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THE RELATIONSHIP BETWEEN TEACHERS' PERCEIVED LEVELS OF
CULTURAL DIFFERENCE AND THEIR EXPECTATIONS OF CULTURALLY
DIVERSE STUDENTS

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ABSTRACT

Culturally diverse students are disproportionately referred to special education programs. Research suggests that referrals may be based on inappropriate assessments, socioeconomic status, low expectations, and negative teacher biases. The purpose of this study was to determine if there was a relationship between teachers' perceived level of cultural difference and their expectations of culturally diverse students. A Likert-type survey was utilized to gather information from teachers across the United States. The findings concentrated on reporting data that indicated the level of similarities or differences the teachers felt towards culturally diverse students and how those feelings affected expectations. A comparison was also conducted to determine if multicultural training increased cultural competence, thus positively influencing teachers' perceptions.

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Chapter 1 **Introduction**

Rationale

The issue of overrepresentation of culturally diverse students in special education has been debated since 1968. The United States was introduced to the concept when Dunn (1968) vocalized his apprehension about the disproportionate numbers of minority students placed in segregated classrooms (Artiles & Trent, 1994). The debate on the cause of overrepresentation continues today and has gained urgency due to changing demographic trends. For example, it is estimated that roughly 14 percent of the total United States population speaks a language other than English (Sileo & Prater, 1998), and the proportion of culturally diverse students in the general school population is projected to increase from nearly one-third currently to about one-half by 2040 (Stodden, Stodden, Kim-Rupnow, Thai, & Galloway, in press).

While demographic changes continue to influence the schools, many educators are experiencing difficulties in dealing with culturally diverse students. The special education system, which is not intended to be a place, is becoming a *dumping ground* for teachers who lack understanding in dealing with students who are from a background different than their own. A number of studies have suggested that culturally diverse students are performing poorly in school and being recommended for special education programs not because they lack intellectual ability but because of other factors such as low expectations from their teachers and conflicting values at home and school. Many students' self-concept is affected by teachers' biases and lowered academic and behavior expectations. In short, when teachers' expectations are inappropriately lowered, the student's self-love and self-empowerment diminishes. Some students become disengaged in school and exhibit little

effort in achieving high academic standards, reinforcing the assumptions of some teachers that culturally diverse students lack motivation and/or intellectual ability to succeed in the general education classroom, thus being referred to special education.

In 1998 approximately 1.5 million culturally diverse students were improperly categorized in special education as having high incidence disabilities (mild mental retardation, emotional disturbance, severe learning disabilities, and speech and language) and are 2.3 times more likely to be labeled as such compared to Caucasians (Losen, 2000). Robertson, Kushner, Starks, and Drescher (1994) found that African-American students comprised 16 percent of the total U.S. student population, but made up over 32 percent of students diagnosed with mild mental retardation (MMR), 29 percent with moderate mental retardation, and 24 percent with serious emotional disturbance (SED). Until recently, Asian Americans and Pacific Islanders were combined in one ethnic category resulting in incorrect reporting. Asian Americans are typically underrepresented in special education and overrepresented in gifted/talented programs. Native Hawaiians/part-Hawaiians and Samoans are grossly overrepresented in special education and underrepresented in gifted/talented. For example, the Hawaii State Department of Education (1994) reported that approximately 24 percent of the total school population in Hawaii is Hawaiian/part-Hawaiian. However, roughly 34 percent of students diagnosed with mild mental retardation, 36 percent with learning disabilities, and 30 percent with emotional and behavior disorders are Hawaiian/part-Hawaiian. Similarly, Samoan students represent 3 percent of the student population but approximately 8 percent of students with mild mental retardation (Sileo & Prater, 1998). The above numbers may appear arbitrary unless one understands the rule-of-thumb when determining if overrepresentation exists. Chinn and Hughes (1987) suggest a

±10 percent when analyzing for disproportionate representation – the total special education population should not fall outside this range. When analyzing the numbers for Hawaiian/part-Hawaiian one would expect that unbiased representation would range between 14 to 34 percent (Sileo & Prater, 1998).

If the representation of culturally diverse students continues to be unbalanced, the results may negatively affect the quality of education they receive (Sileo & Prater, 1996). They may continue to experience high dropout rates and low paying jobs. What are the necessary steps to address overrepresentation of culturally diverse students in special education? How can general and special educators diminish racial biases that create inappropriate labels and low expectations? Will multicultural teacher education classes assist in addressing the problem? This study will focus on one issue that continues to impact overrepresentation of culturally diverse students: the perceived level of cultural difference between teachers and their culturally diverse students and if there is a relationship between multicultural teacher training and academic and behavioral expectations.

Background

Everyone carries biases that influence decision making and actions towards others. How individuals address those biases are critical when teaching culturally diverse students. Serious problems occur when biases are acted upon and generalized across cultural groups. Racial tension arises and students, teachers, and parents may not feel comfortable thus, hindering a positive school experience. For example, teachers' expectations play a major role in students' academic achievement. If teachers believe that students from certain ethnic group have low intelligence and their attitude towards those students negatively alters academic and behavior expectations, high quality education may be sacrificed. Studies

conducted throughout the years support the hypothesis that teachers' expectations positively or negatively affect students' academic success through self-fulfilling prophecy. For example, Rosenthal and Jacobson (1968), Brophy and Good (1974), and Proctor (1984) all confirmed that a "positive relationship exists between teacher expectation, differential treatment, and student self-fulfilling prophecy" (Obiakor, 1999). Obiakor and Schwenn (1995, 1996) agreed that many teachers tend to make inappropriate judgments based on cultural identity and low socioeconomic status. These assumptions, which are expressed through low expectations, non-engaging curriculum (or providing content that has been *diluted*), and little tolerance for misbehaviors, directly influence how students perceive themselves and their ability to succeed in school.

Referrals for special education are based on subjective opinions from teachers and administrators which may vary depending on background, level of cultural competence, and values/beliefs. Studies in the late 70s and early 80s addressed teachers' beliefs and expectations of students who were ethnically diverse. DeMeis and Turner (1978) reported significant findings of negative discernment based on teacher's perceptions of race. Studies by Baron, Tom, and Cooper (1985), similar to DeMeis and Turner, were conducted in both hypothetical situations as well as actual situations. While the hypothetical situations were criticized, the actual studies yielded similar results, teachers gave more attention and praise to Caucasian students and more negative attention to culturally diverse students (Buriel, 1983; Jackson & Cosca, 1974; Laosa, 1979). Examples of negative attention are, waiting less time for students to answer questions, fewer opportunities to answer questions, focusing on the student's maladaptive behavior instead of their academic behavior, and placing students in the back of the class away from the teacher. Research suggests that students who are

negatively viewed by teachers are at a disadvantage - to the extent of total exclusion from participation in academic interactions (Gay, 2000).

Negative biases influence teacher's expectations and interaction with students. This becomes a particular concern for seriously emotionally disturbed (SED) students whose high demand for feeling accepted is threatened by teachers who do not care about their well-being (Day-Hairston, 2002). Banks (1997) identifies several key factors that may assist educators in learning about their own biases. Teachers should "(a) identify their own beliefs (and belief origins) about diverse students, student learning, and outcomes (b) determine the validity of their beliefs and perceptions (c) assess the extent to which their beliefs are congruent or incompatible with those held by their students and (d) seek ways to bridge understandings about schooling and learning between themselves and their students" (LaVonne, 2001, p. 2).

Teachers must understand their own biases that influence behavior and academic expectations of culturally diverse students. According to Pai (1990) understanding ones own values and beliefs are essential in effectively educating culturally diverse students:

Our goals, how we teach, what we teach, how we relate to children and each other are rooted in the norms of our culture. Our society's predominant worldview and cultural norms are so deeply ingrained in how we educate children that we seldom think about the possibility that there may be other different but equally legitimate and effective approaches to teaching and learning. In a society with as much sociocultural and racial diversity as the United States, the lack of this wonderment about alternative ways often results in unequal education and social injustice (p.229).

Purpose Statement

Currently, general education teachers initiate the majority of referrals to special education which most often results in placement. Reports indicate that overrepresentation of culturally diverse students exists in schools across the country. The purpose of this survey is to examine the relationship between teachers' perceived level of cultural difference and their behavioral and academic expectations of culturally diverse students which may result in special education placement and/or lack of access to general education curriculum. Nine hundred surveys were distributed to general and special education teachers at elementary, middle, and high schools in California, Florida, Hawaii, Kansas, Missouri, North Carolina, and Virginia. The survey consists of 26 questions broken out into three sections. The first asked general information, second requested postsecondary and multicultural training background, and third asked questions relating to teachers' perceptions of culturally diverse students. The results of the study will contribute to the field of special education by linking teachers' expectations of culturally diverse students and the disproportionate numbers of culturally diverse students in special education.

Research Question

Several factors influence overrepresentation of culturally diverse students in special education. The purpose of this research was to understand and address one, the influence teachers' negative expectations have on students' academic achievement. Many educators do not acknowledge their biases or understand the importance of cultural diversity. The following research question was posed: is there a relationship between teachers' perceived level of cultural difference and their academic and behavioral expectations of culturally diverse students? The results of the study contributes to the field of special education by

providing information about teachers expectations of culturally diverse students and how it affects the disproportionate number in special education.

Definition of Terms

Acculturation – Modifying behavior and values due to contact with another culture - strongly identifying with both groups.

African American – A person having origins in any of the black racial groups in Africa. Normally excludes persons of Hispanic origin except for tabulations by the U.S. Census Bureau (Harvey, 2001).

Asian American – East Asia, (China, Korea, and Japan), South Asian (India and Pakistani), and Southeast Asia (Cambodia, Laos, Malaysia, Philippines, Thailand, and Vietnam) (Pang, 1990; Schwartz, 1996).

Culture - A group that shares the same values, beliefs, and practices. It is a framework that guides and bounds life traditions and actions are filtered or verified as individuals go about every day life (Lynch & Hanson, 1998).

Culturally Diverse – Persons who value and identify with African Americans, Alaskan Native, Asian Americans, Hispanic Americans, Native American, Multiethnic, and Native Hawaiians/Pacific Islanders culture.

Cultural Competence- Assumes that individuals are able to relate and communicate effectively with individuals who do not share the same culture, ethnicity, and/or language. Individuals who are culturally responsive *think, feel, and act in ways that respect ethnic, sociocultural, and linguistic diversity* (Lawson et al., 2002).

European American – Persons from European Countries.

