**Project High Five:**

**Culturally Responsive Teaching Survey**

**Adapted from the Multicultural Efficacy Scale by Guyton and Wesche (2005)**

TO THE RESPONDER: The demographic information requested below is necessary for the research process. Please be assured that this information and all of your responses on this instrument will be kept **strictly confidential**. Data will be reported in such a way that identification of individuals will be impossible. Your ID (Mother’s maiden name) allows this information to be compared with your responses at a later time.

 Mother’s maiden name:

 Gender:

Age:

Birthplace: City State/Province Country

Education degrees achieved: BA/BS MA/MS/MAT Ph.D/Ed.D

State of Oregon License(s) held currently:

State of Oregon Endorsement(s) held currently:

Years of experience teaching:

Grade levels taught during career: Current Grade:

Number of WOU teacher candidates you have had in your classroom:

Racial / Ethnic Background (Please Describe)

Religious Background (Please Describe)

Sexual Orientation (Please Describe)

Physical Disabilities (If Any, Please Describe)

Parents’ Education (Highest Degree/Diploma): Father Mother

Approximate Socio-Economic Status (Please Check One in Each Column)

Corresponding Annual

As a Child As an Adult (Current) Household Income

 (by today’s standards)

Lower LowerMiddle Middle Upper Middle

Upper

Lower LowerMiddle Middle Upper Middle

Upper

$0–$29,999

$30,000–$59,999

$60,000–$79,999

$80,000–$99,999

$100,000+

Please explain what “Culturally Responsive Teaching” means to you at this point in your teaching?:

SECTION A

Definition: The authors intend the terms “diversity” and “people different from me” to include people of different races, ethnic groups, cultures, religions, socio-economic classes, sexual orientations, and physical abilities.

Directions: Please choose the word that best describes your experience with people different from you *by circling the appropriate response.*

1) As a child, I played with people different from me.

A) never B) rarely C) occasionally D) frequently

2) I went to school with diverse students as a teenager.

A) never B) rarely C) occasionally D) frequently

3) Diverse people lived in my neighborhood when I was a child growing up.

A) never B) rarely C) occasionally D) frequently

4) In the past I chose to read books about people different from me.

A) never B) rarely C) occasionally D) frequently

5) A diverse person was one of my role models when I was younger.

A) never B) rarely C) occasionally D) frequently

6) In the past I chose to watch TV shows and movies about people different from me.

A) never B) rarely C) occasionally D) frequently

7) As a teenager, I was on the same team and/or club with diverse students.

A) never B) rarely C) occasionally D) frequently

8) As a college student, I took courses in multicultural education.

A) never B) rarely C) occasionally D) frequently

Comments:

SECTION B

Directions: Respond to each statement by choosing one answer that best describes your reaction to it.  *Complete the blank by the question number with the appropriate letter.* Since we are simply trying to get an accurate sense of your opinions on these matters, there are no right or wrong answers.

**Key: A) agree strongly B) agree somewhat C) disagree somewhat D) disagree strongly**

9) Teachers should adapt lesson plans to reflect the different cultures represented in the classroom.

10) Teachers should provide opportunities for children to share cultural differences in foods, dress, family life, and beliefs.

11) Discussing ethnic traditions and beliefs in school leads to disunity and arguments between students from different cultures.

12) Children should be taught mostly by teachers of their own ethnic and cultural background.

13) It is essential to include the perspectives of diverse groups while teaching things about American history that are common to all Americans.

14) Curricula and textbooks should include the contributions of most, if not all, cultural groups in our society.

15) The classroom library should reflect the racial and cultural differences in the class.

16) Teachers should know about community resources and services and connect families to these.

Comments:

SECTION C

Directions: To the best of your knowledge, self-assess your own ability to do the various items listed below, *using the key*.

**Key: A = I do not believe I could do this very well.**

**B = I could probably do this if I had to, but it would be difficult for me.**

**C = I believe that I could do this reasonably well, if I had time to prepare.**

**D = I am quite confident that this would be easy for me to do.**

17) I can provide instructional activities to help students to develop strategies for dealing with racial confrontations.

18) I can adapt instructional methods to meet the needs of learners from diverse groups.

19) I can develop materials appropriate for the multicultural classroom.

20) I can develop instructional methods that dispel myths about diverse groups.

21) I can analyze instructional materials for potential stereotypical and/or prejudicial content.

22) I can help students to examine their own prejudices.

23) I can present diverse groups in our society in a manner that will build mutual respect.

24) I can develop activities that increase the self-confidence of diverse students.

25) I can provide instruction showing how prejudice affects individuals.

**Key: A = I do not believe I could do this very well.**

**B = I could probably do this if I had to, but it would be difficult for me.**

**C = I believe that I could do this reasonably well, if I had time to prepare.**

**D = I am quite confident that this would be easy for me to do.**

26) I can plan instructional activities to reduce prejudice toward diverse groups.

27) I can identify cultural biases in commercial materials used in teaching.

28) I can help students work through problem situations caused by stereotypical and/or prejudicial attitudes.

29) I can get students from diverse groups to work together.

30) I can identify school practices that may harm diverse students.

31) I can identify solutions to problems that may arise as the result of diversity.

 32) I can identify the societal forces which influence opportunities for diverse people.

33) I can identify ways in which various groups contribute to our pluralistic society.

34) I can help students take on the perspective of ethnic and cultural groups different from their own.

35) I can help students view history and current events from diverse perspectives.

36) I can involve students in making decisions and clarifying their values regarding multicultural issues.

37) I can identify resources and services in the community and connect my students and their families to these.

**Note: The following item is different from the others in this section.**

38) Choose the position that most closely reflects your strongest beliefs about teaching:

A = If every individual learned to accept and work with every other person, then there would be no intercultural problems.

B = If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America.

C = All cultural groups are entitled to maintain their own identity.

D = All cultural groups should be recognized for their strengths and contributions.

E = Some groups need to be helped to achieve equally.

Help us understand your needs in working with culturally diverse students: