

## **The Cultural Competence of Student Teachers**

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### **Abstract**

The lack of cultural competence in professional education has been a major contributor to the ongoing phenomena in which minority students have been over-represented in both special education services as well as in more segregated placement for over forty years (Pace, Blue, Garcia, 2009). To address this problem, the researchers will examine student teachers' cultural competence through surveys, case study, and questionnaires. The data collected will form the basis for the development of a curriculum in cultural competency and cultural responsive instruction to be used in teacher preparation programs.

The research study will investigate: a) the extent to which student teachers demonstrate cultural competence when responding to case studies, b) student teachers' self-identified cultural influences, and c) student teachers' self-identified sources of preparation in cultural competency. It is hoped that the findings of this study and their application in teacher preparation can play an important role in thwarting the over-representation of students of color in special education.