Hispanic American – Persons from Spanish Speaking Countries: Mexico, Puerto Rico, El Salvador, Guatemala, Nicaragua, Honduras, Panama, Costa Rica, Cuba, Colombia, Ecuador, Peru, Argentina, Chile, and Spain (Bhawuk, Podsiadlowski, Graf, & Triandis, in press; Census, 2000a)

Multicultural Curriculum – Banks, (1991a); Sleeter & Grant, (1994) define multicultural curriculum as “acknowledges the voices, histories, experiences, and contributions of all ethnic and cultural groups. The goal of a multicultural curriculum is to help all students: (1) understand, view, and appreciate events from various cultural perspectives; (2) understand and function in their own and other cultures; (3) take personal actions to promote racial and ethnic harmony and to counter racism and discrimination; (4) understand various cultural and ethnic alternatives; (5) develop their academic skills; and (6) improve their ability to

make reflective personal and public decisions and actions that contribute to changing society and culture” (Salend, 2001, p.290).

Multicultural Training – Suzuki (1984) offers the following inclusive definition: “a multidisciplinary educational program that provides multiple learning environments matching the academic, social and linguistic needs of students...In addition to enhancing the development of their basic academic skills, the program should help students develop a better understanding of their own backgrounds and of other groups that compose society...Finally, it should help them conceptualize a vision of a better society and acquire the necessary knowledge... to enable them to move the society toward greater equality and freedom...”(p.305).

Native American – The majority of this population is associated with Cherokee, Navajo, Sioux, Chippewa, and Choctaw tribes (Cartledge & Milburn, 1996).

Native Hawaiian/Pacific Islander – Melanesian (i.e., Fijian), Micronesian (i.e., Guamanian, Marshall Islanders, Mariana Islanders), and Polynesian (i.e., Tongans, Tahitians, Samoans, Hawaiians) backgrounds (Paisano, 1993b).

Nonculturally diverse – European American/Caucasian.

Overrepresentation – Occurs when a group’s membership in the program is larger than the percentage of that group in the educational system or within a given disability category (e.g., learning disability, mental retardation, emotional disturbance, etc.) (Lawson et al., 2002)

Perceived Level of Cultural Difference – Believing that ethnicity impacts one’s ability to learn and interact in an academic and social setting.

Teacher’s Expectation – Based on the perceived level of ability - may not be based on factual assessments.

In-Group Difference - Members from the same ethnic group that share universal characteristics, but have different socioeconomic status, demographics, sex and level of acculturation (Lynch & Hanson, 1998).

Culturally responsive teaching is a relatively new concept to the field of education and lacks standardized terminologies that all researchers and educators agree upon. For this reason, definitions of terms that were used throughout this paper were defined above. The objective is to enable the reader to interpret words that may otherwise be misunderstood.

Chapter 2 Literature Review

The subjective bias of teachers in the classroom that influences academic and behavioral expectations may contribute to inappropriate referral, resulting in overrepresentation of culturally diverse students in special education. The consequences of misidentifying these students have caught the attention of Congress and Civil Rights Organizations across the country. If special education is arguably not a place but a set of services that support children with disabilities to succeed in school, why is overrepresentation an issue; or is special education more of a place than realized? It appears that many general education teachers use special education classrooms to *dump* students whose skills appear to be below the majority, who may need individualized attention due to cultural mismatch, or who do not meet the teacher's expectation level. Once students are classified as needing special education services it is difficult to access general education and nearly impossible to *get out*. Many educators' expectation level of culturally diverse special education students is substantially lower, resulting in less challenging assignments, inappropriate curriculum, and minimal positive teacher-student interaction. There is an increased potential for social-emotional problems which may lead to low self-esteem and not feeling confident and worthy of applying to and attending postsecondary institutions (Lawson et al., 2002).

The disproportionate number of African American youth in special education is a national problem. Specifically, there are a greater percentage of African American students enrolled in special education than would be expected from the percentage in the general school population. This over-representation of African American students in special

education results from multiple factors including assessment practices, differing cognitive styles (one's orientation to learning or thinking), and cultural and communication differences (Dooley & Voltz, 1999). Other reasons for over-representation in special education may include low teacher expectations and misunderstandings of behavior.

Hispanic American students are overrepresented in special education due to lack of bilingual and quality instruction, poor assessment validity, and inappropriate referrals (Ortiz & Garcia, 1988). Educators often have difficulty determining Spanish-speaking students with learning disorders from students who need adaptations of the learning process or additional support of their primary language for comprehension and integration of information (Ortiz & Garcia, 1988). When the Hispanic cultural and linguistic differences are perceived as deficits, rather than cultural strengths, there is a tendency to blame the student for the lack of success rather than examine the effectiveness of the curriculum or instructional system. When not allowed to use their primary communication methods, many students are erroneously thought to have learning disabilities and therefore many times overrepresented in special education (Ortiz & Garcia, 1988).

To determine whether overrepresentation exists, The National Alliance of Black School Educators (NABSE) and the IDEA Local Implementation by Local Administrators Project (ILIAD) suggest considering the following questions (Lawson et al., 2002):

- Are special educator referrals being made for appropriate reasons?
- Is there a noticeable pattern in which teachers refer students regularly?
- Do certain teachers and/or schools have particularly high referral rates?
- Is there a high percentage of students whose families have low socioeconomic status or who are culturally and/or linguistically diverse in special education classes?

- Have other possible sources of the problem been investigated, such as limited instructional materials, a non-welcoming school climate, language differences, poor instruction, etc.?
- What documented interventions were attempted before the student was evaluated for special education?
- Were the interventions instituted and modified for enough time before they were abandoned?
- What were the results for each child referred (p.8)?

Cultural Difference

Values represent a group's beliefs and attitudes that are upheld through laws and individual interpretations. It is the heart and soul of what society deems right and wrong and shapes our ethnic identity and who we are as individuals. The way individuals are raised greatly influences their beliefs, values, social attitudes, and behavior. Parenting styles, for example, may impact how comfortable an individual feels towards asking questions and/or participating in class. The fear of being perceived as incapable or "stupid" might explain a student's non participation (Cartledge & Milburn 1996). Understanding these differences and how culturally diverse students interact in an environment where values and beliefs are different than their own may assist in determining an appropriate learning environment. One of the most common differences between cultures is individualism and collectivism. The concept of individualism is based on self-determination, self-reliance and self-competence and the idea that people are in control of their life through the power of choice. For example, individuals who feel they have a right to make personal decisions and speak up when their rights have been violated or diminished are exhibiting a form of self-determination (Kalyanpur & Harry, 1999). The motivation for behavior tends to be individually based or independent in nature and values the concept of working hard for personal achievement (Markus & Kitayama, 1991). In general, people from northern and

western regions of Europe and North America most commonly display this characteristic (Kalyanpur & Harry, 1999).

Collectivism emphasizes collaboration between members and relies on group interaction when making decisions. It emphasizes attending to others, fitting within the community, role relationships, and interpersonal harmony (Sue, 1999). Often, members assume greater responsibilities for one another's welfare and the success of the group receives more respect and honor from peers than the success of an individual. Group goals surpass those of individuals and the focus is on working towards a universal good for the entire group. The motivation for behavior in collectivist cultures tends to depend on social context or interdependence (Markus & Kitayama, 1991). Collectivism is most commonly valued in African Americans, Asian Americans, Hispanic Americans, Native Americans, and Pacific Islanders (Lynch & Hanson, 1998).

It appears that classrooms throughout the United States typically favor individualistic styles of learning, leaving some collectivistic students lost, confused or mislabeled with behavior disorders or learning disabilities. Although many educators are starting to incorporate different learning styles (for example, cooperative learning, group processes, peer tutoring, and teacher-directed instruction) the majority of classroom activities still require students to work independently. Providing a culturally responsive classroom involves incorporating learning techniques that are conducive to both an individualistic and collectivistic framework. Administrators and teachers should reinforce collectivistic behaviors and individualistic behaviors equally.

It is important to remember not to generalize information about culturally diverse students when discussing culture, values, and beliefs. Although members from the same

ethnic group may share universal characteristics, other variables such as socioeconomic status, demographics, sex and level of acculturation may influence their behavior resulting in in-group differences (Cartledge, 2002). For example, Native Americans are typically very spiritual and group oriented. They prefer to live in the present - working for their existing needs and not consumed with the future. However there are over 500 tribal groups in the U.S. and each tribe is distinctly different. Within each tribe there are different traditions and values that are distinct from other tribes (Lynch & Hanson, 1998).

Because individuals from the same culture do think and act differently, educators must use a basic cultural framework when working with culturally diverse students. The framework will guide students through universal values that society requires in order to be successful. According to Anderson and Fenichel (1989), "cultural framework must be viewed as a set of tendencies of possibilities from which to choose" (p. 8) and not as the only way to interact with culturally diverse students. Culturally responsive teachers must structure the classroom environment based on a general cultural framework and continually observe how each student is socially interacting. The framework will, "...promote cultural awareness, cultural knowledge and cultural encounters as a process-oriented approach rather than an endpoint to serving individuals, families, and communities of diverse backgrounds" (Campinha-Bocote, 1991, p. 14).

Teacher Perceptions

Factors that provoke low expectations are generally associated with culturally diverse students, such as low socioeconomic status, a nonconforming personality, nonstandard speech patterns, and low achievement (Obiakor, 1999). Many teachers tend to make inappropriate academic and behavior judgments based on these assumptions which may

greatly influence students' academic successes and failures. For instance, a student who comes to school in dirty clothes, with bad hygiene, and hungry may project an image of being incompetent and unable of achieving high academic standards. In addition, students who do not conform to Western traditions and speak nonstandard English may be misdiagnosed as needing special education services. Unfortunately, this assumption is perhaps incorrect and in reality these students may know and understand much more than they are able to communicate or the teacher is able to hear.

Teachers' perceptions are extremely persuasive and many times become the basis for determining course curriculum and standards. Students who are perceived as bright and teachable are at an advantage. These students may have more opportunity to participate in class and benefit from the course content. Teachers view them as the model student and believe that classmates should imitate their behavior. On the other hand, students who are perceived as incapable or as having behavior problems are often excluded from class participation and academic interaction. Powell-Hobson (1992) pointed out, "teacher's perception of a student leads directly to an expectation of the student. If the teacher perceives the child as intelligent, then he or she will expect above-average work from the child. A child's performance tends to mirror the expectations of his or her teachers" (p. 154). Therefore, when a student becomes aware of the teacher's perceptions and expectations their self-concept, motivation, and level of ambition may coincide with the teacher's assumptions. Positive experiences may result in building confidence, feelings of self-worth and the ability to conquer anything. In the classroom, students who feel confident and have experienced success are more likely to push themselves to do well and strive to meet or exceed academic requirements. Conversely, students who are constantly met with opposition

may experience low self-esteem and little confidence in their ability to perform similar tasks. Each time students experience failure it confirms what they have been told by teachers and past experiences – they *can't* do it.

