
20	Omiunota Ukpokpdu	2011	Self- Study				
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
21	Hank Weddington and Steve Rhine	2006	Journal not a study				
Article #	Author	Year	Subjects	Problem Statement	Instruments	Results	Discussion
22	Tony Johnstone Young, and Itesh Sachdev	2011	36 Participants 12 in each national location	Beliefs and practices of teachers in the US,UK and France	Participants had to write a journal for every incident they had in class Questionnaire	ANOVA was created to compare all different areas of the questionnaire.	Lack of teacher training can be an issue with teaching ELL.