

Cultural Diversity Professional Development in Schools Survey

A Research Report



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Established in 1991, the Metropolitan Educational Research Consortium (MERC) is a research alliance between the School of Education at Virginia Commonwealth University and school divisions in metropolitan Richmond: Chesterfield, Goochland, Hanover, Henrico, Petersburg, Powhatan, and Richmond. Through our Policy and Planning Council, MERC division Superintendents and other division leaders identify issues facing their students and educators and MERC designs and executes research studies to explore them, ultimately making recommendations for policy and practice. MERC has five core principles that guide its work: Relevance, Impact, Rigor, Multiple Perspectives, and Relationships.

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Cultural Diversity Professional Development in Schools Survey

This report presents findings from the Metropolitan Educational Research Consortium (MERC) Cultural Diversity Within Schools Survey. This survey was designed for school-based professionals (i.e., teachers, instructional staff, administrators) within the MERC region. Administered in the fall of 2018, the survey collected information about experiences of professional development related to cultural diversity, attitudes toward cultural diversity within schools, perceptions of barriers and opportunities, and perspectives on the need for professional development. The findings from this survey have been reported to the school division leaders for the purpose of identifying school and division-level professional development needs related to cultural diversity. The MERC leadership also determined that this public report would be shared.

Section 1 of the report discusses the context for this survey effort: increased cultural diversity in our schools, increased cultural mismatch between students and teachers, and multicultural education as a promising practice. This is followed in **section 2** with information about the survey development and administration process. In **section 3**, we present the findings from the survey in several subsections that explore group comparisons and results related to the different topics covered in the survey. In **section 4**, we share recommendations for policy, practice and future scholarship. These recommendations are informed by the relevant literature as well as the results of the survey. The report also includes two appendices: Appendix A presents a full version of the survey, Appendix B provides detailed tables of survey results disaggregated by school division. Appendix C provides technical information about the survey methodology and is available online.

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Section One: The Need for Cultural Diversity Professional Development

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9 Recent Trends in Regional Diversity

11 Cultural Mismatch and the Need for
Professional Development

HISTORICAL TRENDS IN REGIONAL DIVERSITY

Virginia, like many southern states, resisted the 1954 mandate of *Brown v. Board of Education* to integrate its schools. This movement, named Massive Resistance by U.S. Senator Harry Byrd, involved Virginia's political establishment taking a strong stand against the racial integration of schools by arguing that *Brown v. Board* was a federal intrusion on state authority. Although Massive Resistance as a strategy of open defiance to the court fell to legal challenges by the late 1950s, the shift toward integrated schools in the Richmond region was a painstakingly slow, and ultimately unsuccessful, process. Pro-segregation leaders employed alternative strategies to keep schools in the city and surrounding school systems segregated as long as possible.¹ The legal push for desegregation essentially ended with the 1972 defeat of a busing plan that would have consolidated the Richmond City school division with two surrounding counties (Chesterfield and Henrico County Public Schools) in the hope of promoting racial diversity in schools. However, by that time, White Flight had run its course. Through the 1960s and 1970s White families left Richmond Public Schools for the suburbs en masse. As an illustration, Richmond Public Schools went from almost 60% White in 1955 – the year after the *Brown* decision – to a system that by 1980 was over 90% Black.² Through the 1980s and 1990s, these patterns of diversity held. Both the overall racial/ethnic makeup of the students in the region's schools and the levels of segregation between the schools in the city and the suburbs were consistent. However, by the mid 2000s, the landscape of diversity in the region had started to shift. Although Richmond Public Schools was still a strong majority Black district (88% in 2007), the two closest suburban districts – Henrico and Chesterfield – had growing populations of Black, Latinx and Asian students. In fact, by the mid-2000s, Henrico was no longer a majority White district, and Chesterfield was well on its way to similar levels of diversity.