For the last decade, the education community has been inundated with incorporating self-determination and internal locus of control in the curriculum and conveying the importance of each student leaving high school with this skill, especially students with disabilities. Skinner, Zimmer-Gembeck, and Connel 1998 stated, “one of the strongest predictors of children’s performance in school is individual differences in their perceived control” (p.1). In several studies Skinner et al. found that students who feel their teachers do not support them or believe in their ability to be successful, were more likely to develop beliefs relating to external locus of control and the power of luck. Teachers who understand cultural differences and embrace diversity in the classroom positively affect students’ motivation towards academic achievement and self-worth.

Behavioral Expectations

Teachers’ attitudes and expectations play a major role in the success of all students. When judgments about students’ capabilities are based on race, sex, socioeconomic, linguistic, and cultural differences, rather than on actual abilities, students have a higher chance of failing or dropping out of school due to frustration and low self-esteem (Ortiz & Ramirez, 1985). Teachers’ behaviors significantly change with each student which results in different expectation levels. If low expectation is anticipated, a teacher may display little tolerance of incorrect answers, focus on negative behaviors rather than positive academic achievement, and call on them less frequently to answer questions (Ortiz & Ramirez, 1985). This type of atmosphere significantly decreases students’ ability to reach their maximum

potential. When teacher expectations are low such that poor or mediocre performance is expected, students are denied the opportunity to meet or exceed school standards (Gay, 2000). For instance, (Graham, 1997) confirmed that:

Far too many minority children perform poorly in school not because they lack basic intellectual competencies or even specific learning skills but because they feel hopeless, have low expectations, deny the importance of effort, or give up in the face of failure. These are prototypical achievement motivational concerns. At the same time, far too many minority children perform poorly in school because they have few friends, adhere to an oppositional peer culture, or evoke anger from teachers and classmates. (p. 21)

These students may become disengaged in classroom activities and more engaged in misbehaving and may eventually fail or drop out of school.

According to Grossman 1995 teachers use different classroom management techniques depending on the dynamics and personalities of the class. For instance, some teachers with a high percentage of African American students are more likely to exhibit authoritarian style management than an open discussion forum that may be used with a Caucasian majority. In addition, when African American students misbehave the behavior is assessed with less tolerance and punishment is more severe than their Caucasian peers. The Office of Civil Rights (1993) reported findings from a national survey showing that African American males received a much higher rate of corporal punishment and suspension. In fact, the U.S. Department of Education (1997) reports illustrate that this group accounts for 9 percent of the total student body but comprises 30 percent of those receiving corporal punishment and 22 percent receiving out-of-school suspension. Previous studies document even higher rates of corporal and out-of-school punishment even though school records do not indicate that African American students engage in more severe behavioral violations

than other groups (McFadden, Marsh, Price & Hwang, (1992). The over use of this extreme punishment impedes classroom learning by limiting access to teacher instruction and social interaction. Many African American students who were suspended believed they had poor relationships with their teachers. In one study (Garibaldi, 1992), 40 percent of African American males believed their teachers had low expectations of them and 60 percent believed they did not push them hard enough. In contrast, 60 percent of the teachers indicated that they believed that their African American male students would not attend college.

Teachers' perceptions and expectations may also be affected by gender. Because Caucasian males typically dominate the classroom by initiating more interaction with teachers, they tend to receive more encouragement, feedback, and praise. Caucasian males, compared to females, are also asked more complex open-ended questions and taught how to problem solve and become independent thinkers. Female students generally receive less academic encouragement, rewards, and expectations of academic success. Teachers ask questions that require more concrete and descriptive answers which are short and straightforward with little critical thinking (Gay, 2000). When comparing Caucasian females to African American females, teachers more often than not will assign "trusted lieutenant duties and special high prestige assignments" (Grossman & Grossman 1994, p. 90) to the Caucasian student and low-status social responsibilities to the African American student. Gender biases have the same type of effect as cultural biases that can lead to low self-worth and self-determination (Gay, 2000).

Culturally diverse students are more likely to live in poverty than Caucasian students. Many live in poor quality housing, which means they are probably attending schools that

have limited funds and numerous teachers who are not trained nor have appropriate teaching qualifications. They may not have health insurance and be victims of child abuse and neglect. This type of environment impedes the learning of prerequisite skills, which are typically taught in the home and community, necessary when entering school. These students may be developmentally behind their middle and upper-income peers and are more likely to be recommended for special education programs and/or remedial programs (Salend, 2001). Wagner (1995) reported that African American students are 3 times more likely to live in poverty than any other ethnic group in the United States and may be the primary reason why they are overrepresented in special education. The U.S. Department of Education (1994) reported that poor African American students are 2.3 times more likely to be identified as having mental retardation than Caucasian students and have a higher probability of being referred to special education. Low socioeconomic status (SES) is not a qualification for special education services nor is it justifiable for low quality education. Students who come from diverse backgrounds regardless of SES are required by law to receive equal educational experiences as their peers from middle and high incomes. The current trend of low funding schools, high class sizes, minimal resources, and low expectations of student performance is discriminating and must cease.

Classroom management and behavior expectations are crucial in maintaining an atmosphere that is conducive to academic success. When disciplining students, teachers must examine their own values and beliefs and ensure appropriate actions are taken to support social interactions that are not controlling or imposing cultural status. In general, teachers need to understand cultural and personal antecedents of the student's behavior as well as the cultural assumptions and expectations that influence reactions to that behavior Donovan and

Cross, 2002). By recognizing cultural differences teachers can identify general behavioral styles that are not maladaptive or wrong but based on cultural identity and values.

Teachers must understand how race, sex, socioeconomic, linguistic, and cultural differences affect students' behavior in the classroom and realize that expectations based on those characteristics are discriminating. Appreciating students' family beliefs and how it reflects the values and standards of their heritage is the first step in understanding the relationship between culture and student behavior (Sileo, T., Sileo, and Prater, 1996). The magnitude to which cultural beliefs influence students' academic, social/emotional, and behavioral development depends on the home life. When the demands and expectations are different at school than at home, conflicting behavior between the two environments may arise. Culturally competent teachers embrace these differences and are respectful to values, beliefs, and behaviors that may be different than their own.

Academic Expectations

Research on school effectiveness suggests that high expectation levels results in higher student achievement. Spring (1985) conducted a study in a small northern school district where the majority student population had shifted over time from primarily Caucasian to African American. The findings indicate one primary cause in the decline of academic achievement was not as a result of the changing demographics but a result of the attitudes that Caucasian teachers and administrators had towards the new majority. The lower academic expectations resulted in a decline in homework assignments and a shift from curriculum that focused on preparing students for college and work (Winzer & Mazurek, 1998). Even when student variables are the same, except for ethnicity and socioeconomic

backgrounds, teachers attribute higher academic and intellectual potential to Caucasians than to African Americans, Hispanic Americans, or Native Americans (Matute-Bianchi, 1986).

Many teachers will group students based on ability to maximize learning opportunities. Unfortunately, many culturally diverse students are not grouped based on actual capabilities but what the teacher perceives their abilities to be. Students in this group may be provided with a 'watered down' curriculum that stresses repetitive learning (memorization) rather than higher-order learning that promotes generalization.

Educators Working in Diverse Settings

Currently, conventional style instruction is used in most classrooms across the nation. This style, which Kochman (1985) calls a *passive-receptive* posture, is structured around individualistic and western values. Students are taught to listen quietly while the teacher lectures and only respond when given permission. The appropriate verbal style is accompanied with nonverbal behaviors like maintaining eye contact with the teacher and using little or no physical movement. Thus, classroom dynamics revolve around students sitting up straight, keeping quiet, and waiting to be acknowledged before talking. Once granted permission to speak, being brief and to the point and keeping emotional nuances to a minimum is expected (Kochman, 1981; Philips, 1983). As the U.S. demographics continue to shift resulting in an increase in culturally diverse students in the classroom, teachers must become culturally competent and abandon the old *passive-receptive* style of teaching. Cultural competence assumes that individuals are able to relate and communicate effectively with individuals who do not share their same culture, ethnicity, and/or language. Individuals who are culturally competent think, feel, and act in ways that respect ethnic, sociocultural, and linguistic diversity (Lawson et al., 2002). Culturally competent educators adapt curriculum so

that it relates, stimulates, and reflects learning that is relevant to the cultural styles of each student in the classroom. The curriculum deals with issues and values across ethnic groups and conveys experiences and contributions of each group. When delivering the content teachers must understand each student and their cultural background. In essence, teachers must validate students' personal experiences and cultural heritages which may make it easier for culturally diverse students to understand and comprehend academic curriculum (Gay, 2000). Hewett (1996) provides an excellent example of how teachers may connect with Hawaiian students, "learn about the correct history of the Hawaiian people, their beginning, their philosophy, their way of thinking, their character, and their lifestyle and address the issues of cultural identity and sovereignty that concerns the native Hawaiians today" (p.40).

Cultural competence can not be obtained if teachers do not understand their own beliefs and biases towards diverse students. Lynch & Hanson (1998) described self-awareness as the first step towards cultural competence. They describe teachers who are self-aware acknowledge and assess the extent to which their perceptions are accurate or incompatible with each student based on distinct ability and not on race, sex, socioeconomic, linguistic, and other cultural differences. Teachers must understand that the school culture, which may be based on the dominant culture, is not necessarily the norm or inherently right but instead a practice that is valued and important to a particular group of individuals. All values and beliefs regardless of how different they are must be embraced as equal and not as wrong or abnormal.

When focusing on appropriate classroom instruction it is important to remember that culturally diverse students with disabilities are many times viewed as having two disadvantages. First, they have a disability and second, they are from a diverse background.

