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Evaluation Study of C.A.R.E., the National Education Association's Culture, Abilities, Resilience, and Effort Professional Development Training

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Culture, Abilities, Resilience, Effort: An Evaluation of the
National Education Association's Professional Development Training

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[Abstract](#)

Culture, Abilities, Resilience, Effort: An Evaluation of the National Education Association's Professional Development Training

Introduction

Education reforms in recent years have focused on improving teacher quality as a means of providing all students equitable opportunities to learn. Many reports have concluded that teachers must be well prepared in order to be effective with all students (Darling-Hammond, 1997). A consensus has emerged in the last few years as to *how to prepare teachers to be effective with all students, particularly those students from culturally and linguistically diverse backgrounds.*

Objectives or Purposes

Since 2007, the National Education Association (NEA) has been delivering a professional development training which advances an assets-based approach to raising the achievement of low-income and culturally and linguistically diverse (CLD) students. This [report paper](#) summarizes an evaluation study of the NEA's *Culture, Abilities, Resilience and Effort (C.A.R.E.): Strategies for Closing Achievement Gaps* professional development training.. The training is based on culturally relevant pedagogy and on the Center for Research on Educational Diversity and Excellence (CREDE) standards of effective pedagogy. The research questions for the study were:

1. Did the training lead to changes in instructional practices?
2. Were the tools and materials provided by the C.A.R.E. guide used?

3. Did the strategies lead to changes in student behavior and school practices

Perspectives or theoretical framework

There were two perspectives that guided this study: (1) professional development for teachers of culturally and linguistically diverse students must be mediated through a culturally relevant pedagogy, and (2) a Category 1 professional development training must be enhanced to meet the needs of teachers of culturally and linguistically diverse students.

Research suggests that a teacher's knowledge and skill in working with culturally and linguistically diverse students have a significant impact on student success (Darling-Hammond, 1997; Ladson-Billings, 1994; Nieto, 1996). When a teacher understands a student's cultural background and language, and builds on these characteristics as strengths, the student is more likely to succeed (Gay, 2000). Further, such teachers are better able to design instruction that meets the specific needs of these students (Ladson-Billings, 1994).

Instruction that best meets the needs of culturally and linguistically diverse students is termed culturally relevant pedagogy. Classroom teachers who utilize culturally relevant pedagogy as a framework for their instruction "[build upon] the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them" (Gay, 2000, p. 29). Culturally relevant pedagogy builds on the premise that the ways in which people go about learning may differ across cultures. In order to maximize learning opportunities for

all students, all teachers must gain knowledge about the cultures represented in the classrooms. Then, they need to translate this knowledge into their instructional practice.

This is typically addressed through professional development. In the last decades, there has been a growing consensus in the literature about the elements of an effective professional development program. These elements include incorporating principles of adult learning, embedding the professional development in the reality of schools and teachers' work; designing professional development programs with teacher input; fostering critical reflection and meaningful collaboration when implementing the programs. Monzo and Rueda (2001) state that, "Principles that describe effective teaching for students in classrooms should not differ for adults in general and teachers in particular."

In an extensive review of the literature, Sprinthall, Reiman, and Sprinthall (1996) discuss the history of teacher professional development. They note that there have been several models of teacher development. Early models of teacher development included the "trait and factor" model whereby teachers were believed to have fixed personality characteristics. Another early model was the "dynamic" model, which explained current behavior a function of the child's very

early experience. The authors note that studies by Shulman found neither of these models to be effective in either teacher selection or teacher education. Following the failure of these early models, the "process-product" model was adopted. In this model, specific teacher behaviors were identified as training objectives. The skills were shaped through behavior modification and the teachers were expected to then incorporate such individual behaviors (a process) to promote student learning (a product).

Subsequent models of teacher professional development focused on adult learning theory. These models focus on the teacher as a developmental adult. That is, teaching is developmental and teachers go through stages of growth in their teaching.

Some of the earliest work on teacher career development and teaching was conducted by Frances Fuller. She found that as teachers gain experience in teaching they also become more aware of what they need to know about teaching to be successful.¹ A way of tapping into this developmental experience is by paying attention to teacher concerns as they move from preservice to in-service. Fuller identified three major concern phases in teacher development: (1) preservice nonconcerns phase; (2) early teaching concerns phase; and (3) late teaching concerns phase. Fuller proposed that professional development be matched to the developmental phase of the teacher. For example, beginning teachers have a limited knowledge of instruction. They are concerned about classroom management issues. Appropriate professional development for these

teachers would focus on these issues.

Fessler and Christensen conducted further work on teachers' career phases. They drew on the work of Fuller to identify additional levels of teacher phases. These levels are preservice, induction, competency building, growth and enthusiasm, career frustration, stable and stagnant career, wind-down, and career exit. Fessler and Christensen found, however, that a teacher's career cycle is influenced by environmental and organizational factors such as personal experiences and management styles. They note, "A supportive, nurturing, reinforcing environment can assist a teacher in the pursuit of a rewarding, positive career progression. Environmental interference and pressures, on the other hand, can impact negatively on the career cycle."

More recently, the literature on professional development has been reported in two categories by the National Center for Education Statistics (2005).

~~The literature on professional development falls into two categories:~~

Category 1 is the traditional professional development, such as workshops and conferences. Teachers may self-select to attend these for their own professional growth or they may be mandated to attend by the school or district. In a recent report by the National Center for Education Statistics (2005), 95 percent of teachers reported participating in some sort of Category 1 professional development (workshop, conference, or other training session).