RECENT TRENDS IN REGIONAL DIVERSITY

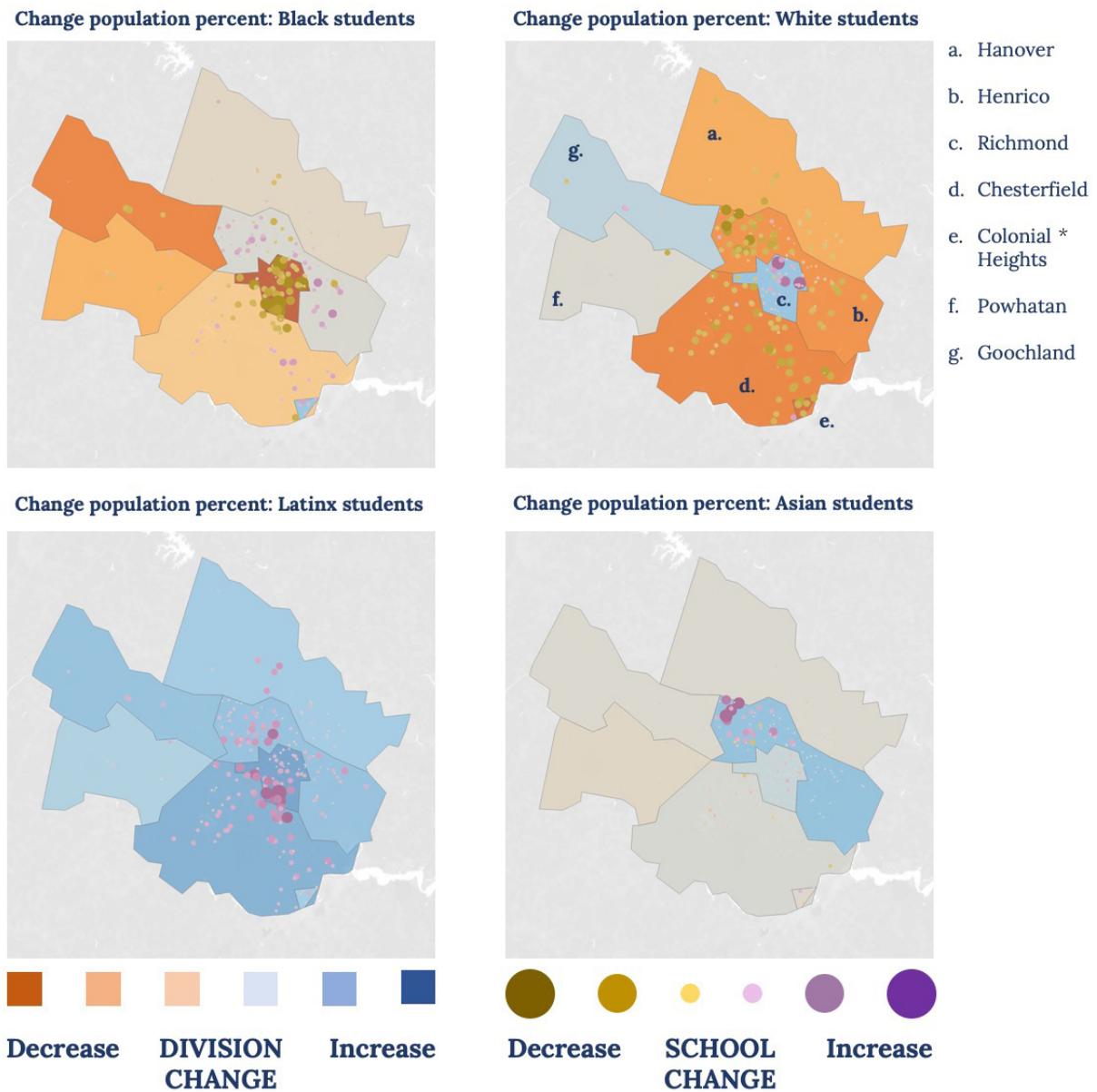
The four maps below (figure 1) illustrate the proportional change of students representing four racial/ethnic groups (Black, White, Latinx, and Asian) over a ten year period from 2007/2008 to 2016/2017. Blue shading in school divisions show areas where there has been an increase in the proportion of students from that racial/ethnic group over that 10 year period, while the orange areas represent decreases over that same time. The darker the shade in either case, the more significant the change. The dots on the map represent individual schools. The bigger the dot, the more significant the change with purple dots showing increases and yellow dots decreases. These maps demonstrate that the diversity of the schools in the Richmond region has shifted in two significant ways. First, there has been a shift in the patterns of Black/White segregation. As a result of gentrification, Richmond city's population of White students has increased significantly over the past ten years, especially in particular schools in the city. Second, there is a significant increase in the population of students with recent immigrant experiences. This is especially true of Latinx student populations, which, as the map shows, have increased in every school division in the region. In fact, out of the 200+