For example, some believe that African American students perform poorly in school because of their learning style. They typically excel when teachers gear the class towards cooperation, content about people, group discussions, and hands-on activities. Cooperative learning and peer tutoring have proven to be effective for many culturally diverse groups and are advocated as successful instructional strategies for students with disabilities (Sileo & Prater, 1998). Kochman (1985) describes another style of learning that is common among culturally diverse students, *participatory-interactive*. This collectivistic based teaching style values and respects interaction between the teacher and students through vocalization and body movement. It does not stress the hierarchy of teacher over student but appreciates the individual communication styles of everyone.

While understanding culturally diverse students and adapting curriculum is crucial, true culturally competent teachers become scholars of ethnic and cultural diversity and produce new curriculum. Participating in community activities, observing students in their natural environment, and doing library research are just a few ways teachers can effectively create new content that replaces existing textbooks and media content. According to Gay (2000), culturally competent teaching is validating and affirming and includes the following characteristics:

- Acknowledges the legitimacy of the cultural heritages of different ethnic groups.
- Builds bridges of meaningfulness between home and school experiences as well as academic abstractions and lived sociocultural realities.
- Uses wide variety of instructional strategies that are connected to different learning styles.
- Teaches students to know and praise their own and each others' cultural heritages.
- Incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools (p.29).

If teachers, administrators, and members of the community continue to ignore cultural diversity and disregard values and beliefs of diverse students education discrimination and academic underachievement will continue to plague this population.

Overrepresentation of Culturally Diverse Students in Special Education

Overrepresentation exists when the proportion of the members of an ethnic group in a program exceeds the proportion of that ethnic group in the school population (MacMillan & Reschly, 1998). For example, if African Americans comprise 25 percent of the school population but 40 percent are enrolled in special education programs, one may assume that overrepresentation is a concern. Chinn and Hughes (1987) use a ± 10 percent rule to determine disproportionate placement. Using the same example as above, one would expect an unbiased representation would range from 15 to 35 percent. Reschly (1997) uses *percent of category or program by group* which calculates the percentage of students in a disability category by ethnic group. For example, the number of African American students in SED is the numerator and the total number of students classified as SED as the denominator. Another calculation is *percent of group in category or program*. This formula uses the same numerator as above but the denominator is the total number of African American students in the district, state, or national school population. To determine overrepresentation it is important to note that some ethnicities experience higher biological disabilities due to genetics. An example is sickle cell anemia which most commonly affects African American children (MacMillan & Reschly, 1998). In essence, the problem of overrepresentation is evident in disabilities for which assessments tend to rely on subjective judgments, which includes mental retardation, serious emotional disturbance (SED), specific learning

disabilities (SLD), and speech and language impairments (SLI) (Gelb & Mizokawa, 1986). As a result, teachers who are not culturally competent may be biased in their judgment and inappropriately refer students to special education.

Culturally diverse students are disproportionately referred and inappropriately placed in special education classes. The issue of overrepresentation has been in the forefront of educators minds since Dunn (1968) vocalized his thoughts about the population of *educable mentally retarded*: “In my best judgment, 60 to 80 percent of the pupils taught by these teachers are children from low-status backgrounds - including Afro Americans, American Indians, Mexicans, and Puerto Rican Americans; those from nonstandard English speaking broken, disorganized and inadequate homes; and children from other nonmiddle class environments” (p. 5). Reports from the National Research Council (NRC) in 2000, indicated that culturally diverse students represented in special education had dramatically increased by 35 percent since 1982. When the Individuals with Disability Act was reauthorized in 1997, Congress found that culturally diverse students were 2.3 times more likely than Caucasians to be placed in special education (20 U.S.C. § 1401 (c)(8)(C)). African American males are over identified in three categories, learning disabilities, mental retardation, and serious emotional disturbance (Oswald, Coutinho, Best, & Singh, 1999). Why is overrepresentation of culturally diverse students in special education a concern? If the goal of special education is to provide individualized supports and accommodations that meet the diverse needs of students in the least restricted environment enabling them to succeed then students should be lining up to be a part of this program. However, as studies indicate, being placed in special education denies many students access to the general education curriculum and students often receive low-quality or watered-down curriculum. Many believe that the

education received is unequal to general education and the placement itself has a negative effect on educational performance, self-esteem, classroom behavior and interactions, motivation, and postsecondary enrollment (Nieto, 1996).

Beth Harry and Janette Klingner from the University of Southern Florida with the support from the Office of Special Education Programs (OSEP) are currently investigating the referral and decision making process for culturally diverse students. Although they are still gathering their data, common themes contributing to overrepresentation have emerged. Teachers are more likely to make special education referrals for students from an ethnic background different from their own. Teachers' stereotypes concerning culturally and linguistically diverse students affect their expectation levels resulting in inappropriate curriculum and placement.

Chapter 3

Methods

Culturally diverse students are overrepresented in special education. Typically, general education teachers initiate the referral process and unfortunately once this has occurred, students are placed in special education. The literature suggests that many teachers' behavior and academic expectations of students who come from a background different than their own are substantially lower and unjustifiable compared to Caucasian students. These low expectations are sometimes based on inaccurate biases that hinder teachers' ability to accurately assess students' true capabilities.

Participants

The participants of this study were both general and special education teachers from pre-selected geographic areas. The objective was to solicit participants from four geographic regions that would represent the nation's teacher population. The regions included the northeast, midwest, south, and west. Each region was also provided a representation of the culturally diverse students in U.S. schools. Referrals from friends, family, and members of the University of Hawaii – Manoa Special Education faculty were gathered. Nine hundred surveys were mailed to specific points of contact requesting distribution to all teachers at their respective schools. The percentages of U.S. teachers and student population are reported in Table 1. This information was used when determining how many surveys to send out to each region. Since the average return rate for survey research is around 20 percent, each point of contact was given a specific amount anticipating the number needed for a nationally representative sample.

Table 1.

U.S. National Representation of Teacher and Student Population, K-12 in Percentages.

Characteristics	Teachers	Students
<i>Geographic Area</i>		
Northeast (<i>Virginia</i>)		18
Midwest (<i>Kansas, Missouri</i>)		24
South (<i>Florida, North Carolina</i>)		35
West (<i>California, Hawaii</i>)		23
<i>Gender</i>		
Male	26	51
Female	74	49
<i>Ethnicity</i>		
Native American/ Alaskan Native	<1	1
Asian American/Pacific Islanders	1	4.1
African American	8	16.4
Caucasian	88	63
Hispanic American	3	15.5
Multiethnic	-	-
Other	-	-

Note. *Teachers' ethnicity – National Center for Education Statistics, 1998

**Students' Characteristics & Teachers' Gender- US Bureau Census, 2000

Instrument

A survey consisting of 26 questions was based on an Attitudes Towards Handicapped Individuals (ATHI) scale developed by Lazar (Lazar, Stodden, & Sullivan, 1976). The ATHI survey was modified by changing the focus from *handicapped* to *culturally diverse* students and incorporating questions from the literature that pertained to academic and behavior expectations.

The survey measured the participants' perceived level of cultural difference between themselves and their students and how that perception affected their own behavior and academic expectations of those students. Individual ethnic groups were not independently identified but only categorized as culturally diverse. Culturally diverse students were defined as African American, Alaskan Native, Asian American, Hispanic American, Multiethnic, Native American, Native Hawaiian, and Pacific Islander.

The survey was divided into three sections. First, participants were asked general information regarding their gender, ethnicity, and teaching background. The second section centered on the participants' educational experiences and finally, the third section focused on the participants' perceptions of culturally diverse students. The third section was a Likert-type scale and based on how similar or different the participants perceived themselves to be compared to students who are from culturally diverse backgrounds. The information from the first and second sections were used to help determine if there was a relationship between gender, ethnicity, teaching background, and postsecondary educational experiences; and the perceived level of cultural difference asked in the third section. The third and final section, questions 9-26, was rated on a 6-point scale as indicated below:

- 1 I agree very much
- 2 I agree pretty much
- 3 I agree a little
- 1 I disagree a little
- 2 I disagree pretty much
- 3 I disagree very much

On the 6-point scale, scores closer to 6 indicated a greater level of cultural competence or equality between the teachers and culturally diverse students. According to the literature culturally competent teachers are more likely to have the skills necessary to modify the

current curriculum and use alternative testing formats (portfolio style and hands on testing) to meet the individual needs of their diverse classroom. Scores closer to 1 may indicate that teachers feel a larger level of dissimilarity between themselves and their culturally diverse students, thus not understanding the impact of cultural mismatch between teachers and students.

Validation Procedures

Survey Construction

Several steps were taken to insure validity of the survey. For example, after extensively reviewing the literature the most significant and common concerns throughout the review were reworded into questions. The most frequently used resources were Banks and Banks (2001) *Handbook of Research on Multicultural Education* and the ATHI scale. The Banks and Banks book was divided into 11 sections covering specific issues surrounding multicultural education. The ATHI scale provided the foundation for constructing questions that ask how similar or different participants feel towards culturally diverse students. After compiling a large sample of questions, members of the committee reviewed the survey. During this review process the object was to eliminate questions that were too wordy, leading, double barreled, and not providing relevant data to the study. From this review, revised questions were generated and divided into categories based on academic and behavioral expectations. A second review was done by the committee which focused on insuring the Likert-type questions would answer the research question. After minor changes the survey was approved by the committee to administer a pilot test.

Pilot Test

The pilot survey was distributed to 22 master level students (SPED 611) at the University of Hawaii – Manoa. All of the participants were currently teaching in general or special education classrooms, K-12 throughout the state of Hawaii. The objective of the pilot was to determine the validity of the survey questions and ensure instructions and wording was easily understood. Validity was determined by the participants' consistency when answering questions 9-26. The survey was based on questions regarding how similar or different the participants felt towards culturally diverse students and each question was categorized accordingly. Themes and patterns that emerged based on similarities and differences were consistent throughout the survey, and it was determined that all questions were reliable. After careful review of all comments and concerns, the only changes made to the pilot survey was wording in the instructions and general format.

Procedures

Before administering the survey it was presented to the Committee on Human Subjects (CHS) at the University of Hawaii – Manoa. Since the study did not involve participants under the age of 18 or appointed or elected public officials and used a survey or interview procedures, application for exemption review was requested and approved.