Category 2 is defined as a more integrated approach to professional development. This type of professional development is intensive, sustained, job-embedded and focused on

the content of the subject that teachers teach. The report from the National Center for Educational Statistics notes that only 42 percent of teachers report participation in Category 2 professional development that includes mentoring, coaching, peer observation. Category 2 is reported to be a more effective model of professional development (Garet et al, 2001; Guskey, 2003; Hawley & Valli, 1998).

Clearly, we want to increase the percent of teachers participating in Category 2 professional development. [When possible and funding permits, this is the optional category of professional development that teachers should undertake.](#)

[However, Another option, however, is for when Category 2 professional development is not possible, perhaps because of funding and/or time constraints.](#) professional developers [ought](#) to be mindful of incorporating salient features of Category 2 when planning Category 1 professional development. The C.A.R.E. training is a Category 1 professional development that reflects some of the salient features of a Category 2 professional development such as focus on methods (culturally relevant pedagogy), developing a community of learners among the participants, and active learning through guided self-reflection of their own practice for the participants.

[Description of C.A.R.E. – Category 1 Professional Development](#)

Culture, Abilities, Resilience, Effort: Strategies for Closing the Achievement Gaps The C.A.R.E. strategies evolved out of an effort by NEA to bring the attention of its members and the larger education community to the needs of students and educators in struggling schools – Priority Schools for the NEA. The NEA Priority Schools Initiative took the

stance that educators in the lowest performing schools needed an assets-driven approach to improving instruction and the school environment. The Initiative found this approach in the writings and teachings of Dr. Belinda Williams (1996, Corbett, Wilson, and Williams, 2002). Williams proposed a framework for student learning and school changed that incorporated research from a wide range of disciplines, including biology, brain research, cognitive psychology, cultural anthropology, social psychology, and sociology. This framework asked the educator to place the student at the center education and to view the student through the lenses of culture (the enrichment that diversity brings to the learning process); abilities (the unrecognized abilities and underdeveloped potential of low-income and minority students); resilience (the perseverance and other characteristics of students who might otherwise be labeled “at-risk;” and effort (the motivators and interests of children and youths’ behavior outside the classroom).

While this assets-based approach may be a novel one in the realm of teaching and learning, NEA’s and Williams’ work extended it to apply to the systems within schools by suggesting that the “cornerstones of school decision making” also be viewed through the lenses of culture, abilities, resilience, and effort. This leads to an inquiry, for example, of what curriculum, instruction, and assessment might ‘look’ like through the lens of a positive view of cultural diversity, or the lens of students’ untapped abilities. That is, how might school-based assessments be structured if tests sought to discern what students do know vs. what they do not? How might staff development be organized if there was a focus on what educators can learn from their culturally diverse students and families vs. what the educators can teach them?

The C.A.R.E. framework for closing achievement gaps (Figure 1 here) challenges

educators and administrators to rethink schooling in a way that demands both systemic change and instructional innovation, if we are to close the achievement gaps low-income and culturally and linguistically diverse students. For five years, this framework was shared with educators around the country and inevitably led to the question, “How do I implement this in my classroom?” The answer became the C.A.R.E. strategies guide

The C.A.R.E. strategies guide and training is intended to help educators see how an assets-based approach might be structured to create educational success for struggling low-income and culturally and linguistically diverse students. The guide and training couple the Williams’ assets-based framework with the Center for Research on Educational Diversity and Excellence (CREDE) standards for pedagogy which have been shown to result in high achievement for diverse students (for example, Dalton, 1998).

The CREDE standards align well with the intention of the C.A.R.E. strategies because the standards “do not endorse a specific curriculum but, rather, establish principles for best teaching practices. These practices are effective with both majority and minority students in K-16 classrooms across subject matters, curricula, cultures and language groups (CREDE, 2010).

The C.A.R.E. themes align with the CREDE pedagogical standards to provide a coherent set of principles to guide classroom practice.² In order to present to educators

| | |
|--|--|
| <p>Culture: The sum total of one’s experiences, knowledge, skills, beliefs, values, language, and interests. Learning is greatest when the cultures of home and school connect.</p> | <p>[≡] Contextualization: Connect teaching and curriculum to students’ experiences and what they already know from home, school, and the community so that what happens in the classroom is meaningfully</p> |
|--|--|

² A standard with a check (≡) is one of the five original identified by CREDE researchers. The Modeling and Student Directed Activities standards were posited early on as relevant for certain subgroups (e.g., Native American students), but later discarded. The C.A.R.E. guide and training developers found these to be useful conceptually for helping educators interact with English Language Learners and chose to include them in this work.

| | |
|---|--|
| | <p>connected to students' lives.</p> <p>Modeling: Provides students with the opportunity to observe the process they will perform.</p> |
| <p>Abilities: Intelligence is modifiable and multidimensional. Abilities are developed through cultural experiences; culture affects thoughts and expression.</p> | <p>▫ Challenging Activities: Engage students in <u>Engage students in</u> challenging lessons that teach complex thinking such as analysis, synthesis, and evaluation.</p> <p>▫ Language Development: <u>Develop competence in the language(s) of instruction and the use of language that prevails in school discourse across the curriculum.</u> Develop competence in the language(s) of instruction and the use of language that prevails in school discourse across the curriculum.</p> |
| <p>Resilience: Displayed when protective factors alter a person's response to risk factors (poverty, crime, etc.) in the environment. Resilient students exhibit social competence, problem-solving skills, and a sense of future.</p> | <p>▫ Instructional Conversation: Engage students through dialogue, especially in the Instructional Conversation—the teacher listens carefully, makes guesses about intended meaning, and adjusts responses to assist students' efforts.</p> |
| <p>Effort: The energy used in reaching a goal. Maximized when students receive teacher encouragement and high expectations for quality work.</p> | <p>▫ Joint Productive Activity: Collaboration between teacher and student(s), or among students, which generates a product or achieves a common goal.</p> <p>Student-Directed Activities: Gives students some degree of choice by selecting among activities developed by the teacher, or by participating in the generation of learning topics or activities.</p> |

practical steps to take in the classroom, the C.A.R.E. framework needed concrete guidance for classroom practice.

