

**STUDY OF AVAILABILITY AND EFFECTIVENESS OF CULTURAL COMPETENCY TRAINING
FOR TEACHERS IN CALIFORNIA****Teacher Survey**

MARCH 2005

This survey is part of a study of cultural competency training available to teachers and administrators in California schools. The study is being conducted by ROCKMAN *ET AL* and WestEd under contract to the California Commission for Teacher Credentialing as authorized under AB54. You may have already participated in a focus group at your school for this study. We are also conducting the survey to be sure we have all teachers' points of view and sufficient detail on professional development they have had. The purpose is to find out what training is available to teachers and administrators and how effective it has been for them. **We believe it will take about 15-20 minutes of your time. Please return the survey ASAP but if possible, no later than March 25.**

The data collected will be used only for purposes of reporting in the aggregate to the state of California. *Please note, however, that while your answers will be confidential, they will not be entirely anonymous, since we must know some details about you (e.g., background and teaching experience, etc.) in order to conduct our analyses. We want to assure you that the results will never be presented in any way that would permit any response to be associated with a specific individual, and the researchers will have the only access to the individual response form.* When you have finished the survey, please return it in the enclosed stamped, self-addressed envelope. (*Do not detach this cover page.*) Thank you for your cooperation in this important effort. With your cooperation, state educators, policymakers, and legislators will have a clearer idea about how much professional support teachers have and how much they may need for teaching the diverse student population of California. **They need to hear from you.** If you have any questions or would like to have further information about the survey, please contact Beverly Farr at (800) 410-2820 or by email at beverly@rockman.com.

When you complete and submit the survey, we will send you a gift certificate from Amazon Books as a small token of our appreciation for taking the time to provide information for this important study.

Thank you!

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Part 1: Background and Experience

1. Which of the following degrees do you currently hold? (*Check all appropriate boxes.*)

a. Bachelor's degree	
b. Master's degree	
c. Doctorate or professional degree (Ph.D., Ed.D., M.D., J.D., D.D.S.)	
d. Other (<i>Specify</i>):	

2. Which of the following California (or national) licenses do you hold? (*Check all appropriate boxes.*)

a. Teacher—Professional License	
b. CLAD or BCLAD Certification	
c. Teacher—Provisional License	
d. National Board Certification	
e. Principal or Administrator	

3. What is your gender?

- Male
 Female

4. Which of the following best describes you? (*You may select more than one.*)

- American Indian
 African American
 Asian
 Hispanic/Latino
 White
 Multi-ethnic

5. Please tell us about your past teaching experience. *For parts A-C, Include any full-time assignments, part-time assignments, and long-term substitute assignments, but not student teaching.*

a. Counting this year as one year, how many years have you been teaching in **California schools**? _____ years

b. Counting this year as one year, how many years have you been teaching **at any school**? _____ years

c. Of all your years spent teaching, how many of those years did you spend **teaching in classes with 25% or more students who are part of linguistic or cultural minority groups**? _____ years

d. What is the highest *approximate* percentage of English language learners in any of your current classes?

- a. 5-20% 21-40% 41-60% 61-75% more than 75%

e. How many different languages are spoken by students in your class(es)? ___1 ___2 ___3 ___4 ___5 ___more

f. What grade level(s) do you currently teach?

- ___K ___1 ___2 ___3 ___4 ___5 ___6 ___7 ___8 ___9 ___10 ___11 ___12

g. Middle/High School Teachers: What subject(s) do you currently teach?

- ___ English ___ Math ___ History ___ Science ___ Other _____

Part 2: Instructional Practices

6. Please indicate how often you use the following instructional strategies. If the strategy is one you would use if you had more time during the instructional period, check the last box. (If you do not teach a core content area, e.g., you teach art or P.E., use N/A as appropriate.)

	Frequently	Sometimes	Never	Would but not enough time	N/A
a. Build students' knowledge of key vocabulary and grammatical structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teach academic language particular to content area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Explain content or tasks by adjusting use of language (e.g., slower rate of speech, controlled vocabulary, gestures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use multiple methods to make concepts and tasks clear (e.g., visuals, manipulatives, realia, modeling)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Allow opportunities for students to clarify concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Make lower level materials available for students with lower English proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Provide opportunities for all students to use higher-order thinking strategies (e.g., problem solving, predicting, organizing, evaluating, self-monitoring)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Use scaffolding techniques to move students to higher levels of understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Provide extra wait time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Perform regular comprehension checks (e.g., requests for clarification, repetition, on-going assessment of students' performance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How frequently do you use the following instructional strategies to accommodate students from ethnic or linguistic minority groups? (Please use N/A, if you don't teach core content, and the prompt is related to core content).

	Frequently	Sometimes	Never	Would but not enough time	N/A
a. Use different activities and participant structures to allow all students to participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Incorporate students' interests or background cultures in instructional content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use a variety of methods to assess student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Monitor student progress to check for misunderstanding or disengagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Engage students in discussions about material read, assigned activities, or investigations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Use methods to address the learning needs of students whose first language is English, but not academic/Standard English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Have students write to explain their reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Have students work in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Have students do group projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Please describe briefly any other instructional strategies you use that you feel are culturally responsive.