The approach to distributing the survey was very specific and not random. High quantities were mailed out to each of the four geographical areas, northeast, midwest, south, and west with the anticipation of a 20 percent return rate resulting in a national representation. First, many professors in the Special Education Department at the University of Hawaii administered the survey to their classes and requested volunteers to take it back to their school and hand it out. Second, the committee chair provided names of teachers from

North Carolina and Florida. Third, Missouri participants were solicited by a family member who is currently teaching at a high school and has several friends that teach as well. Fourth, friends and peers were asked to pass the survey to anyone currently teaching and if they themselves were teaching, to pass it out at their school. Finally, several participants were solicited at the annual Pacific Rim Conference on Developmental Disabilities conference held in Honolulu, Hawaii. All volunteers were provided a letter that offered information about the study along with the approval from the Committee on Human Subjects. The survey was either distributed through US mail, e-mail or hand carried. The anticipated amount of time to answer the survey was about 15-20 minutes.

Data Analysis and Reporting

All scoring was recorded into Statistical Package for Social Sciences (SPSS). Questions that were left blank on the survey were analyzed and coded as missing. To provide general overviews, frequencies were run on gender, ethnicity, participants' multicultural training experiences, and how each question was answered overall. Next, for a more specific comparison, a series of t-tests were run to report the level of significance ($p < .05$) between different variables. Finally, a comparison between Caucasian and culturally diverse teachers within each region was made to analyze the cultural competence of each group.

Chapter 4 Findings

A total of 900 surveys were distributed to California, Florida, Hawaii, Kansas, Missouri, North Carolina, and Virginia and 237 were analyzed, a 26.3 percent return rate. Although the return rate was above average for survey research, the participants were not a representative sample of teachers in the U.S. by geographical region or ethnicity nor did they represent the student population in the U.S. The participants' general information, gathered under sections one and two of the survey are outlined in Table 2 and 3. Table 3 compares the participants' ethnicity and geographical location to the national teacher and student population. Table 2 reports the percentage of participants that have received bachelors or masters and the average number of years teaching. The third and final section of the survey asked Likert-type questions focusing on how similar or different participants felt towards culturally diverse students. These questions also attempted to explore the participants' academic and behavior expectations of culturally diverse students. Additional information was included on the survey but goes beyond the scope of this paper and will not be reported or discussed. This chapter concentrated on reporting data that indicated the level of similarities or differences the participants felt towards culturally diverse students and how those feelings affected behavior and academic expectations. The findings from the research also attempted to establish a connection between these feelings of similarities and differences, academic and behavior expectations, and multicultural training.

Table 2.

Participants' Teaching & Postsecondary Education Background.

	Years Teaching (Mean)	Bachelors (Percentage)	Masters (Percentage)
Participants	11	71	29

Table 3.

Participants' Characteristics (*N = 237).

Characteristics	Percentage of Participants	***Percentage of U.S. Teachers	**Percentage of U.S. Student Population
<i>Geographic Area</i>			
Northeast	5.4	-	18
Midwest	23.6	-	24
South	12.7	-	35
West	58.3	-	23
<i>Gender</i>			
Male	24.9	26	51
Female	75.1	74	49
<i>Ethnicity</i>			
Native American/ Alaskan Native	.4	<1	1
Asian American	20	1	4.1
Pacific Islander	1.3	*	*
Native Hawaiian	7.7	*	*
African American	3.8	8	16.4
Caucasian	56.6	90	63
Hispanic American	1.7	3	15.5
Multiethnic	6.4	-	-
Other	2.1	-	-
<i>Multicultural Training</i>			
Yes	65.4	-	-
No	34.6	-	-

Note. *Sample may vary depending on the number of responses to each question.

**US Bureau Census, 2000.

*** National Center for Education Statistics, 1998

The third section of the survey asked participants to respond to each statement according to the extent they agreed or disagreed. The basis of the questions was to determine how participants self-report similarities and differences between themselves and culturally diverse students in their classrooms. Table 4 outlines the questions in section three and separates them into two groups, same and different. Questions identified as *same* do not necessarily represent cultural competence, nor do questions labeled *different*. A mean was generated for each question and reported on a six-point scale. Questions with a mean closer to six indicated the majority of participants self-reported a higher level of cultural competence and a mean closer to one represents lower cultural competence. Several questions were asked in a way that -3, I disagree very much, would be more appropriate compared to 1, I agree very much. For this reason an * was used when reporting the percentage of participants who agreed vs. disagreed to indicate the most culturally competent responses in this study. Figure 1 illustrates the average level of cultural competence for all participants by ethnicity and geographical location. Caucasian teachers self-reported an overall mean of 4.76 and culturally diverse teachers 4.57. The sample size of culturally diverse teachers in the northeast, Midwest, and south was extremely small and does not represent how teachers in those areas would answer. However, according to the National Center for Education Statistics 1998, 90 percent of all U.S. teachers are Caucasians with 8 percent African American and 3 percent Hispanic American. Thus, the probability of getting surveys back from culturally diverse teachers is substantially lower than Caucasian teachers.

Table 4.

Participants' Overall Scores by Survey Question.

Survey Question	Comparison	Mean (6-pt Scale)	Percentage "I Agree"	Percentage "I Disagree"
Culturally diverse students are equal to nonculturally diverse students.	Same	5.0	*84.7	15.3
Culturally diverse students are just as intelligent as nonculturally diverse students.	Same	5.6	*96.5	3.5
Culturally diverse students do not need any more academic assistance than nonculturally diverse students.	Same	3.11	*33.3	66.7
Culturally diverse students are no harder to get along with than nonculturally diverse students.	Same	4.91	*81.7	18.3
When instructing a class, teachers should treat culturally diverse students the same as all other students.	Same	4.97	*78.1	21.9
Culturally diverse students should be part of the same classroom arrangement as nonculturally diverse students.	Same	5.63	*96.6	3.4
Culturally diverse students should not be expected to meet the same academic standards as nonculturally diverse students.	Different	5.05	17.6	*82.4
Culturally diverse students should not be expected to meet the same behavioral standards as Caucasian students.	Different	5.31	10.8	*89.2
Teachers should not expect too much from culturally diverse students.	Different	5.63	5.9	*94.1
Nonculturally diverse students are usually easier to get along with than culturally diverse students.	Different	5.12	11.6	*88.4

Table 4. (Continued) Participants' Overall Scores by Survey Question.

Survey Question	Comparison	Mean (6-pt Scale)	Percentage "I Agree"	Percentage "I Disagree"
When preparing a lesson plan, teachers should plan separate activities for culturally diverse students.	Different	2.22	*18.8	81.2
When administering tests, extra time should be allowed for culturally diverse students.	Different	2.73	*36.1	63.9
Culturally diverse students need a watered down curriculum in order to learn.	Different	5.50	8.2	*91.8
When testing culturally diverse students, alternative formats (portfolio style, hands on) should be provided.	Different	3.68	*58.8	41.2
Culturally diverse students have more behavior problems than nonculturally diverse students.	Different	4.96	17.9	*82.1
Teacher's behavior expectations should be different for culturally diverse students than nonculturally diverse students.	Different	5.20	14.5	*85.5
Culturally diverse students need their curriculum modified in order to learn.	Different	2.0	29.1	*66.7
Teacher's academic expectations should be different for culturally diverse students than nonculturally diverse students.	Different	5.26	14.1	*85.9
Respondents' overall mean	-	4.53	-	-

Note. *The most culturally competent answer

** Cultural Competence Scale: One equals zero cultural competence and six being very culturally competent.

***Similar and different refers to the type of question from the survey and is used to measure cultural competence in this study.

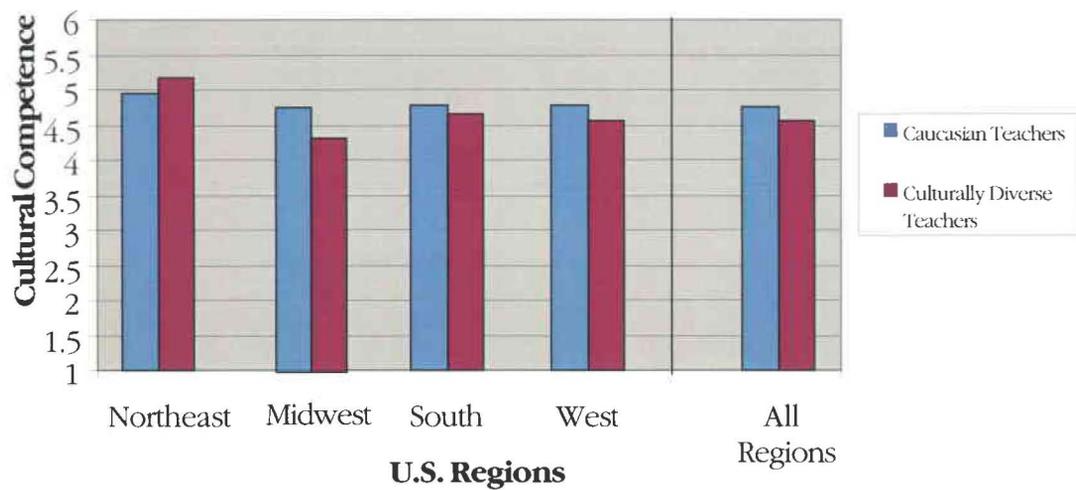


Figure 1. Participants' level of cultural competence by ethnicity and geographical location. *Note.* Cultural Competence Scale: One equals zero cultural competence and six being very culturally competent.

Participants' Behavior Expectations of Culturally Diverse Students

The reported behavior expectations of all teachers illustrated no surprises. In general, teachers felt that culturally diverse students should meet the same behavior expectations of nonculturally diverse students and that ethnicity does not signify a student's inability to get along with peers and teachers. Rules and procedures that are applicable to Caucasians should be the same for culturally diverse students. In return, culturally diverse students should not receive harsher punishments for similar behaviors performed by Caucasian students. Figure 2 provided an overview of teachers' behavior expectations and its relation to cultural competence. The scale, 1 being not culturally competent and 6 very culturally competent is used throughout to indicate the level cultural sensitivity and responsiveness of teachers in the U.S. In this figure, Caucasians reported the highest level of behavior expectations overall and in all US regions except the Northeast.

Table 5.

Participants' Self-Reported Behavior Expectations.

Behavior Expectations	Mean	Percentage "I Agree"	Percentage "I Disagree"
Culturally diverse students should not be expected to meet the same behavioral standards as Caucasian students.	5.31	10.8	*89.2
Culturally diverse students are no harder to get along with than nonculturally diverse students.	4.91	*81.7	18.3
Nonculturally diverse students are usually easier to get along with than culturally diverse students.	5.12	11.6	*88.4
Teacher's behavior expectations should be different for culturally diverse students than nonculturally diverse students.	5.2	14.5	*85.5
Overall	5.1	-	-

Note. *The most culturally competent answer.