1. Pratt, 1992

2. *Ibid.*

schools represented on this map, only six have experienced a decrease in the Latinx population over the past ten years. The growth of the Asian student population has also grown significantly in the western part of Henrico. represented on this map, only six have experienced a decrease in the Latinx population over the past ten years. The growth of the Asian student population has also grown significantly in the western part of Henrico.

Figure 1. Demographic changes in the Richmond Region between 07-08 and 16-17



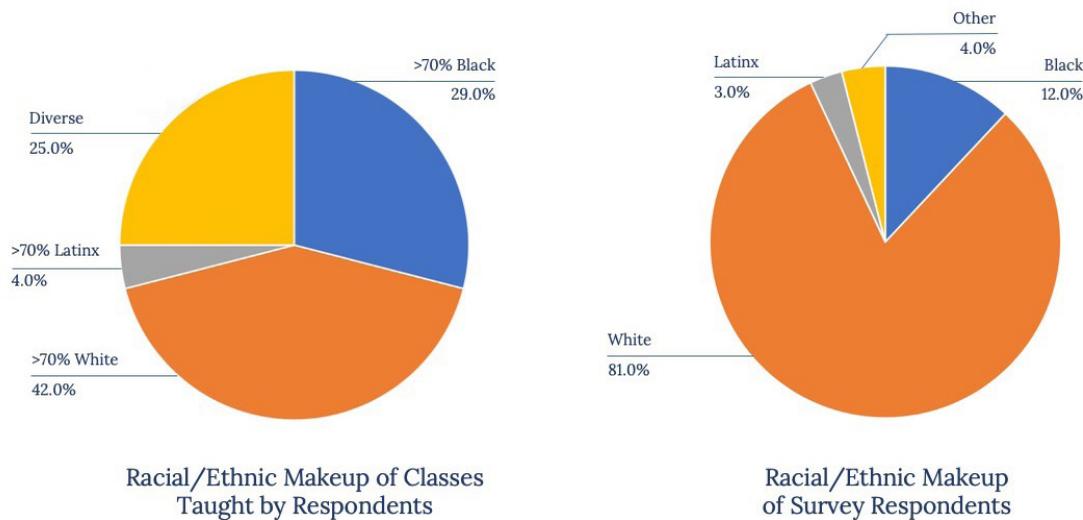
*Colonial Heights was a member of MERC when this study was commissioned in 2016. Petersburg became a member of MERC in 2018.

CULTURAL MISMATCH AND THE NEED FOR PROFESSIONAL DEVELOPMENT

Despite the increased diversity of our public schools, the teacher workforce across the country has remained consistently White (82%) (Cherng & Davis, 2019; Taie & Goldring, 2017). This lack of diversity presents an increased likelihood for cultural mismatch between teachers and students. Figure 2 shares data from our survey that illustrate the phenomenon of cultural mismatch locally. On the survey we asked respondents to estimate the racial/ethnic diversity of the students with which they worked. From this we created categories to illustrate the diversity of the students taught by each teacher. These categories were defined as predominantly Black, Latinx, or White if the percentage of those groups were above 70%. There was also a category of Diverse signifying that there was no predominant group. In comparing these numbers to the demographics of the responding teachers, we can see that while the educators in the region are 81% white, 58% of the respondents were teaching classes that were predominantly Black or Latinx, or were racially/ethnically diverse. Refer to Appendix B Table B2 for the racial breakdown of the teaching force by MERC school divisions.