The guide and training are arranged to

- Explore a conceptual understanding of each of the themes (culture, abilities, resilience, effort);
- Suggest both classroom-based, student-focused activities and educator reflections that would help an individual educator and a community of educators identify strategies that could allow students to exhibit their strengths in the learning process.

In the Culture chapter, for example, the C.A.R.E. strategies guide discusses definitions of culture that expand educators' notions beyond a celebration of heroes and holidays to an exploration of the elements of students' everyday lives that reflect their families' and community's values, beliefs, and interests. Examples of educator reflection activities in the culture section include tools to help an educator learn about their students' cultures. Following from the CREDE pedagogy standards, a teacher could then build on what they learn about students' lives to help students learn concepts and processes in the curriculum.

Another aim of the Culture chapter activities is to create a classroom environment in which students' cultures are accepted and valued. A student-focused activity is "What's in my name?" which asks the student to share the story of their name – what it means, who named them, and would they change it if they could. When C.A.R.E. trainees experience this activity, they recognize it as an opportunity for helping

students to get to know and respect each other, obtaining the correct pronunciations and preferred names of each of their students, and honoring the identity of their students, as well.

Methodology

The population for this study was 561 educators from across the U.S who had participated in the C.A.R.E. professional development training. The instruments used in this study included (a) an online survey and (b) a telephone interview schedule (see Appendix B). The research team developed both instruments because no existing instruments that assessed the purposes of the study were found in a search of the literature. The survey and interview schedule instruments were developed to explore the impact of the culturally relevant pedagogy and the activities used in the C.A.R.E. training.

Two survey administration methodologies were used to gather the data. Common questionnaires were developed to maximize comparability. Trainees from each of the trainings were randomly assigned to 2 groups. Half were interviewed via traditional telephone surveys and the remainder received invitations to participate in an Internet survey. To assure appearance of impartiality, an independent research firm conducted the fieldwork.

Results-Findings and Discussion

The three questions guiding the study were:

1. Did the C.A.R.E. training lead to changes in instructional practices?
2. Were the tools and materials provided for each C.A.R.E. theme used?
3. Did the strategies lead to broad changes in students and schools?

We posited that changes in instructional practices would result from C.A.R.E. trainees having learned new ways of educating diverse students and thereby adapt their classroom behavior. The changes in behavior would be manifested by the use of the tools, materials, and techniques presented in the training. Trainees might report improvements in student achievement, relationships with students' families, and possibly, in changes in school practices.

The results of the study are summarized below.

Utility and New Knowledge

A central indicator of the effectiveness of the C.A.R.E. training was whether or not trainees used it at all. Half of the respondents (50%) reported that they had integrated the theme-related (Culture, Abilities, Resilience, Effort) strategies frequently or all of the time in the way they organized their classroom, chose materials, planned lessons, and/or delivered instruction (see Figure 2). When asked whether the training brought the respondents anything new to their practice, 63 percent reported that the training taught them at least a few new things about teaching culturally and linguistically diverse students.

Environmental and Instructional Changes

The C.A.R.E. training emphasizes the importance of a caring and inclusive classroom containing appropriate instructional approaches for diverse students. The educators surveyed strongly favored the C.A.R.E. strategies' contributions to improving the quality of the classroom environment. Seventy-two percent (72%) of the survey respondents reported that the C.A.R.E strategies they used helped to improve the classroom environment for their culturally, ethnically, and linguistically diverse students. Nearly

one in five (19%) respondents also saw that the C.A.R.E. strategies changed the instructional practices they used with diverse students a lot, while 48 percent more stated that their practices changed somewhat. And, more than two-thirds of the reporting trainees (68%) stopped at least some of their routine teaching strategies because of what they learned in the training.

There were four specific dimensions of teaching practices that the C.A.R.E. training intended to influence. Most survey respondents reported changing their views along these dimensions. Specifically, the survey found that (see Figure 3):

- a) 90% are more likely to consciously think about their teaching of diverse students;
- b) 87% feel they have improved their teaching methods;
- c) 85% have better relationships with diverse students;
- d) 84% have better relationships with diverse parents.

Changes in Instructional Practices

The C.A.R.E. strategies guide and training identify specific instructional approaches and activities that research suggests should result in enhanced achievement for low-income and culturally and linguistically diverse student. The educators who were surveyed used these approaches and believed they gleaned better outcomes. But what did they do? This section of the results explores another layer of specificity in what changed in classrooms influenced by C.A.R.E.

For each of the themes, we asked respondents to compare their teaching at the time of the survey to what they did before they participated in the C.A.R.E. training. In the theme of Culture, the survey found (See Figure 4) that a majority of respondents were

more or much more likely to learn about the cultural backgrounds of their students (79%), use information about what they learn about their students' culture in their lessons (77%), and design lessons that incorporate varying points of view.

