

A hand-drawn cloud shape with a scalloped border and a small loop at the top left, containing the text "Assessment Tools".

Assessment  
Tools



## Tool: Administrator Cultural Competence Self-Assessment

This assessment will allow you to examine your own cultural competence and help you identify areas of personal and professional growth. School leaders set the tone and the direction of a school. It is crucial that administrators understand their own attitudes and bias regarding cultural competence and racism before assisting staff in examining this issue and implementing changes in schools.

Reflect on the following questions to determine where you are on this subject. Cultural competence is a process. Conduct this self-assessment at least two times during a school year to determine and heighten understanding and growth.

1. What are some of my beliefs or assumptions about students of color in general?
2. What are some of my beliefs or assumptions about the ability of students of color to learn different behavior if behavior is a problem?
3. What are some of my beliefs about families of color in general and specifically, their interest in their children's education?
4. What is my belief about the ability of students of color to learn challenging academic work?
5. How would I handle my staff's resistance to discussing issues of race or culture?
6. How would I handle my staff's resistance to implementing cultural changes in our building, classroom, curriculum or instruction strategies?
7. What would be my resistance to discussing issues of race or culture in my building?
8. What would be my resistance to implementing cultural changes in our building, classroom, curriculum or instructional strategies?
9. If I had fears related to this topic, what would they be?
10. What do I believe is the major reason(s) why a high percentage of students of color do not excel academically?

\_\_\_\_\_ I understand that it may be necessary to use alternatives to written communications for some students and families, as direct communication via phone or through another person or organization they are familiar with may be more effective and preferred.

\_\_\_\_\_ subtotal/7 = \_\_\_\_\_ average

### **Values and Attitudes**

\_\_\_\_\_ I avoid imposing values that may conflict or be inconsistent with those of cultures or ethnic groups other than my own.

\_\_\_\_\_ I screen books, movies, and other media resources for negative cultural, ethnic, or racial stereotypes before using them in curriculum and instruction or sharing them with students and families served by our school.

\_\_\_\_\_ I intervene in an appropriate manner when I observe students or other staff engaging in behaviors that show cultural insensitivity, racial bias and prejudice.

\_\_\_\_\_ I recognize and accept that individuals from culturally diverse backgrounds may desire varying degrees of acculturation into the dominant culture.

\_\_\_\_\_ I understand and accept that family is defined differently by different cultures (e.g. extended family members, fictive kin, godparents).

\_\_\_\_\_ I accept and respect that male-female roles may vary significantly among different cultures and ethnic groups (e.g. who makes major decisions for the family).

\_\_\_\_\_ I understand that age and life cycle factors must be considered in interactions with individuals and families (e.g. high value place on the decision of elders, the role of eldest male or female in families, or roles and expectation of children within the family).

\_\_\_\_\_ Even though my professional or moral viewpoints may differ, I accept the parent/guardian and families as the ultimate decision makers for educational services and, supports needed for their child.

\_\_\_\_\_ I recognize that the value of education may vary greatly among cultures.

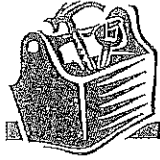
\_\_\_\_\_ I understand that religion and other beliefs may influence how students and individuals respond to traditional education.

\_\_\_\_\_ I understand that the perception of education has different meanings to different cultural or ethnic groups.

\_\_\_\_\_ I seek information from students, families or key community resources that will assist in curriculum/instruction adaptation to respond to the needs and preferences of culturally and ethnically diverse groups served by our school.

\_\_\_\_\_ Before making a home visit, I seek information on acceptable behaviors, courtesies, customs, and expectations that are unique to the culturally and ethnically diverse groups served in our school.

\_\_\_\_\_ I keep abreast of the major educational concerns and issues for the ethnically and racially diverse student/family population served by our school.



## Tool: Student Survey

Use this survey to collect data about how students experience diversity in school. Do not write name on sheet.