Figure 2. Teacher / Student Cultural Mismatch in Richmond Region

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Such cultural mismatch has been shown to have a variety of negative effects on minority students. Several studies have found that White teachers tend to evaluate the behaviors and academic potential of Black students more negatively than that of White students, while Black teachers do not show this bias.³ Other studies suggest that Latinx, Black, and White students are less likely to be rated as disruptive by same-race teachers.⁴ Students with same-race teachers have also been shown to have increased achievement in reading and mathematics test scores.⁵

3. Downey & Pribesh, 2004; McGrady & Reynolds; Rong, 1996
 4. Dee, 2004; 2005
 5. Dee, 2005

Of course, students cannot always have teachers of the same race. However, the studies cited above underscore the importance of understanding and addressing the potential negative impacts of cultural mismatch. Teachers of all backgrounds should reflect on potential biases in their interpretations of student behaviors and academic potential. They also need to incorporate culturally responsive teaching practices that honor and value the unique assets students bring from their diverse home cultures--assets that are often overlooked in school settings.⁶ These practices have been linked to higher attendance rates, standardized test scores, GPAs, credits earned, and graduation rates.⁷ Multicultural awareness and teaching practices could thus significantly contribute to reducing the racial/ethnic disparities in educational outcomes that persist in U.S. schools despite the numerous interventions aimed at eliminating them.

Our hope is that this report encourages both conversation and action on the professional development needs in the region related to the increasing diversity of our schools. This said, we recognize that culturally responsive professional development is only part of the path toward more equitable educational outcomes. There is also a need to address other structures that may present barriers to equitable education including curriculum design, hiring practices, school redistricting, and school funding formulas. We can see from the points above that without action we are likely to replicate the educational inequities that have persisted historically in our schools.

6. Gay, 2000; Hammond, 2014; Ladson-Billings, 1995

7. Cabrera, Milem, Jaquette, & Marx, 2014; Dee & Penner, 2016

Section Two: Survey Development and Administration

15 Development of a Survey Framework

15 Item Generation

16 Survey Review and Piloting

16 Structure of the Survey

19 Survey Administration and Sample

22 Survey Analysis

DEVELOPMENT OF A SURVEY FRAMEWORK

As an initial step, the research team (consisting of racially and gender diverse faculty and students) devoted effort to defining multicultural education and multicultural teaching competencies. Our initial conceptualization of multicultural teaching competencies was based on a comprehensive review of scholarly literature, and feedback from teachers and school administrators. Drawing on James Banks, our team defined multicultural education as efforts “to reform the school and other educational institutions so that students from diverse racial, ethnic, and social-class groups will experience educational equality.”⁸ As we were developing the survey framework, we were specifically interested in several dimensions of Banks’s Multicultural Education Model:

- *Curriculum content integration.* The extent to which teachers include content about diverse populations in the curriculum.
- *Equity pedagogies.* The instructional strategies that engage the learning characteristics and cognitive styles of diverse populations and attempt to reduce educational disparities across groups.
- *Prejudice reduction.* The activities that are designed to examine and reduce bias in attitudes.
- *Empowering school culture and social structure.* The actions focused on eradicating school-level factors (e.g., grouping and tracking) that relate to disproportionality in outcomes.

The survey framework was also guided by discussions with members of the MERC Professional Development for Success in Culturally Diverse Schools (PDSCDS) study team (see page 3). Representing the professional perspectives of the MERC member school divisions, the study team brainstormed a list of possible survey sections and individual survey items that were aligned with current division practice and policies.

ITEM GENERATION

Based on an exhaustive review of the literature and the existing teacher surveys on the topic of multicultural education (n=16), 211 items were identified and independently sorted by the research team into one of four categories based on the Banks’ Multicultural Education Model described above. Many of the selected items were originally used with preservice teachers and often focused on teachers’ attitudes,⁹ teaching competency,¹⁰ and general dispositions.¹¹ An item matrix was created to cross-reference the initial 211 items and determine fit with the Banks’ Model. Items that aligned with one or more dimension of the Banks’ Model were retained for the initial survey prototype. The first draft of the survey was then constructed. This involved ordering the sections of the survey, writing survey instructions, and determining the survey branches for different respondent roles (e.g., teachers vs. non-teachers, elementary vs. secondary).