*N varies per questions M is calculated accordingly.

Due to the small sample size of culturally diverse teachers (N=1), the information is not as valid as the west where a larger sample was reported. In general all participants reported an above average level of cultural competence in regards to behavior expectations. Table 5 represents behavior questions from the survey and the percentages of how the participants answered overall. Over 80 percent of all teachers answered the behavior expectation questions as predicted.

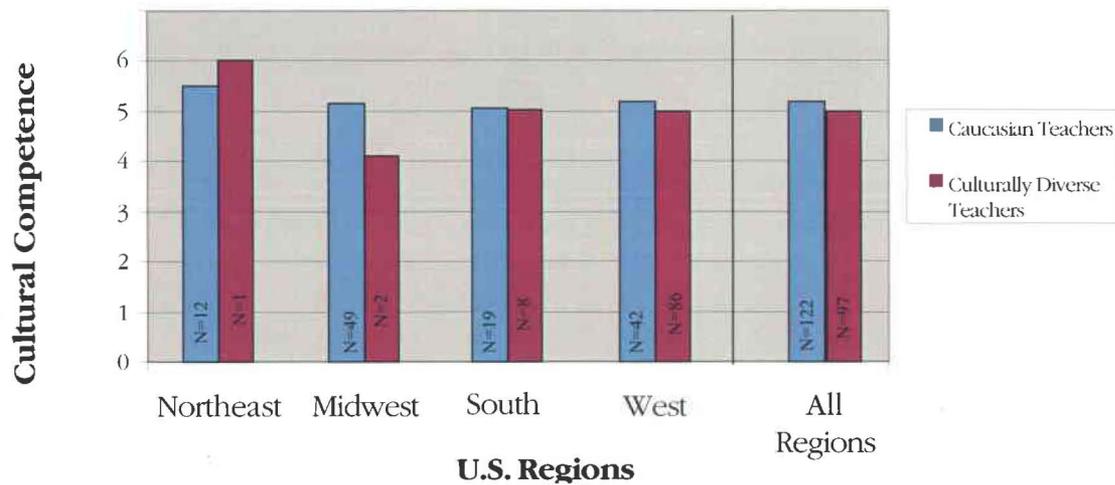


Figure 2. Participants' behavior expectations by ethnic group and region.
Note. Cultural Competence Scale: One equals zero cultural competence and six being very culturally competent.

Participants' Academic Expectations of Culturally Diverse Students.

Academic expectations generated a different picture. The majority of teachers did expect culturally diverse students to meet the same academic standards as Caucasian students and in order to do so a watered down curriculum is not necessary; however, many did feel that to maximize academic achievement culturally diverse students needed more assistance.

Table 6.

Participants' Self-Reported Academic Expectations

Academic Expectation	Mean	Percentage "I Agree"	Percentage "I Disagree"
Culturally diverse students are just as intelligent as nonculturally diverse students.	5.6	*96.5	3.5
Culturally diverse students should not be expected to meet the same academic standards as nonculturally diverse students.	5.05	17.6	*82.4
Culturally diverse students do not need any more academic assistance than nonculturally diverse students.	3.11	*33.3	66.7
When instructing a class, teachers should treat culturally diverse students the same as all other students.	4.97	*78.1	21.9

Table 6. (Continued) Participants' Self-Reported Academic Expectations.

Academic Expectation	Mean	Percentage "I Agree"	Percentage "I Disagree"
When preparing a lesson plan, teachers should plan separate activities for culturally diverse students.	2.22	*18.8	81.2
When administering tests, extra time should be allowed for culturally diverse students.	2.73	*36.1	63.9
When testing culturally diverse students, alternative formats (portfolio style, hands on) should be provided.	3.68	*58.8	41.2
Teacher's academic expectations should be different for culturally diverse students than nonculturally diverse students.	5.26	14.1	*85.9
Overall	4.24	-	-

**The most culturally competent answer.*

Examples of how teachers may provide additional assistance to culturally diverse students would include allowing alternative formats (portfolio style, hands on activities) and additional time when administering tests. The overwhelming majority did not feel that extra support such as separate lesson plans should be taught or incorporated into the general curriculum. Figure 3, teachers' academic expectations by ethnic group and region, indicates a much lower level of cultural competence when comparing it figure 2, respondents' behavior expectations. The average for academic expectations for all regions is 4.05 for Caucasian teachers and 3.93 for culturally diverse teachers compared to the average behavior expectations of 5.19 and 4.99 respectively. In general, the participants had a larger disparity between what are culturally appropriate academic expectations. Table 6 categorizes the questions by academic expectation and report the valid percentage according to the number of participants that actually answered the question.

Table 7.

Comparing Participants with and without Self-Reported Multicultural Training.

	Multicultural Training -Yes			Multicultural Training - No		
	Mean	Percentage I Agree	Percentage I Disagree	Mean	Percentage I Agree	Percentage I Disagree
Culturally diverse students are just as intelligent as nonculturally diverse students.	5.74	*99.3	.7	5.36	*92.5	7.5
Culturally diverse students are no harder to get along with than nonculturally diverse students.	5.10	*83.3	16.7	4.58	*78.8	21.3
When administering tests, extra time should be allowed for culturally diverse students.	2.47	*36.1	63.9	3.19	*48.1	51.9
Culturally diverse students should be part of the same classroom arrangement as nonculturally diverse students.	5.72	*98	2	5.43	*93.7	6.3
Nonculturally diverse students are usually easier to get along with than nonculturally diverse students.	5.27	7.7	*92.3	4.79	20.0	*80
Culturally diverse students need a watered down curriculum in order to learn.	5.64	8.2	*91.8	5.23	15.2	*84.8
Teacher's academic expectations should be different for culturally diverse students than nonculturally diverse students.	5.30	13.4	*86.6	5.15	16.5	*83.5

Note. *The most culturally competent answer
 **p≤.05

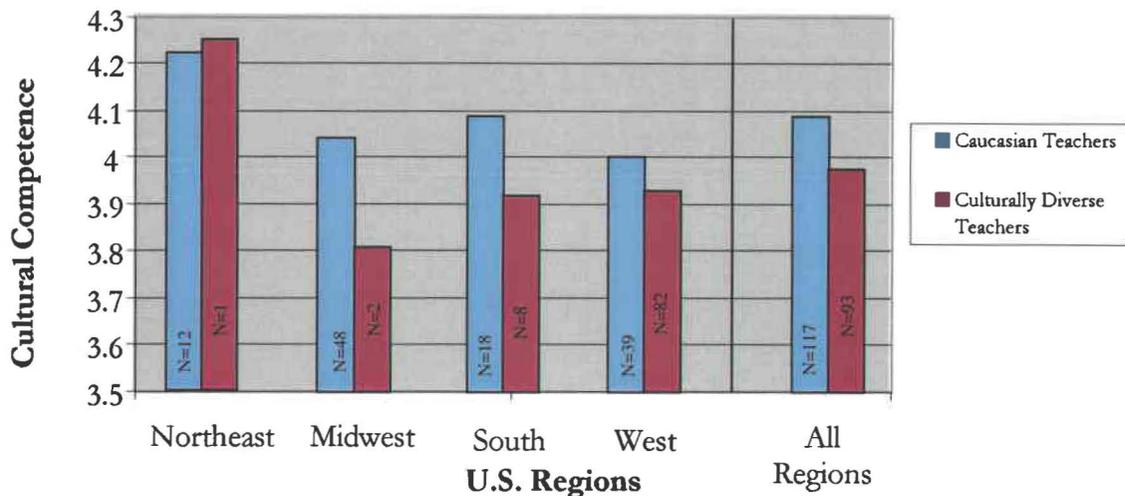


Figure 3. Participants' academic expectations by ethnic group and region.

Notes: Cultural Competence Scale: One equals zero cultural competence and six being very culturally competent.

Comparing Participants with and without Multicultural Training

Several questions from the survey requested participants to explain the amount and type of multicultural training received. A wide range was reported, for example some felt that sociology, anthropology, musical adventures in Central and South America, and foreign language classes were considered a form of multicultural training. Others indicated attending classes such as diversity in the classrooms, multicultural education, strategies in teaching multicultural students, and minorities in special education. The credits/hours of training ranged from 1 to 270. Of the 231 participants who answered the question, 65.4 percent (151 individuals) reported they had some form of multicultural training and 34.6 (80 individuals) had received none. A comparison of two groups was analyzed to determine if teachers' perceptions and expectations of culturally diverse students varied between participants with multicultural training and without multicultural training. A t-test was used to determine the level of statistical significance between the sample means. Table 7 lists the questions that resulted in $p \leq .05$.

Table 7.

Comparing Participants with and without Self-Reported Multicultural Training.

	Multicultural Training –Yes			Multicultural Training - No		
	Mean	Percentage I Agree	Percentage I Disagree	Mean	Percentage I Agree	Percentage I Disagree
Culturally diverse students are just as intelligent as nonculturally diverse students.	5.74	*99.3	.7	5.36	*92.5	7.5
Culturally diverse students are no harder to get along with than nonculturally diverse students.	5.10	*83.3	16.7	4.58	*78.8	21.3
When administering tests, extra time should be allowed for culturally diverse students.	2.47	*36.1	63.9	3.19	*48.1	51.9
Culturally diverse students should be part of the same classroom arrangement as nonculturally diverse students.	5.72	*98	2	5.43	*93.7	6.3
Nonculturally diverse students are usually easier to get along with than nonculturally diverse students.	5.27	7.7	*92.3	4.79	20.0	*80
Culturally diverse students need a watered down curriculum in order to learn.	5.64	8.2	*91.8	5.23	15.2	*84.8
Teacher's academic expectations should be different for culturally diverse students than nonculturally diverse students.	5.30	13.4	*86.6	5.15	16.5	*83.5

Note. *The most culturally competent answer

**p<.05

Chapter 5

Discussion and Recommendation

The basis of the survey was centered on how similar or different participants felt towards culturally diverse students in their classrooms. The overwhelming majority of the participants viewed culturally diverse students as similar to themselves and to Caucasian students. The use of similar and different throughout the survey did not directly relate to cultural competence or ones level of cultural acceptance but provided a basis for how participants viewed themselves compared to students from a background different than their own. For example, a question categorized as different asked the participants how they felt about preparing separate lesson plans for culturally diverse students. Eighty-one percent of the participants disagreed with the statement thus, perceiving culturally diverse students as the same or needing the same curriculum as Caucasian students. In this example, the most culturally competent answer according to multicultural education theories would be, yes, lesson plans with separate activities should be developed for culturally diverse students. Providing supplemental and additional resources to the original lesson does not suggest that culturally diverse students are less intelligent or need more assistance to succeed but it does indicate a teacher's ability to embrace different values, beliefs, and learning styles. According to Gay (2000), "curriculum content should be seen as a tool to help students assert and accentuate their present and future powers, capabilities, attitudes, and experiences...the content should be chosen and delivered in ways that are directly meaningful to the students for whom it is intended" (p. 111-112). Banks and Banks (2000) emphasize the importance that "teachers must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners" (p. 59). The critical

point of both Gay and Banks and Banks is that true culturally competent teachers understand the importance of preparing lessons that are meaningful and pertinent to every student in the classroom. This may mean that two or three separate lessons or a lesson with 2 to 3 various activities are needed to maximize learning for all students. Teachers need to understand that separate or different does not necessarily indicate unequal or lower expectations.