Ethnicity or race \_\_\_\_\_ Grade level \_\_\_\_\_ Date \_\_\_\_\_

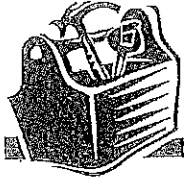
1. I feel accepted and a part of my school. Yes \_\_\_\_\_ No \_\_\_\_\_ A little \_\_\_\_\_
2. I feel that students of my race or culture are respected and treated fairly in my school.  
Yes \_\_\_\_\_ No \_\_\_\_\_ Sometimes \_\_\_\_\_ Not sure \_\_\_\_\_
3. My teachers and other school staff make me feel accepted and a part of my school by:  
Smiling at me \_\_\_\_\_ Asking me in a kind voice to do things \_\_\_\_\_  
Not yelling \_\_\_\_\_ Saying "good morning" \_\_\_\_\_ Helping me \_\_\_\_\_  
All of the above \_\_\_\_\_ None of the above \_\_\_\_\_
4. My teachers seem comfortable talking to and teaching students from my race and culture.  
Agree \_\_\_\_\_ Some do \_\_\_\_\_ Disagree \_\_\_\_\_
5. My teachers make it clear what I am supposed to learn.  
All of them do \_\_\_\_\_ Some do \_\_\_\_\_ None of them do \_\_\_\_\_
6. My teachers provide help when I do not understand the material.  
All of them do \_\_\_\_\_ Some do \_\_\_\_\_ None of them do \_\_\_\_\_
7. My teachers expect all students in their classes to succeed, no matter who the students are.  
All of them do \_\_\_\_\_ Some do \_\_\_\_\_ None of them do \_\_\_\_\_
8. When it comes to discipline, my teachers treat all students fairly.  
All of them do \_\_\_\_\_ Some do \_\_\_\_\_ None of them do \_\_\_\_\_
9. There are pictures, videos, or assignments in my class/school that relate to my culture or race.  
True \_\_\_\_\_ Not true \_\_\_\_\_
10. I would like more pictures, videos, or assignments that relate to my culture or race.  
Yes \_\_\_\_\_ No \_\_\_\_\_ Not sure \_\_\_\_\_
11. Teachers and staff at my school intervene when they see or hear name-calling, pushing or other things related to race or culture.  
Yes \_\_\_\_\_ No \_\_\_\_\_ Not sure \_\_\_\_\_
12. Teachers and other school staff provide help for students who cannot speak English well.  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_ Not sure \_\_\_\_\_

		Degree of Implementation			
		Low		High	
I observed teacher exhibiting high expectations for the academic performance of all students despite their culture or ethnicity and providing additional support as needed	Not observed	1	2	3	4
<b>Physical Environment, Materials &amp; Resources</b>					
Pictures, posters, artwork and/or décor that reflect and respect the cultures and ethnic groups of students and families served by this school were on display.	Not observed	1	2	3	4
Video, films and other media resources reflect and respected the cultures and ethnic groups of students and families served by this school.	Not observed	1	2	3	4
<b>Communication</b>					
Teacher communicated with students in a respectful manner.	Not observed	1	2	3	4
Teacher was patient with students with limited ability to speak English or express themselves in a clear and concise manner.	Not observed	1	2	3	4
<b>Values and Attitudes</b>					
Teacher did not impose values that may conflict or be inconsistent with the student's culture or ethnicity.	Not observed	1	2	3	4
Teacher screened curriculum material for negative cultural, ethnic, or racial stereotypes before using it.	Not observed	1	2	3	4
Teacher intervened in an appropriate manner when observing students engaging in behaviors showing cultural insensitivity, racial bias and prejudice.	Not observed	1	2	3	4
Teacher displayed a level of competence in best practices for educating culturally, ethnically, racially and linguistically diverse students.	Not observed	1	2	3	4

Those areas not applicable or relevant are not marked.