In the theme of Abilities, the survey found (See Figure 5) that most respondents were more likely to plan lessons that encourage students to use different approaches to learning (77%), concretely relate learning tasks to real life experiences (75%), and plan lessons that help identify students' unrecognized strengths not revealed in standard assessment measures (71%). The survey also found (See Figure 6) that a majority of respondents made changes in their practice to reflect what they had learned in the area of Resilience. Seventy-four percent (74%) of the surveyed trainees reported they somewhat more or much more likely to use instructional activities that develop students' higher order thinking skills and methods that encourage cooperation among students, and seventy-two percent (72%) to help students identify the strategies they can use to deal with stress.

For the final C.A.R.E. theme of Effort (See Figure 7), the survey results showed that C.A.R.E. trainees reported increasing the likelihood of communicating expectations about classroom participation (71% somewhat and much more likely); creating a classroom culture that helps students see errors as opportunities for learning (69%); and providing frequent feedback to their students that is timely and specific (68%).

Educator Self-Reflection Activities

As a way of exploring the effectiveness of activities that might be classified as Category

2-type professional development, the study also explored the usefulness and frequency of use of several self-reflection activities that are included in the C.A.R.E. training. A central message of the C.A.R.E. training is that the activities shared in the guide are not inclusive of all good practice that might contribute to closing student achievement gaps. Instead, the training and the guide emphasize that the activities and ideas are prompts or conversation starters to support educators' ongoing development. Trainers convey to participants that they expect them to use the Educator Reflection activities to consider the ways that their practice matches with research-based examples of practice which have been shown to support the achievement of underachieving low-income and culturally- and linguistically-diverse students.

A vehicle for this reflection on practice that appears at the beginning of each of the C.A.R.E. theme chapters is the Educator Check-in. Each Check-in contains 10 or more statements describing an approach to practice consistent with the C.A.R.E. theme and the relevant CREDE standard(s). For example,

Culture:

I know the cultural background of each of my students and use this knowledge as a resource for instructional activities.

I consistently begin my lessons with what students already know from home, community, and school.

Abilities:

I provide ongoing opportunities for students to assess their own work using self-assessment measures such as rubrics, checklists, etc.

I interact with students in ways that reflect their preferences for speaking such as

wait-time, eye contact, turn-taking, etc.

Resilience:

Most of my instructional activities support my students to develop problem-solving skills.

I structure the class norms and activities to build trusting and caring relationships between students.

Effort:

My students play an active role in generating ideas for curriculum and help to develop some learning activities.

I use instructional methods that build on students' strengths and interests as well as their cultural experiences.

To each of the statements, the participant is asked to designate the frequency of practice (I do this a lot; I do this a little; I haven't done this) and interest in learning more about the approach. In addition, in the training setting, participants are asked to discuss with their colleagues either what they do well (Culture Check-in), what they find most challenging to apply (Abilities Check-in), what they might need additional training in (Resilience Check-in), and the strategy they have used most successfully with diverse students (Effort Check-in). Eighty-nine percent (89%) of the surveyed training participants saw the Check-ins as helpful in their efforts to learn about successful practices and to confirm the appropriateness of practices they already use.

There is a collection of other Educator Reflection activities gathered from a wide variety of sources and designed to prompt educators to think about what they do in their classrooms, share that activity with others, and discuss with their colleagues both what

they do and why they do it. The trainers encourage them to reflect also on the relevance of these activities for the learning and relational needs of the culturally and linguistically diverse and low-income students in their classrooms.

Praise vs. Encouragement, Holding Students to High Expectations, and Our Words Matter were the three Educator Reflection activities that were mentioned with the most frequency and were seen to be the most useful. Two-thirds of the surveyed participants used an Abilities activity (*Holding Students to High Expectations*[source?]) created to elicit concrete ideas for how to structure classroom activities to communicate high expectations for students in the areas of quality and quantity of work, work habits and procedures, classroom business and housekeeping routines, and interpersonal behavior. The same proportion (67%) of respondents reported using a Resilience activity designed to help educators distinguish between, and practice, offering praise and giving encouragement to struggling students[source?].

Half of the educators used a Culture activity called, *Mismatches in Cultural Expectations* (The LAB at Brown University, 2002), which challenges educators to examine the differences between individualist and collectivist perspectives in a school example. More than half (57%) used *Our Words Matter/Deficits into Strengths* (Benard & Burgoa, 2002), a Resilience activity, which prompts participants to reframe several deficit-based descriptions of students (e.g., defiant, angry, bossy, disorganized) to asset-based descriptions (independent, passionate, showing leadership, creative) and to describe how they might restructure their interactions or the classroom environment to elicit the more positive attribute.

Student Outcomes

While changes in teachers' practices are a powerful indicator of the effectiveness of the C.A.R.E. training, the effect on student outcomes is what is most meaningful in terms of closing achievement gaps. While independent data on the achievement of the students in the respondents' classrooms are not available, the educators' own perceptions are relied on here.

Two-thirds (66%) of the educators who responded to the survey noticed improvements in their students' achievement, motivation, and interest in learning after having applied the C.A.R.E. strategies. Eighty-three percent (83%) said the C.A.R.E. strategies contributed to closing achievement gaps between struggling and non-struggling students in the areas of improved test scores and an increase in students' self-confidence and self-esteem.

[Discussion Summary](#)

Among the ways that teachers gain new knowledge is through participating in professional development. It is important, therefore, to invest in scientific studies of evaluation research that documents effective professional development. While it has been noted that a more effective model is that of Category 2 which includes a job-embedded approach, the fact of the matter is that this type of professional development is not readily available to all teachers. Thus, it is critical to document category 1 (workshops, conferences) that can be effective in improving teacher practice.