8. Banks, 1993, p. 3

9. Guyton & Wesche, 2005; Ponterotto, Baluch, Greig, & Rivera, 1998

10. Spanierman et al., 2011

11. Schulte, Edick, Edwards, & Mackiel, 2008

SURVEY REVIEW AND PILOTING

Once constructed, the survey was reviewed by study team members from the school divisions. Feedback from these reviews led to adjustments of survey wording and the elimination of some items. The survey was then programmed into an online survey platform and sent out through personal channels of the research team to teachers and other school professionals working in schools outside of the MERC region. From this piloting we received 115 responses. The pilot version included a social desirability scale that allowed us to identify items that may be subject to socially desirable responses. Survey items correlated with the social desirability scale were removed. Analysis on the pilot data collected allowed us to further refine the questions and reduce the number of items. See appendix C online for additional details.

STRUCTURE OF THE SURVEY

Table 1 presents an outline of the survey with descriptions of sections. In certain cases the survey was designed to provide separate question sets for teachers and non-teachers. There are also separate question sets for elementary and secondary teachers. Appendix A presents a full version of the survey with all instructions and response options.

TABLE 1. MERC Cultural Diversity in Schools Survey Outline**INTRODUCTION**

Provides a statement about the origins of the survey, the purpose of the survey, the topics covered, consent, and the expected time to complete. Also presents definitions of terms: *cultural diversity, multicultural education, and professional development.*

SECTION 1: PROFESSIONAL EXPERIENCE

Questions to identify where the respondent works (division, school) and years of teaching experience.

SECTION 2: PROFESSIONAL DEVELOPMENT EXPERIENCES

Questions to learn about recent experiences with professional development related to cultural diversity. The participant identifies if s/he has participated. If yes, s/he provides the topic, the perceived effectiveness of the PD, and identifies who delivered the PD. Participants are then asked if they have additional examples to share. Each participant can report on up to three examples.

SECTION 3: PROFESSIONAL ROLE

Participant identifies professional role (teacher, non-teaching professional, or administrator). Branching logic following this question route respondents to relevant questions.

SECTION 4: GRADE LEVEL

Respondent identifies the grade level s/he teaches. Branching logic on this question allows separate routing for elementary and secondary teachers.

SECTION 5: SUBJECT AND COURSE LEVEL

Respondent identifies the subjects and course level taught.

SECTION 6: RACIAL/ETHNIC COMPOSITION OF STUDENTS TAUGHT

Respondent approximates the racial/ethnic diversity of the students in her/his classes. Racial/ethnic groups in a classroom were considered predominant if students of an racial/ethnic group made up 70% or more of the individuals in the classroom. For example, if a teacher reported 75% of the students in their class were Latinx, then the classroom was coded as predominantly Latinx. For classrooms with less than a 30% difference between the two largest racial/ethnic groups in the classroom (e.g., 55% White and 45% Latinx), the classroom was considered *racially diverse*.

EXAMPLE ITEMS

SECTION 7: MULTICULTURAL TEACHING PRACTICE This construct illustrates respondents being proactive or taking initiative with multicultural teaching practices.

“I actively try to reduce racial inequalities through my teaching”

“I help my students make connections between the curriculum and their home culture.”

“I examine the instructional materials I use in the classroom for gender bias”

SECTION 8: ABILITY TO IMPLEMENT MULTICULTURAL CURRICULUM

This construct illustrates respondents' knowledge and ability in developing instructional activities and using specific strategies that meet the needs of the multicultural classroom.

"I can develop materials for the multicultural classroom."

"I am knowledgeable about particular teaching strategies that affirm the racial and ethnic identities of all students."

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

SECTION 9: SCHOOL SUPPORTS

This construct captures respondents' perspectives on the supports schools provided to educators for multicultural education.