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

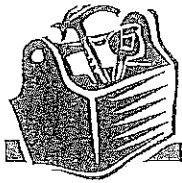
Source: *Closing the Achievement Gap: What Doesn't Meet the Eye*, Learning Point Associates; National Center for Cultural Competence, April 2004



## Tool: Strategies for Discussing Differences

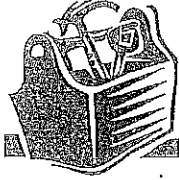
*This tip sheet has useful suggestions for opening the conversation at your building.*

- Administrators should attend a workshop or conference on the topic, followed by a self-assessment of beliefs and attitudes (sample self-assessment form included in this section).
- Establish and maintain issues of culture, equity and disproportionality as a high priority.
- Collect data to illustrate the problems around these issues (e.g. achievement gap, referrals, suspensions).
- Introduce topic to all staff. Bring in outside facilitator if needed. Begin discussions. Use an open/non-blaming process. Establish a collegial approach.
- Acknowledge that:
  - Race and culture are often difficult to talk about.
  - Many of us have had experiences with conversations about race where the outcome was not positive.
  - Having discussions about race and differences involves taking a risk.
  - What is comfortable for us personally may not be comfortable for others.
  - If the outcome can lead to improved relationships and improved performance for all of our students, then the discomfort would be worth it.
- Have all staff complete a cultural competence pre self-assessment. Conduct a post self-assessment near the end of the school year to determine change/growth. Results should be tabulated and discussed as a team. Anonymity should be maintained.
- Develop PLC or study group to discuss topics related to these issues on a monthly or semi-monthly basis. Can include all staff, an existing committee or newly formed committee. If small committee format is used, all school teams, administration and specific disciplines (e.g. social worker, counselor, psychologist) should be represented.
- Develop plan for heightening awareness of topic, assessing issue school-wide, in classrooms, gathering student and parent perspective and implementing changes.
- Focus on best practices for classroom instruction, student/teacher relationships, etc. Assess whether there are differences in how best practices are implemented depending on the culture of the student.
- Help staff understand the difference between being colorblind and seeing students as individuals.
- Help teachers build their sense of efficacy with all students, and normalize the learning of new strategies.
- Maintain high standards and accept no excuses, from yourself or others.



## Tool: Sample Questions to Begin Discussions about Culture

- How long have you lived in Minnesota? What brought you here?
- We all come from different cultures. What do you like most about your own culture? What are some of the strengths of your culture?
- What are some ways that your culture shows respect for others?
- How does your culture relate to issues of time? Authority? Individualism vs. collectivism? Equity/fairness?
- Share an experience when you were offended, hurt or disrespected because of your race or culture.
- How do people from your culture approach conflict?
- On a scale of 1–5, with one being low, how comfortable are you with discussing issues of race and culture. What would help you be more comfortable?



## Tool: Classroom Activities for Learning about Students' Culture

*This sheet provides suggestions for teachers to use in their classrooms to help them engage students around cultural issues.*

### Questions for Discussion

1. What holidays does your family celebrate?
2. What other events or occasions does your family celebrate or observe?
3. What foods does your family eat?
4. What are your family views on education?
5. What are your family views on the roles of men, women, boys, and girls, grandparents?
6. How does your family celebrate at family gatherings?
7. Where is your family from? Country, State?
8. What are some of your family traditions?
9. Does your family watch TV? If so, what TV shows do you and your family watch?
10. Does your family listen to music? If so, what types of music?
11. Does your family watch movies? If so, what types of movies?
12. What types of responsibilities do you have at home?
13. What does your family do for fun?
14. How do you and your family deal with/handle crisis?

### Sample Activities

- Have students write autobiographies about themselves.
- Have students create a family photo album to share with class.
- Have students interview one another.
- Seek out a different student each day and get to know something about him or her.
- Ask students to write about what important things are currently going on in their lives.
- Find out what your students are thinking, feeling, and doing in their everyday lives.
- Have students write some assignments in their own/native/home language.
- Have students do written/oral reports on their favorite person from their own culture.