Furthermore, it is especially critical to be mindful of appropriate professional

development when teachers are working with culturally and linguistically diverse students. ~~For these teachers,Indeed,~~ the professional development ~~for these teachers~~ must be ~~grounded in culturally relevant pedagogy that includes a sociocultural approach to teaching and learning as well as a focus on teaching for social justice. mediated through the lens of culturally relevant pedagogy.~~ This study demonstrated that National Education Association's (NEA) *Culture, Abilities, Resilience and Effort (C.A.R.E.): Strategies for Closing Achievement Gaps* is a successful Category 1 professional development training for teachers of culturally and linguistically diverse students ~~that includes opportunities for educators to reflect on their practice, in an ongoing way, thus incorporating some aspects of a Category 2 approach.~~

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I will fix my references to conform with APA style later.

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Appendix A

Good morning, I am calling from [] and we are conducting an assessment of C.A.R.E.: Strategies to Close the Achievement Gaps. Within the last two years you participated in training designed to teach you how to use the C.A.R.E. strategies sponsored by NEA and your local [state] association. We are trying to find out if and how you have been able to apply the C.A.R.E. Strategies in your classroom, school and school district.

D1. Which of the following most closely describes your employment category? Are you a **[READ LIST]**:

- A. Teacher
- B. Education support professional (GO TO QT1)
- C. Or another type of education employee (specify)
_____ (GO TO QT1)
- D. DK/NR/Refused **[DO NOT READ]** (GO TO QT1)

1. How much C.A.R.E. training did you receive? Did you attend a session that lasted for a morning or an afternoon (2 to 4 hours), an entire day or two days?
- 1. Morning or an afternoon session (2 to 4 hours),
 - 2. 1 day
 - 3. 2 days
 - 4. Or did you attend another type of session (Specify: _____)
(GO TO QT1)

QT1. How useful was the C.A.R.E. training that you attended?

- 1. Very useful
- 2. Somewhat useful
- 3. Not so useful
- 4. Not at all useful
- 5. Don't Know (DO NOT READ)

QT2. Are you interested in additional C.A.R.E. training?

Yes _____ No _____

(If yes, refer to state affiliate office)

END SURVEY Thank you so much for your time !

2. After you completed the C.A.R.E. training and had time to reflect on the experience, would you say that the training
- 1. Taught you many new things
 - 2. Taught you a few new things
 - 3. Reinforced what you already knew
 - 4. Did not teach me much new information
 - 5. Or would you say something else about the training? _____
3. How much would you say the C.A.R.E. training you took contributed in a positive manner to your ability to create a classroom environment where culturally and

linguistically diverse students participate in their learning.

1. A lot
 2. Some
 3. A little
 4. None
4. Since the training, how often have you used the C.A.R.E. manual that you received as a part of the training?
1. At least once a week
 2. At least once a month
 3. At least once a semester
 4. At least once during the last year
 5. Have not used it
5. Since the training, to what extent would you say you have incorporated C.A.R.E. strategies in the way that you conduct your classes? Would you say you have
1. Fully integrated the C.A.R.E. strategies into the way I organize my classroom, choose materials, and/or deliver instruction
 2. Frequently look to the C.A.R.E. strategies in lesson planning or instruction
 3. Sometimes include the C.A.R.E. strategies in lesson planning or instruction
 4. Seldom include the C.A.R.E. strategies in lesson planning or instruction
 5. Do not include the C.A.R.E. strategies at all in lesson planning or instruction
- 5a. [IF 5=4 or 5] Why haven't you incorporated the C.A.R.E. strategies in the way that you conduct your classes? _____
6. Did you stop using any teaching strategies or techniques for dealing with diverse students as a result of participating in the C.A.R.E. strategies? Yes ___ No _____
- 6a. [If yes] Please describe what you stopped doing?
7. Comparing your teaching today to what you did before you participated in the C.A.R.E. training, how would you respond to the following statements. Would you say that you strongly agree, somewhat agree, somewhat disagree or strongly disagree that since the C.A.R.E. training [INSERT ITEM]
1. Strongly agree,
 2. Somewhat agree,
 3. Somewhat disagree or
 4. Strongly disagree
- a. You are more likely to consciously think about how you teach
 - b. You are more sensitive to the many different ways students learn
 - c. Your relationships with your diverse students have improved
 - d. You have been able to improve your teaching methods
 - e. Your relationships with your diverse students' families have improved
8. Comparing your instructional practices today to your practices before you participated in the C.A.R.E. training, would you say that NOW you are much more likely, somewhat more likely, about the same, somewhat less likely, much less likely to

[INSERT ITEM]

1. Much more likely,
2. Somewhat more likely,
3. About the same,
4. Somewhat less likely,
5. Much less likely

- a. Spend time learning about the cultural backgrounds of my students
- b. Use information about my students' cultures in my lessons
- c. Collaborate with students to design activities that involve community resources or knowledge
- d. Provide opportunities for parents to participate in classroom instructional activities
- e. Explicitly teach academic language in all content areas
- f. Designs lessons that incorporate different points of view

8a. Which of the following activities from the C.A.R.E. training or manual have you used to link knowledge with the students' **Culture** ? [INTERVIEWER DO NOT READ THE DON'T KNOW RESPONSE]

Have you used [INSERT LIST]?

| | Yes | No | Don't Know |
|--|-----|----|------------|
| a. Community agreements to set classroom norms | | | |
| b. Community agreements at least once during the semester to revisit classroom norms | | | |
| c. Set expectations about classroom procedures | | | |
| d. Student Data Gathering Instrument | | | |
| e. Community based projects | | | |
| f. Features of Culture (Everyone has a Culture Worksheet) | | | |
| g. Parent Interview (Educator Preparation and Reflection) | | | |
| h. What's in My Name | | | |
| i. I am from... | | | |