"My school administration encourages opportunities for collaboration with colleagues around multicultural topics".

"There are professional development opportunities available to me that can help me be more inclusive to students of all backgrounds."

SECTION 10: MULTICULTURAL BELIEFS

This construct examines the degree to which respondents view cultural diversity as an important factor to consider in curriculum and pedagogy.

"Teachers have the responsibility to be aware of their students' cultural backgrounds"

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

"To be an effective teacher, one needs to be aware of cultural differences present in the classroom."

SECTION 11: FAMILY AND COMMUNITY INTERACTIONS

This construct refers to respondents' beliefs about family and community interactions.

"Outside of my role as a teacher, I am involved in the community where I teach."

"I establish strong, supportive relationships with parents from different cultural backgrounds."

SECTION 12: DEMOGRAPHICS

Respondent identifies age, gender, race/ethnicity.

SECTION 13: OPEN ENDED

Open-ended question: "Please provide any additional thoughts you have about the opportunities and challenges of cultural diversity within our schools."

SURVEY ADMINISTRATION AND SAMPLE

Each participating school division provided a comprehensive email list of school staff that included teachers, other instructional staff (e.g., counselors, librarians, etc.), and building-level administrators. Initial communications about the survey were sent through the division and school leadership. The survey was administered via an email link across the seven MERC school divisions in the fall of 2018. In total 15,100 surveys were sent. Two follow up emails were sent to non-responders. Each survey was in the field between two and three weeks. Overall, we received 3263 responses, a 22% response rate. Table 2 presents response rates by division. Table 3 presents the gender breakdown of the respondents and Table 4 presents the racial/ethnic demographic breakdown of the survey respondents in relation to the region. Table 5 presents the survey respondents by professional experience and role. Appendix B (Tables B1 - B6) provides a breakdown of the survey respondents by division.

TABLE 2. Survey Response Rates by Division

DIVISION	# SURVEYS SENT	# RESPONSES	RESPONSE RATE
Chesterfield	5783	1111	20%
Goochland	299	138	46%
Hanover	1566	481	31%
Henrico	4390	794	19%
Petersburg	408	89	24%
Powhatan	577	218	39%
Richmond	2077	432	22%

TABLE 3. Gender of Survey Respondents

GENDER	SURVEY RESPONDENTS
Female	2263 (84%)
Male	351 (15.5%)
Other	12 (<1%)

TABLE 4. Race/Ethnicity of Survey Respondents

RACE/ETHNICITY	SURVEY RESPONDENTS	REGIONAL*
Black/African-American	277 (12.1%)	13%
White	1813 (79%)	83%
Latinx	71 (3%)	2%
Asian	18 (<1%)	1%
Other/Not Specified	53 (2%)	1%

**Virginia Department of Education, Teacher Ethnicity by School Division*

TABLE 5. Professional Experience and Role of Survey Respondents

Roles	Teachers	2384 (79%)
	Non-Teachers	448 (15%)
	Administrators	175 (6%)
Grade Level	Elementary	829 (43%)
	Middle	481 (25%)
	High	597 (31%)

TABLE 5 (continued)

Experience (how long have you worked in schools?)	One year	101 (3%)
	2 to 4 years	325 (11%)
	5-10 years	682 (22%)
	11-20 years	1228 (38%)
	21 or more years	831 (26%)
Secondary Subject Area	English	210 (19.2%)
	Math	159 (14.2%)
	Science	127 (12.1%)
	Social Studies	133 (12%)
	ESL	13 (1.1%)
	Foreign Language	69 (6.4%)
	Art	57 (5.2%)
	PE	46 (4%)
	Career/VoTech	80 (7.4%)
	2+ Subjects	129 (11.8%)
	Other	70 (6.4%)
Elementary Subject Area	General Education	593 (71.7%)
	Reading	31 (3.5%)
	Math	8 (1%)
	ESL	21 (2.2%)
	Art	52 (6.4%)
	PE	17 (2.1%)
	2+ Subjects	31 (3.7%)
	Other	78 (9.4%)