Participants' Behavior and Academic Expectations of Culturally Diverse Students

Behaviors are observable actions that are symbols of values and principles that individuals highly respect. Values create individuals' character and influence their behavior accordingly. Society defines and generalizes behaviors into normal and abnormal and inflicts labels when it varies from expectations. If an individual displays behaviors that go against what society has deemed *right*, than something must be wrong with the individual. Our society does not account for the changing U.S. demographics and incorporate new values and beliefs that reflect the diverse population. For example, African American students throughout the educational system are overrepresented in special education and inappropriately labeled with behavior disorders. Conflicting values and beliefs by the schools, teachers, and culturally diverse students are impacting the quality of education. Teachers are judging students' behaviors as inappropriate when it deviates from the school values and principles which typically match societies. These values and principles are based on the western culture and expectations are established accordingly. Many times culturally diverse students are forced to conduct themselves in ways that conflict with home or community beliefs which inadvertently may lead to outbursts or disruptive behaviors. Culturally competent teachers and schools enforce rules that are appropriate for all students.

In many cases this may mean abandoning authoritarian style classroom management and infusing cooperative learning throughout the classroom and school. Modifying school policies and enforcing them throughout the school environment does not mean that educators are lowering behavior expectations, but providing an environment that embraces different communication and movement styles that enables equal opportunity for all students to succeed.

When comparing the findings of this study to the literature, it has been concluded that the participants may have interpreted the questions differently than what was intended or may have answered according to what they felt was *politically* correct. For example, the overall mean for the five behavior questions was a 5.1 on a 6 point scale with an average of 85.4 percent of the participants indicating the most culturally competent answer. Although the participants' scores can not be generalized across the teacher population due to the sample size, one would expect lower numbers based on past research.

Teachers' behavior expectations were much higher compared to academic expectations for culturally diverse students, with the mean 5.1 and 4.2 respectively. Teachers' self-reported academic expectations were more in-line with past studies. Questions that were based on differences between teachers' and culturally diverse students had the lowest culturally competent answers. For instance, two questions asked about assessing culturally diverse students. (1) When administering test, extra time should be allowed for culturally diverse students. (2) When testing culturally diverse students, alternative formats (portfolio style, hands on) should be provided. These two questions raise the issue of how to best test culturally diverse students – different from Caucasians or the same? Over half of the participants, 63.9 percent, answered "I disagree" for the first and 58.8 percent answered "I

agree” for the second. These numbers indicated that the participants felt culturally diverse students are no different than Caucasians and should not be allowed extra time or alternative formats. Many commented that their answer would change if all students were allowed the same testing accommodations. Again, although the sample size is not a geographic representation of teachers across the nation, the attitude that different means unequal or unfair is prevalent among educators. This type of misperception is a strong indicator that teachers and schools are not grasping the true concept of cultural competence. Allowing extra time or alternative formats for culturally diverse students are not lowering expectations or giving unwarranted advantages but modifying assessments and instruction so that it accurately tests the students knowledge. According to Banks (1995a), “an equity pedagogy exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, ethnic, and gender groups” (p. 13). The curriculum and assessments must reflect the learning styles and characteristics of all students in the classroom.

Comparing Participants with and without Multicultural Training

Section two of the survey asked participants if they had received multicultural training and 65.4 percent marked “yes”. A definition or criteria was not pre-established so participants self-reported based on what they considered multicultural training to be. When comparing the participants’ definition of multicultural training to the literature, the number decreased to zero. According to specialists in the field, multicultural training is an on-going process that reforms educational institutions and is continually evaluating and changing criteria that better serves culturally diverse students. It is not simply attending a course or seminar and learning how to modify curriculum or reduce prejudices, but goes beyond the

basic exposure or awareness to ensuring that all students experience educational equality (Banks and Banks, 2001). Multicultural training ensures that all students leave school with the skills necessary to be productive members of their community. None of the participants indicated that their school supported multicultural training on an on-going basis at all levels or infused it throughout the school environment. Also, many of the participants did not attend the type of multicultural training nor had enough hours/courses as indicated in the literature to truly understand how to modify, accommodate, or instruct a culturally competent classroom. For this reason, the data included in this study when comparing participants with and without multicultural training is insignificant. Participants with self-reported multicultural training did not appear to have a greater understanding of the key concepts asked in the survey. The differences in overall means between the two groups (5.9 with training and 4.8 without training) indicated that the type of multicultural training that participants in this study received is not advantageous to promoting culturally competent teachers.

In order for multicultural training to be effective, educators must believe it, use it, and do it everyday. It is not a concept that can be learned in one class or seminar, but a change in the way individuals think, act, and feel. For culturally diverse students to gain meaningful educational experience institutions must reform the current policies and practices into those that promote educational equality for all.

Implication for Teachers in Practice

Educational institutions are an important aspect of students' lives. Teachers' attitudes and expectations greatly affect students' self-perceptions and self-worth. When perceptions of culturally diverse students are based on biases students are at risk for inappropriate

placement and/or academic failure. Understanding the effects of these perceptions and how they may lead to inaccurate labels must be understood before seeking placement in special education. Heward (2000) describes some possible disadvantages of labeling. (1) May harm the student's self-esteem. (2) Justify keeping students out of the general classroom. (3) May cause others to hold low expectations resulting in self-fulfilling prophecy. (4) Suggest that the reason why the student can not learn is because something is wrong with the student, thus limiting the teacher's accountability. Both general and special educators must become self aware of their cultural biases and how they may influence expectations of culturally diverse students. Proctor (1984) confirmed that " teachers are less apt to direct instruction to low expectation students, are less likely to tolerate nonattending behavior on the part of such students, and tend to place fewer demands on them for classroom performance, homework assignments, and overall academic effort" (p.123). The outcome of low expectations may result in inappropriate referrals to special education.

Labeling students because they behave, look, speak, and learn differently from the dominate culture is detrimental to the future of these students. Efforts to rid harmful labels that negatively impact quality education for culturally diverse students must become a top priority. Teachers' behaviors and expectations must be based on factual information gathered from various observations, culturally sensitive assessments, and communication with family and community members.

Content and curriculum taught in the classrooms must engage and be meaningful to all students. Textbooks and supplemental resources must positively discuss individuals from diverse backgrounds and how they have contributed to the prosperity of this nation. Culturally sensitive curriculum develops and cultivates pride and a greater understanding of

ones heritage. It provides positive feelings about who they are and what ethnicity and culture mean in their daily lives (Banks, 2001). *Culturally competent teachers recognize that students from diverse backgrounds are different than Caucasians in respect to their learning styles and behaviors but deserve the same expectations that foster a safe and positive school experience. Teachers and students must learn that different does not signify inferiority and should be respected and valued as equal to the mainstream society.*

Banks (2001) suggests that the purpose of multicultural education is to restructure schools so that students from all social classes, gender, racial, language, and cultural groups may have equal opportunities for academic success. Multicultural education must be viewed as an ongoing process and be accepted and implemented at all levels. Institutions must adapt curriculum and teaching materials that are conducive to all learning styles. Educators must have self-knowledge and understand how their own values and beliefs differ from other ethnic backgrounds. Embracing these differences and realizing how attitudes, perceptions, and behaviors and academic expectations directly impact the success of culturally diverse students are fundamental elements of cultural competence.

Implication for Higher Education

As the demographics continue to change and culturally diverse students are becoming the majority in classrooms around the U.S., teacher education programs must abandon the traditional preparation programs and implement one that promotes cultural competence in the classroom. Currently, research supports that “general and special education teachers are ill-prepared, unprepared, frustrated, and without the necessary skills in their teaching repertoire for implementing innovative instructional programs that facilitate the inclusion of all students” (Obiakor, 2001, p. 242). Teacher education programs need to

infuse multicultural training into their current curriculum and reevaluate their standardized entry and exit tests. All teacher candidates should demonstrate multicultural competences that prove their ability to modify, individualize, and promote quality education for culturally diverse students. Currently, the National Accreditation Standards for Teacher Education (NCATE) is revising several of their principles to include higher expectations related to multicultural training. The principle most directly related to multicultural training required that “the teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners” (Banks, 2001, p. 59). Culturally competent teachers with multicultural training should be able to modify, adapt, and individualize curriculum so that it promotes cultural diversity that will create an inclusive atmosphere conducive to all learning styles.

Limitations

This study focuses on attitudes and beliefs teachers may have towards culturally diverse students. Culture and ethnicity are, in general, sensitive subjects and many times stir up emotions and issues based on individual experiences, values, and beliefs. The survey was distributed to participants from diverse backgrounds and may have been interpreted differently based on external factors related to their life experiences. The Likert-type scale used in part three did not ask the participants to explain their answers nor did they have an opportunity to immediately clarify questions that may have been unclear. In addition, based on the type of instrument used in this study, the results only scratched the surface of issues relating to culturally diverse students and provided a starting point for future research.

Completed survey forms were obtained from 237 participants, an adequate number for conducting statistical analyses. However, there were not enough participants from some

subcategories of interest to allow for statistical comparisons involving those subcategories. For example, in the northeast only one culturally diverse teacher was reported and similarly in the midwest and south, two and eight were reported respectively.