8 b. Of the above activities Is there ONE activity that you have found to be particularly useful? [ACCEPT ONE ANSWER ONLY!] _____

Re-read the list if requested.

| |
|--|
| a. Community agreements to set classroom norms |
| b. Community agreements at least once during the semester to revisit classroom norms |
| c. Set expectations about classroom procedures |
| d. Student Data Gathering Instrument |
| e. Community based projects |
| f. Features of Culture (Everyone has a Culture Worksheet) |
| g. Parent Interview (Educator Preparation and Reflection) |
| h. What's in My Name or |
| i. I am from... |

9. Comparing your instructional practices today to your practices before you participated in

the C.A.R.E. training, would you say that NOW you are much more likely, somewhat more likely, about the same, somewhat less likely, much less likely to [INSERT ITEM]

1. Much more likely,
2. Somewhat more likely,
3. About the same,
4. Somewhat less likely,
5. Much less likely to

- a. Provide opportunities for students to set their own goals
- b. Provide opportunities for students to assess their own work
- c. Concretely relate learning tasks to real life experiences
- d. Provide opportunities for students to interact with each other
- e. Hold students to high social and academic expectations
- f. Plan lessons that encourage students to use different approaches to learning
- g. Plan lessons that help identify students' unrecognized strengths not revealed in standard assessment measures.

9a. Which of the following activities from the C.A.R.E. training or manual have you used to recognize **Abilities** or develop potential? [INTERVIEWER DO NOT READ THE DON'T KNOW RESPONSE]

Have you used [INSERT LIST]?

| | Yes | No | Don't Know |
|--|-----|----|------------|
| a. Compare and contrast concepts or Venn diagram | | | |
| b. Different Types of Paragraphs | | | |
| c. Reading comprehension activity or Text Representation | | | |
| d. Learning and Assessing for example week in review, 9 week self assessment, portfolios | | | |
| e. Student generated rules for punctuation | | | |
| f. Rubric of Prewriting Skills | | | |
| g. Find Someone Who | | | |
| h. Survey on Multiple Intelligences | | | |

9b. Of the above activities Is there one activity that you have found to be particularly useful? [ACCEPT ONE ANSWER ONLY!]

Re-read the list if requested.

| |
|--|
| a. Compare and contrast concepts or Venn diagram |
| b. Different Types of Paragraphs |
| c. Reading comprehension activity or Text Representation |
| d. Learning and Assessing for example week in review, 9 week self assessment, portfolios |
| e. Student generated rules for punctuation |
| f. Rubric of Prewriting Skills |
| g. Find Someone Who |
| h. Survey on Multiple Intelligences |

10. Comparing your instructional practices today to your practices before you participated in the C.A.R.E. training, would you say that NOW you are much more likely, somewhat more likely, about the same, somewhat less likely, much less likely to [INSERT ITEM]

- 1. Much more likely,
- 2. Somewhat more likely,
- 3. About the same,
- 4. Somewhat less likely,
- 5. Much less likely to

- a. Work with small groups of students on a regular basis
- b. Use methods that encourage cooperation among students
- c. Foster an environment to promote caring relationships among students
- d. Use instructional activities that develop students' higher order thinking skills
- e. Develop caring relationships with students
- f. Help students identify the strategies they can use to deal with stress

10a. Which of the following activities from the C.A.R.E. training or manual have you used to recognize and build academic and personal **Resilience**? [INTERVIEWER DO NOT READ THE DON'T KNOW RESPONSE]

Have you used [INSERT LIST]?

| | Yes | No | Don't Know |
|---------------------------------------|-----|----|------------|
| a. How do trees get so tall | | | |
| b. Stress Buffer Shield | | | |
| c. Cutting out stress | | | |
| d. Be gentle with yourself and others | | | |
| e. Believe it...Or not | | | |

10b. Of the above activities Is there one activity that you have found to be particularly useful? [ACCEPT ONE ANSWER ONLY!]

Re-read the list if requested.

| |
|---------------------------------------|
| a. How do trees get so tall |
| b. Stress Buffer Shield |
| c. Cutting out stress |
| d. Be gentle with yourself and others |
| e. Believe it...Or not |

11. Comparing your instructional practices today to your practices before you participated in the C.A.R.E. training, would you say that NOW you are much more likely, somewhat more likely, about the same, somewhat less likely, much less likely to [INSERT ITEM]

- 1. Much more likely,
- 2. Somewhat more likely,
- 3. About the same,

4. Somewhat less likely,
5. Much less likely to

- a. Provide regular opportunities for students to collaborate with you on meaningful projects
- b. Allow students to play an active role in generating ideas for the curriculum
- c. Communicate expectations about classroom participation
- d. Provide frequent feedback to my students that is timely and specific
- e. Create classroom culture that helps students see errors as opportunities for learning
- f. Plan lessons that incorporate student choice

11a. Which of the following activities from the C.A.R.E. training or manual have you used to recognize **Effort** and build motivation? [INTERVIEWER DO NOT READ THE DON'T KNOW RESPONSE]

Have you used [INSERT LIST]?

| | Yes | No | Don't Know |
|-----------------------------------|-----|----|------------|
| a. Carousel Brainstorm | | | |
| b. Think-Pair-Share | | | |
| c. Numbered Heads Together | | | |
| d. Say something, write something | | | |
| e. K-W-L | | | |
| f. Interactive Homework | | | |

11b. Of the above activities Is there one activity that you have found to be particularly useful? [ACCEPT ONE ANSWER ONLY!]