SURVEY ANALYSIS

Quantitative Analysis

Data from close-ended items on the survey were summarized with means and frequencies on variables of interest (e.g., multicultural teaching practices, efficacy, number of professional developments, etc.). Comparisons were made between subsets of teachers to explore similarities and differences in teachers' professional development experiences and perceptions of cultural diversity in the classroom. T-tests were used to assess whether there were significant mean differences between two groups (e.g., elementary vs. secondary school teacher mean differences), while Analysis of Variance (ANOVA) tests were used to assess whether there were significant mean differences between three or more groups (e.g., comparisons between English, math, social studies, and science teachers). If a statistical significance was detected when making comparisons between groups an asterisk (*) is used in the presentation of results.

This report includes analyses that looks at smaller subsets of the data by groups. Although the analyses account for group size, it is important to use caution when interpreting findings that include a few individuals per group. For example, when looking at differences by classroom racial composition, only 8 teachers reported that their classrooms were predominantly Asian. Findings such as these may note points of interest for further exploration, but should not be used to make generalizing conclusions or inferences about predominantly Asian classrooms. For this reason, in cases where groups fell below 20, we chose not to report the findings of group comparisons.

Qualitative Analysis

The qualitative data from the one open-ended survey question was analyzed using thematic analysis. Data analysis occurred in five distinct phases. In the first phase, the coding team met twice to develop the codebook. During each meeting, we read and coded a subsample of approximately 20 responses. We discussed how we were defining our emerging codes and the rationale behind each quotation we associated with a given code.

During phase two, each researcher individually coded a set of 30-40 open-ended responses using our initial codebook. We then met to discuss quotations that did not seem to fit existing codes and which new codes we thus needed to add to our list. This cycle occurred twice, with two sets of open-ended responses.

In the third phase of analysis, all open-coded responses were divided and split between two pairs of researchers. Each person coded their own, and then their partner's dataset. During the fourth phase, each set of partners compared all of their codes and then discussed and resolved any conflicting code decisions. Once the partners resolved all of their codes, all four datasets were combined into one final dataset.

Section Three: Findings

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In the subsections below we present findings from the survey. The findings are organized into several sections:

- (1) Engagement with PD related to cultural diversity in the past year
- (2) Relationship between professional development and multicultural outcomes
- (3) Differences between groups
- (4) School supports for multicultural education
- (5) General perceptions of the opportunities and challenges of cultural diversity in schools
- (6) Resistance to cultural diversity PD
- (7) Existing strengths of MERC school divisions

The findings presented include descriptive analysis of the survey constructs measured, and supporting findings from the qualitative analysis of the open-ended question.

Notes on Interpreting Survey Findings

Determining the validity of research requires us to consider the reasonableness of the inferences made from the data. When claims go beyond what is warranted by the data, validity is lost. With this in mind, we would like to put forward several points about the validity of the findings presented below.

- **Representativeness of the sample.** The overall response rate for this survey was 22%. While this is a relatively strong response rate for this type of non-required survey, we did not use sampling strategies that would allow for generalizations to the population of educators in the region. The data presented above that details the demographics and professional roles of the survey respondents provides some idea about the representativeness of the sample, however, when reading the findings it is important to consider the questions: *How might the non-responders be different than the responders? Are there characteristics that distinguish those who would open and complete a survey about cultural diversity professional development, and those who would not?*
- **Statistical significance.** In the analysis of the survey findings, when making comparisons between groups, we use statistical significance testing. While statistical significance testing can be useful, with such large samples, even small differences can show significance. For this reason means and frequencies should also be considered to determine whether these differences are meaningful at a practical level.
- **Importance of no difference.** In certain cases group comparisons that show no difference are also of interest. This is especially true when the lack of difference challenges assumptions we make about the groups being compared.
- **Open-end.** About one third of the survey respondents provided feedback on the open-ended item, which is a small fraction (approximately 7%) of the overall population of educators in the region. It should be clear that the purpose of the open-end is not to generalize to the larger population but rather to show the range of ideas and opinions that exist within the region. Understanding this range of ideas is useful for those that are interested in the design and implementation of cultural diversity professional development.