## Tool: Guidelines for Study/Action Groups/PLCs

*An effective approach for helping people to understand cultural competence is to engage them in ongoing learning and dialogue about the issues. Use this Tip Sheet to start some of those conversations.*

- Schedule appropriate space and time for meeting.
- Create meeting agenda.
- Begin meetings by listening and responding to group reports.
- Before each meeting, decide whether it would be more effective to have groups read article ahead of time or during meeting. Keep in mind length of article, subject matter and how much time you think groups will need to accomplish tasks.

Issue: \_\_\_\_\_

Article: \_\_\_\_\_

1. Have staff form team groups and read article if it wasn't read ahead of time.
2. Have teams share/reflect:
  - What did you learn from article?
  - How does this issue impact you and your position?
  - How does this issue impact the students with whom you work?
  - Will your awareness of this issue help you become more effective? Why or why not? *(Facilitator can add as many questions as s/he deems pertinent to issue.)*
1. Instruct teams to brainstorm and create one or two strategies they can immediately implement in classrooms/school and be ready to report at next meeting. *(This can be done in same setting or teams can use other time to complete task.)*
2. Begin next meeting with teams reporting new strategies to staff (see Team Report Form).

### Sample Issues

- White privilege
- Social capital
- Standard English and African-American English
- Does culture or race matter in the classroom?
- Culturally responsive teaching
- Multicultural education



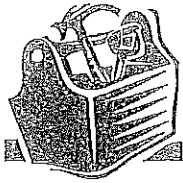
## Tool: Parent Survey

*Tool to assess a school's level of cultural competence. May be presented at a parent meeting, family activity night or distributed at school's front desk. It may be helpful to use this survey in conjunction with a parent focus group; see page 23 for details about conducting a focus group.*

The purpose of this survey is for our school to find out how all of our parents from all cultures feel about our school. Please circle "yes" or "no."

Your Ethnicity or Race \_\_\_\_\_ Child's grade level \_\_\_\_\_

- |   |     |    |
|---|-----|----|
| My child's school is a warm and friendly.   | Yes | No |
| Teachers at this school care about my child.  | Yes | No |
| Teachers are fair in how they discipline students.  | Yes | No |
| I am pleased with the quality of work assigned to my child.   | Yes | No |
| Teachers respond well to my concerns.   | Yes | No |
| The principal responds well to my concerns.   | Yes | No |
| The school staff makes it easy to get more involved in the school.  | Yes | No |
| This school is sensitive to the needs of all cultures.  | Yes | No |
| This school displays posters, artwork and other décor that reflect all cultures.  | Yes | No |
| When sending material home, school staff considers the different languages and reading levels of families served by the school. | Yes | No |
| Teachers at this school have high expectations for my child.  | Yes | No |
| Teachers provide my child the support they need to be successful.   | Yes | No |
| School staff responds quickly and appropriately to issues of racism observed or reported by my child.                           | Yes | No |



## Tool: Classroom Observation Form

*Use this as a part of your environmental scanning to collect data about diversity around the building. It can also be used by the individual teacher/mentor team to provide feedback on an ongoing basis.*

Teacher: \_\_\_\_\_

Classroom: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Observer: \_\_\_\_\_

		Degree of Implementation			
		Low		High	
Classroom expectations and rules were posted.	Not observed	1	2	3	4
Expectations and rules were enforced in a positive manner.	Not observed	1	2	3	4
Teacher monitored student compliance with rules.	Not observed	1	2	3	4
Teacher have reminders about expected behavior in advance of activity.	Not observed	1	2	3	4
Teacher used inappropriate behavior as an opportunity to re-teach or reinforce behavior expectations.	Not observed	1	2	3	4
Teacher praised students often when they were appropriate, using specific examples about what s/he liked.	Not observed	1	2	3	4
Students appeared to understand the rules and routines, and understand the consequences for misbehavior.	Not observed	1	2	3	4
Teacher handled behavior disruptions consistently and promptly.	Not observed	1	2	3	4
Teacher used behavior management techniques (contracting, reinforcement systems) with individual students.	Not observed	1	2	3	4
Teacher exhibited high expectations for behavior for all students despite their culture or ethnicity and providing additional support as needed.	Not observed	1	2	3	4