Re-read the list if requested.

| |
|-----------------------------------|
| a. Carousel Brainstorm |
| b. Think-Pair-Share |
| c. Numbered Heads Together |
| d. Say something, write something |
| e. K-W-L |
| f. Interactive Homework |

12. Have you administered the Student Climate Survey?

Yes _____ No _____

12a. [IF YES] How did you use the information from the survey?

13. In addition to activities for students, each of the chapters have **Educator Reflection** activities which are designed to help you reflect on your practice and think honestly

about what you are doing in each C.A.R.E. theme. Which of the following activities have you used?

| Educator Reflection Activity | Yes | No | Don't Know |
|--|-----|----|------------|
| a. Culture: Cultural Expectations | | | |
| b. Abilities: Holding Students to High Expectations | | | |
| c. Abilities: Eight Ways of Teaching | | | |
| d. Resiliency: Our Words Matter | | | |
| e. Effort: Praise vs. Encouragement | | | |
| | | | |

13a. Of the above activities, can you name one that was particularly helpful?

Re-read the list if requested.

14. Each of the C.A.R.E. chapters begins with an **Educator Check-in** that is designed to help you reflect on your practice and think honestly about what you are doing in each C.A.R.E. theme. How helpful did you find these?

1. Very helpful
2. Somewhat helpful
3. Not so helpful
4. Not at all helpful

15. Do you believe that the C.A.R.E. training, has helped you increase the engagement of your students' families.

15a. [IF YES] What did you do differently as a result of the C.A.R.E. training to help you do so?

16. Since you have been applying the C.A.R.E. strategies in your classes, have you noticed any difference in the achievement of your students? Yes _____ (GO TO 16a & 16c)
No _____ (GO TO 16b)

16a. [IF YES] Please describe the differences that you see

GO TO 16c

16b [IF NO] Why do you think you have not observed any differences ?

G

O TO 17

16c. Have the C.A.R.E. strategies contributed to closing the achievement gaps between students in your classes who are struggling and those who are not?

Yes _____ No _____ I don't know _____

16d Please describe.

17. Have you shared the C.A.R.E. strategies with colleagues [INSERT ITEM]:

- a. At your school Yes _____ No _____
- b. In your school district? Yes _____ No _____
- 17a. [IF YES] Approximately how many colleagues did you share the C.A.R.E. information with [INSERT ITEM]?
- a. At your school _____
- b. In your school district? _____
18. Have you incorporated the C.A.R.E. strategies in your school Improvement plan ?
Yes _____ No _____
19. Overall, how much would you say the C.A.R.E. Strategies changed the instructional practices you use with diverse students?
1. A lot
 2. Some
 3. A little
 4. None
20. Have you used the Achievement Gaps website to access any supplemental materials?
Yes _____ No _____
21. Has your school or district offered any professional development that complements and/or reinforces the C.A.R.E. training?
If so, describe below:
22. What else do you need to help you apply the C.A.R.E. strategies?

DEMOGRAPHICS

THESE LAST QUESTIONS ARE FOR CLASSIFICATION PURPOSES, TO ENSURE THAT WE ARE INTERVIEWING A REPRESENTATIVE SAMPLE OF PEOPLE:

D2. At what level do you work most of the time?

- a. Pre-K
- b. Elementary
- c. Junior high or middle school
- d. High school
- e. A combination of levels

D2a What is the name of your school and school district.

School Name: _____ School district Name _____

D2b In what city and state is it located?

D3. Including this year, for how long have you been an employee in a public school?

[RECORD ANSWER] _____ years **CODE 5 or fewer as NEW**

[IF REFUSED, ASK: IS IT:]

1. Less than a year
2. 1 to 4 years
3. 5 to 9 years
4. 10 to 14 years
5. 15 to 19 years
6. or 20 or more years
7. DON'T KNOW/NOT SURE/REFUSED

D4. To make sure we include people of all backgrounds, please tell me if you are of Spanish, Hispanic, or Latino origin.

- 1 Yes
- 2 No
- 3 Refused

D5. I'm going to read a list of racial groups. Please tell me all that apply to you: **[READ LIST]**

(IF RESPONDENT INDICATES THAT THEIR RACE IS HISPANIC PROBE:

Is that White Hispanic or Black Hispanic?)

- | | | | |
|--|------------|-----------|-----------|
| a. American Indian or Alaska Native | YES | NO | |
| b. Asian | YES | NO | NO |
| c. Black or African American | YES | NO | |
| d. Caucasian or White | YES | NO | |
| e. Native Hawaiian or Other Pacific Islander | YES | NO | |
| f. Or another race? (specify) _____ | YES | NO | |

g. DK/NR/Other **[DO NOT READ]**

[ASK TEACHERS]

D6t. Is your position classified as a:

Classroom or subject-matter teacher, such as art, physical education, technology, etc.

ESL or Bilingual teacher

Special education teacher

Instructional specialist or Resource teacher

Other certified professional (specify) _____

[ASK ESP]

D6e. In which of the following job categories do you work?