Recommendations for Future Research

Definitions of multicultural training have been debated and revised for decades. Most researchers agree that multicultural training should provide a set of criteria that better serves culturally diverse students; however, the method in achieving this goal is still under discussion. The conceptual parameters of multicultural training have not been defined and standardized across educational institutions. Researchers must standardize multicultural training and set measurable benchmarks that directly hold educational institutions accountable for producing culturally competent educators. Once standardization has occurred and both general and special education teachers have received extensive training then study these teachers and schools. *Determine if there is a direct correlation between multicultural training, cultural competence, and special education.* Observe schools in diverse socioeconomic districts whose student population represents the changing U.S. demographics, and determine if students respond better to teachers with multicultural training. Confirm that because schools are infusing cross-cultural competence, culturally diverse students are referred less to special education and are experiencing higher graduation rates.

Is multicultural training the only answer to improving education opportunities for culturally diverse students, or is also increasing the proportion of culturally diverse teachers in the classroom a viable solution? As the U.S. student population continues to become more diversified, ethnically diverse teachers are decreasing. Implications of cultural

mismatch between students and teachers have recently become a national concern. Grossman (1995) claimed that there is a direct connection between this mismatch and referrals to special education. Evidence in one school showed that African American students were referred less frequently for developmental disabilities and received less corporal punishment and suspension when there was a higher proportion (closer to the school population) of African American teachers (Benner, 1998). When analyzing the data from the survey it may appear that culturally diverse teachers are less sensitive compared to Caucasian teachers regarding academic and behavior expectations of culturally diverse students. However, is it possible that culturally diverse teachers may feel that these students should be treated the same and be expected to meet the same academic and behavior expectations as Caucasian students without accommodation or support? Again, the discussion of similarities and differences surfaces and the fear of providing additional accommodations to lesson plans and assessments may be associated with lower academic and behavior expectations. To truly understand and develop appropriate lessons and assessments for all students, focus groups discussing academic and behavior expectations and similarities and differences between teachers and culturally diverse students may reveal more accurate and in-depth feelings associated with curriculum and assessment modifications and expectations.

Appendix A
Consent Forms and Committee on Human Studies Approval

**INVITATION TO PARTICIPATE IN STUDY ON THE RELATIONSHIP BETWEEN
TEACHERS' PERCEIVED LEVELS OF CULTURAL DIFFERENCE AND THEIR
EXPECTATIONS OF CULTURALLY DIVERSE STUDENTS.**

This is an important study that will increase understanding of the relationship between the perceived level of cultural difference and teacher's expectations of culturally different students.

To be eligible for the research study, you should meet the following criteria:

- General Education Teacher
- Special Education Teacher

If you agree to participate in this study, you will be asked to complete a survey that should take between 10 and 15 minutes. The topics to be covered will include: general background information, educational experiences, and perceptions of culturally diverse students.

All of your responses will be kept confidential and will be viewed by no one other than project staff. Your name and other information that can identify you, as a participant will never be reported in study results. Your participation is strictly voluntary. You have the right to not answer any questions you choose and to withdraw from the study at any time. If you decide to withdraw from the study, you will not be affected in any way; there will be no penalty or loss of any benefits or status.

If you would like to participate in this research study, please complete the consent form and the survey and return it in the attached stamped and addressed envelope. The mailing address is:

Tammie Picklesimer & Dr. Amelia Jenkins
University of Hawaii at Manoa
Special Education Department, Wist Hall 120
1776 University Avenue
Honolulu, Hawaii 96822

If you have any questions about the study, contact: Tammie Picklesimer (808) 956-5492 or e-mail picklesi@hawaii.edu. If you cannot obtain satisfactory answers to your questions or have comments or complaints about your treatment in this study, contact: Committee on Human Studies, University of Hawai'i, 2540 Maile Way, Honolulu, HI 96822, Phone: (808) 956-5007.

CONSENT FORM

I certify that I have read and that I understand the description of the study and my participation in it, that I have been given satisfactory answers to my inquiries concerning study procedures and other matters, and that I have been advised that I am free to withdraw my consent and to discontinue participation in the study at any time without prejudice.

I agree to participate in this study with the understanding that such consent does not waive any of my legal rights, nor does it release the Principal Investigator or the institution or any employee thereof from liability for negligence.

Name
(please print): _____

Signature: _____

Date: _____

Home address: _____
City, State, _____
Zipcode _____

Home Phone: _____

Work Phone: _____

Email: _____

UNIVERSITY OF HAWAII

Committee on Human Studies

MEMORANDUM

February 6, 2003

TO: Tammie Picklesimer
Principal Investigator
Department of Special Education

FROM: William H. Dendle
Executive Secretary 

SUBJECT: CHS #12184- "The Relationship Between Teachers' Perceived Levels of Cultural Difference and Their Expectations of Culturally Diverse Students"

Your project identified above was reviewed and has been determined to be exempt from Department of Health and Human Services (DHHS) regulations, 45 CFR Part 46. Specifically, the authority for this exemption is section 46.101(b)(2). Your certificate of exemption (Optional Form 310) is enclosed. This certificate is your record of CHS review of this study and will be effective as of the date shown on the certificate.

An exempt status signifies that you will not be required to submit renewal applications for full Committee review as long as that portion of your project involving human subjects remains unchanged. If, during the course of your project, you intend to make changes which may significantly affect the human subjects involved, you should contact this office for guidance prior to implementing these changes.

Any unanticipated problems related to your use of human subjects in this project must be promptly reported to the CHS through this office. This is required so that the CHS can institute or update protective measures for human subjects as may be necessary. In addition, under the University's Assurance with the U.S. Department of Health and Human Services, the University must report certain situations to the federal government. Examples of these reportable situations include deaths, injuries, adverse reactions or unforeseen risks to human subjects. These reports must be made regardless of the source funding or exempt status of your project.

University policy requires you to maintain as an essential part of your project records, any documents pertaining to the use of humans as subjects in your research. This includes any information or materials conveyed to, and received from, the subjects, as well as any executed consent forms, data and analysis results. These records must be maintained for at least three years after project completion or termination. If this is a funded project, you should be aware that these records are subject to inspection and review by authorized representatives of the University, State and Federal governments.

Please notify this office when your project is completed. We may ask that you provide information regarding your experiences with human subjects and with the CHS review process. Upon notification, we will close our files pertaining to your project. Any subsequent reactivation of the project will require a new CHS application.

Please do not hesitate to contact me if you have any questions or require assistance. I will be happy to assist you in any way I can.

Thank you for your cooperation and efforts throughout this review process. I wish you success in this endeavor.

Enclosure

Appendix B
Instrument

Survey: **Perceived Level of Cultural Difference and Teachers' Expectations**

State: _____

Thank you for agreeing to participate in this research study. This is an important study that will increase understanding of the relationship between the perceived level of cultural difference and teacher's expectations of culturally different students.

The survey should take between 10 and 15 minutes. Your participation is completely voluntary and you may refuse to answer any question. All responses will be kept confidential and will only be used to report general results in my thesis.

Please understand that by completing this survey you are giving consent to use the data in my research. If you have questions or concerns please contact me at 808-956-5462 or by e-mail at picklesi@hawaii.edu. Please return the survey as soon as possible to Tammie Picklesimer & Dr. Amelia Jenkins, University of Hawaii, Special Education Department, Wist Hall 120, 1776 University Avenue, Honolulu, Hawaii 96822.

I. GENERAL INFORMATION

- 1. Gender:** Male
 Female

- 2. What culture do you more closely identify with?** Native American
 Alaskan Native
 Asian American
 Pacific Islander
 Native Hawaiian
 African American
 Caucasian
 Hispanic American
 Multiethnic
 Other (_____)

- 3. Number of years teaching** _____

- 4. Subject currently teaching (check all that apply):**

- Math
 Language Arts
 Reading
 Social Studies
 Science
 Physical Education
 Other (_____)

5. Estimate the ethnic breakdown of your school?

___% Caucasian ___% African American ___% Native American
 ___% Asian American ___% Hispanic American ___% Other (specify: _____)
 ___% Native Hawaiian /Pacific Islander

II. EDUCATIONAL EXPERIENCES

6. Postsecondary History

College/University Name	Specialization
a.	
b.	
c.	
d.	

7. Have you attended multicultural education classes and/or seminars? Yes No
Number of credits _____

Please list:

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

8. Who initiated the training?

My school Myself My peers State requirement College Program

Please explain:

.....

.....

.....

III. Perceptions of Culturally Diverse Students

Please respond to each statement in the space provided according to the extent you agree or disagree with the statement. Please respond to each statement. Select 1, 2, 3, -1, -2, or -3 depending on the extent of your agreement or disagreement with the statement.

Culturally diverse students are defined as African American, Alaskan Native, Asian American, Hispanic American, Multiethnic, Native American, Native Hawaiian, and Pacific Islander.

Nonculturally diverse students are defined as European American/Caucasian.

- | | | | |
|---|---------------------|----|------------------------|
| 1 | I agree very much | -1 | I disagree a little |
| 2 | I agree pretty much | -2 | I disagree pretty much |
| 3 | I agree a little | -3 | I disagree very much |

- ___ 9. **Culturally diverse students are equal to nonculturally diverse students.**
- ___ 10. **Culturally diverse students are just as intelligent as nonculturally diverse students.**
- ___ 11. **Culturally diverse students should not be expected to meet the same academic standards as nonculturally diverse students.**
- ___ 12. **Culturally diverse students do not need any more academic assistance than nonculturally diverse students.**
- ___ 13. **Culturally diverse students should not be expected to meet the same behavioral standards as Caucasian students.**
- ___ 14. **Culturally diverse students are no harder to get along with than nonculturally diverse students.**
- ___ 15. **Teachers should not expect too much from culturally diverse students.**
- ___ 16. **Nonculturally diverse students are usually easier to get along with than culturally diverse students.**
- ___ 17. **When instructing a class, teachers should treat culturally diverse students the same as all other students.**
- ___ 18. **When preparing a lesson plan, teachers should plan separate activities for culturally diverse students.**

- 19. **When administering tests, extra time should be allowed for culturally diverse students.**
- 20. **Culturally diverse students need a watered down curriculum in order to learn.**
- 21. **Culturally diverse students should be part of the same classroom arrangement as nonculturally diverse students.**
- 22. **When testing culturally diverse students, alternative formats (portfolio style, hands on) should be provided.**
- 23. **Culturally diverse students have more behavior problems than nonculturally diverse students.**
- 24. **Teacher's behavior expectations should be different for culturally diverse students than nonculturally diverse students.**
- 25. **Culturally diverse students need their curriculum modified in order to learn.**
- 26. **Teacher's academic expectations should be different for culturally diverse students than nonculturally diverse students.**

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