Part 3: Professional Development/Training in Cultural Competency

9. Please indicate to what extent in your teacher preparation or in professional development sessions you have learned about the following topics.

Topic of Professional Development	A lot	Moderate amount	A little	Not at all
a. English language development or other content standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Support for a published curriculum in language arts or other content area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Instructional strategies for English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Instructional strategies for students with non-Standard English dialects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Culturally appropriate instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Assessment of English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Racism, equity, power dynamics among groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. We would like to know what type of cultural competency training you have had and the effects of that training on your teaching. This could be training provided by the school or district, courses you've taken, conferences you've gone to, or any other similar experience—either required or not. It may have been this year or in past years. Since you may have participated in more than one, please select the one that was most significant to you and respond to the following questions. Use the last section of the survey to provide additional details on multiple experiences. This is the information that we most need to report to the state of California, so we will appreciate as much detail as you have time to give us.

I have had professional development training related to cultural competency. _____ yes _____no

[If no, go on to question #11.]

Please indicate the extent to which you agree or disagree with each of the following statements regarding the professional development or training you had. (Check one box on each row.)

	Strongly agree	Agree	Disagree	Strongly disagree
a. I learned a lot from the professional development I had.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I changed my classroom practices based on what I learned in the professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I believe that I have seen improvement in student learning because of changes I made in my instructional strategies to make them more culturally responsive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I had support from my school for changing my practices to be more accommodating of students from linguistic or cultural minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly agree	Agree	Disagree	Strongly disagree
e. The training gave participants the chance to explore their own cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The training gave participants the chance to examine cultural assumptions underlying school policies and practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The training included information about how to work with parents and families of students from linguistic or cultural minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 4: School Culture

11. Please indicate the extent to which you agree or disagree with each of the following statements. (Check one box on each row.)

	Strongly agree	Agree	Disagree	Strongly disagree
a. At my school, we have a common understanding of the objectives we're trying to achieve with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Goals and priorities for my school are made clear to teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Most of the teachers at my school maintain a focus on student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My principal is a strong leader in our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teachers in our school receive the support and resources they need to provide good instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers in my department provide high quality instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teachers in my school know how to help students resolve problems due to inter-ethnic or inter-racial misunderstanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Teachers in our school are successful in connecting with parents and eliciting parent involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Students work hard in my classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Students in my classes are well aware of learning expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. To what extent is each of the following a challenge for your school? (Check one box on each row.)

	Not a challenge	A minor challenge	A moderate challenge	A serious challenge
a. Changes in school leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teacher turnover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Shortage of bilingual teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Lack of translators creates a barrier in communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Lack of time for teachers to collaborate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. A high proportion of English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Violence or vandalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not a challenge	A minor challenge	A moderate challenge	A serious challenge
h. Lack of opportunities for professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. A lack of community or parent support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Unmotivated students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Poor student attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Please indicate the extent to which you agree or disagree with the following statements about student learning. (Check one box on each row.)

	Strongly agree	Agree	Disagree	Strongly disagree
a. If they try really hard, teachers can get through to even the most difficult or unmotivated student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. There is really very little teachers can do to ensure that most of their students achieve at a high level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The performance of all students should be measured by the same high standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Many of the students I teach are not capable of learning the material I am supposed to teach them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I feel that my ELL students make adequate academic progress over the course of the school year. (Leave blank if not applicable.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I feel that my students whose first language is English but who speak a non-standard dialect make adequate academic progress over the course of the school year. (Leave blank if not applicable.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Compared to other students, I feel that teachers in my school/department have lower expectations for ELL students or students who speak a non-standard dialect. (Leave blank if not applicable.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Please indicate the extent to which you agree or disagree with the following statements about support for professional development for teachers and administrators related to cultural competency. (Check one box on each row.)

	Strongly agree	Agree	Disagree	Strongly disagree
a. My school makes sure that teachers have the resources and training that teachers need to teach our diverse population of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. If we contact our district office, we can obtain instructional resources to help with teaching our diverse population of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Our district provides a range of professional development opportunities for teachers to learn about working with our diverse population of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I believe I can get access to the professional development opportunities I need to support my teaching of our diverse population of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I believe that there is more that the state of California could do to make sure teachers have the resources and training they need to teach our diverse population of students. (If you wish, add specifics on last page.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THANK YOU FOR COMPLETING THE SURVEY. The information will be reported to state policymakers for use in determining state policy regarding professional support for teachers of diverse populations of students.

Please use the chart below and the space on the next page to report additional details about any professional development related to cultural competency you have had and/or to make specific suggestions for policymakers if you would like to.

Teacher Record of Professional Development/Training in Cultural Competency

(Guidelines: Approximate information is fine.)

Title	Provided by	Month/Year
<p>Content Focus:</p> <p>Quality:</p>		
<p>Usefulness/Match to your Needs:</p>		
Title	Provided by	Month/Year
<p>Content Focus:</p> <p>Quality:</p>		
<p>Usefulness/Match to your Needs:</p>		
Title	Provided by	Month/Year
<p>Content Focus:</p> <p>Quality:</p>		
<p>Usefulness/Match to your Needs:</p>		

Use the space below (and on the reverse side) for additional comments or to make specific recommendations to the California Department of Education and the State Legislature about professional support needed for teachers or for ways to certify teachers to teach diverse students.