\_\_\_\_\_ I am aware of the socio-economic and environmental factors that can contribute to educational problems for the culturally, ethnically and racially diverse populations served by our school.

\_\_\_\_\_ I do not use knowledge of these factors to lower my level of expectations for my students regarding their behavior or academic performance; rather, I provide additional support as needed.

\_\_\_\_\_ I avail myself to professional development and training to enhance my knowledge and skills in the provision of services and supports to culturally, ethnically, racially and linguistically diverse students.

\_\_\_\_\_ I strive to become competent in the most current and proven best practices for educating culturally, ethnically, racially and linguistically diverse students.

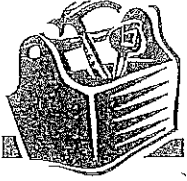
\_\_\_\_\_ I advocate for the review of my school's mission and vision, goals, policies, practices, and procedures to ensure that they incorporate and reflect principles and practices that promote cultural and linguistic competence.

\_\_\_\_\_ subtotal/19 = \_\_\_\_\_ average

### **How to Interpret Your Results**

This checklist/assessment tool is intended to heighten awareness and sensitivity to the importance of cultural and linguistic cultural competence. It provides concrete examples of the kinds of beliefs, attitudes, values, and practices that foster cultural and linguistic competence. There is not an answer key with correct responses. However, if you frequently responded "1" you may not necessarily demonstrate beliefs, attitudes, values and practices that promote cultural and linguistic competence within an educational setting.

Source: Adapted from Material Developed by the National Center for Cultural Competence, Georgetown University Center for Child and Human Development, Washington, D.C. April 2004.



## Tool: Staff Cultural Competence Self-Assessment

*Use this assessment with staff after you have begun discussions about this issue. Reassure them that this is a process to create feedback to identify ways to help them grow.*

**Directions:** Please write 3, 2, or 1 in the space before each of the following statements.

- 3 = I do this frequently
- 2 = I do this occasionally
- 1 = I do this rarely or never

### **Physical Environment, Materials, and Resources**

\_\_\_\_\_ I display pictures, posters, artwork and other décor that reflect the cultures and ethnic backgrounds of students and families served by our school.

\_\_\_\_\_ I ensure that magazines, brochures, and other printed materials reflect the different cultures of students and families served by our school.

\_\_\_\_\_ When using videos, films or other media resources, I ensure that they reflect the cultures and ethnic background of students and families served by our school.

\_\_\_\_\_ I ensure directly or indirectly (by reminding administration or other staff) that information sent home takes into account the average literacy levels and language of the students and families served by our school.

\_\_\_\_\_ subtotal/4 = \_\_\_\_\_ average

### **Communication**

When interacting with students and families who have limited English proficiency I keep in mind that:

\_\_\_\_\_ Limitation in English proficiency is in no way a reflection of their level of intellectual functioning.

\_\_\_\_\_ Their limited ability to speak the language or to express themselves in the same way as the dominant culture has no bearing on their ability to communicate effectively.

\_\_\_\_\_ They may or may not be literate in their language of origin or English.

\_\_\_\_\_ I use bilingual-bicultural staff and/or personnel to interpret during meetings and other occasions for students and families who need or prefer this level of assistance.

\_\_\_\_\_ I attempt to understand any familial colloquialisms used by my students and families that may impact our communication.

\_\_\_\_\_ For students and families who speak languages or dialects other than English, I attempt to learn and use key words in their language so that I am better able to communicate with them.