- a. Clerical Services
- b. Custodial Services
- c. Food Services
- d. Health and Student Services
- e. Para-educators
- f. Security Services
- g. Skilled Trades and Crafts
- h. Technical Services
- i. Transportation Services

[DO NOT ASK; RECORD]

D7. SEX

- a. Female
- b. Male

Figures

Figure 1

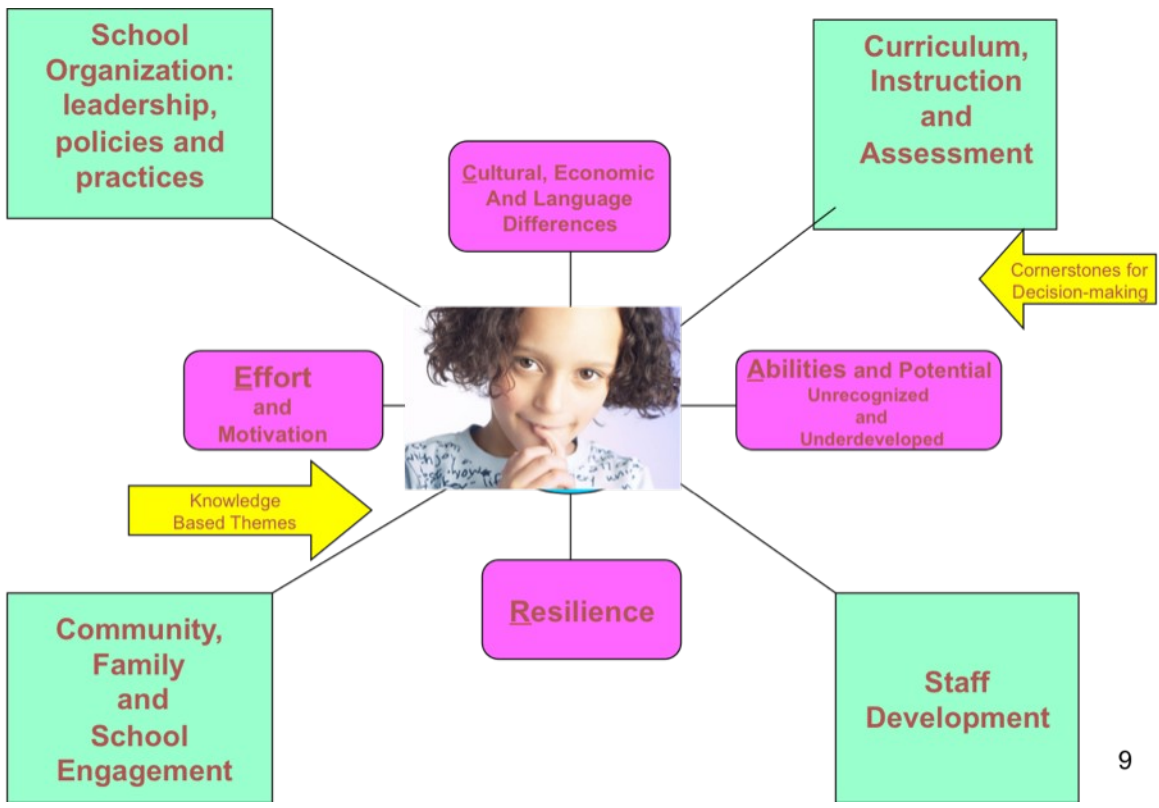


Figure 2

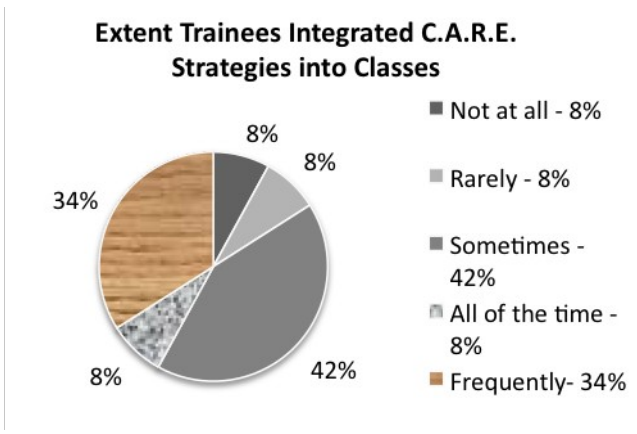
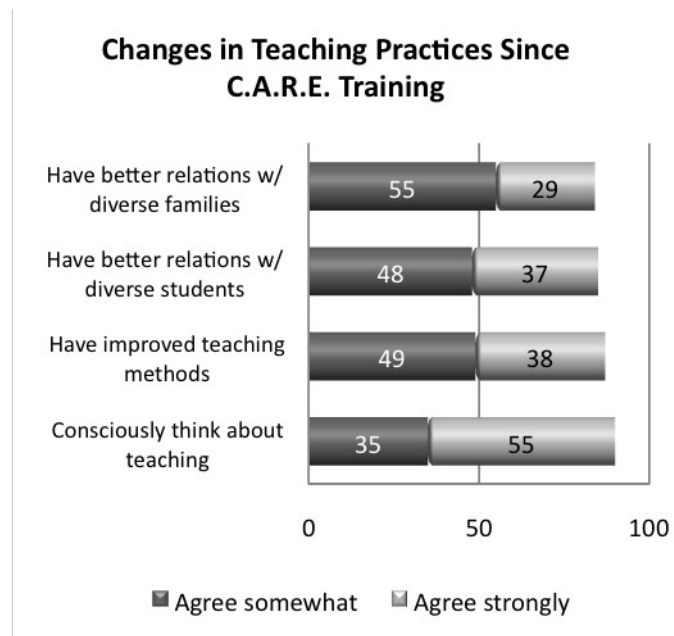


Figure 3



Figures 4-7 are coming later. I have to import or re-create them from the powerpoint slides.