ENGAGEMENT WITH PROFESSIONAL DEVELOPMENT RELATED TO CULTURAL DIVERSITY OVER THE PAST YEAR

Professional development is defined as any activity that aids school staff in improving their knowledge and skills in the domains of professional practice. This can include formal and informal programs or interventions of varying durations and formats. Typical forms of professional development include workshops, coaching, action research, and modules or courses. School staff participate in professional development on a range of topics including teaching strategies, content integration, assessment of learning, and many others.

Some professional development programs are specifically designed to assist teachers in multicultural education practices and efficacy. On the survey we asked respondents to indicate (1) how many professional development experiences they had within the last year related to cultural diversity, (2) what the topic focus of the professional development was, (3) who delivered the professional development, and (4) what was the perceived effectiveness of the professional development. The list of possible topics of professional development related to cultural diversity that were shared on the survey included:

- Cultural competence
- Racial disproportionality in school discipline
- Disproportionality in referrals to special education and gifted services
- Bias/prejudice/stereotypes/microaggressions
- Poverty
- Students with special/exceptional needs
- Home communication
- Culturally relevant/responsive teaching
- English language learners
- Deficit thinking
- Difficult/challenging conversations
- Gender inequity
- LGBTQ students

Respondents were also able to select the “other” category and indicate the topic.

Through the survey we learned that a substantial number of teachers (38%) reported not having any professional development experiences over the past year related to cultural diversity (figure 3). Table B7 in Appendix B, breaks down the number of cultural diversity professional developments by school division. By division, the percentage of teachers indicating no cultural diversity PDs over the past year ranges between 29% to 48%. When these participation rates were compared across grade level and subject area, there were additional trends worth noting. For example, secondary teachers (middle and high) were more likely than elementary school teachers to have participated in one or more PDs related to cultural diversity (figure 4). At the secondary level we also saw that across content areas, English teachers were the group most likely to have participated in 3 or more PDs over the past year (figure 5). There were also differences in participation when comparing professional roles. Administrators were the group most likely to have participated in PDs related to cultural diversity (figure 6). Table B8 in Appendix B provides a breakdown of PDs by professional role by school division.

Figure 3. Number of professional developments related to cultural diversity over past year

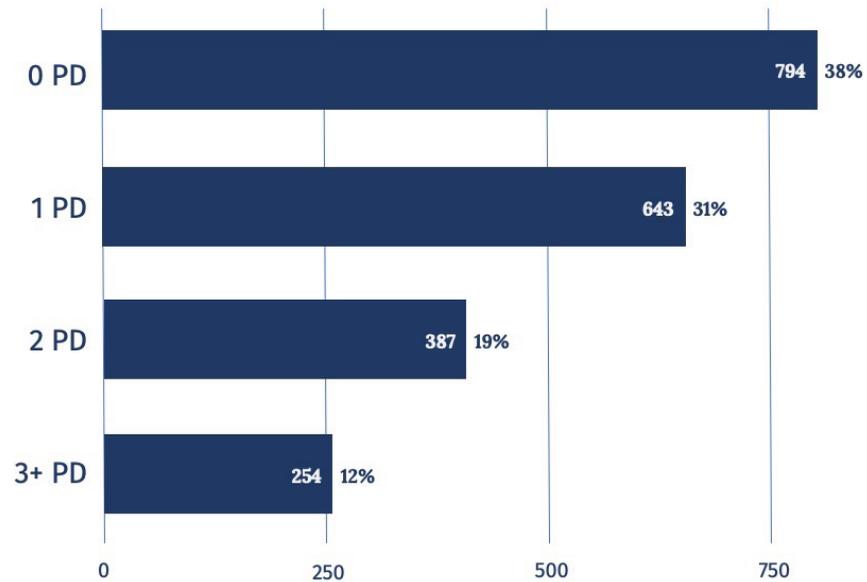


Figure 4. Number of cultural diversity PDs over past year by grade level

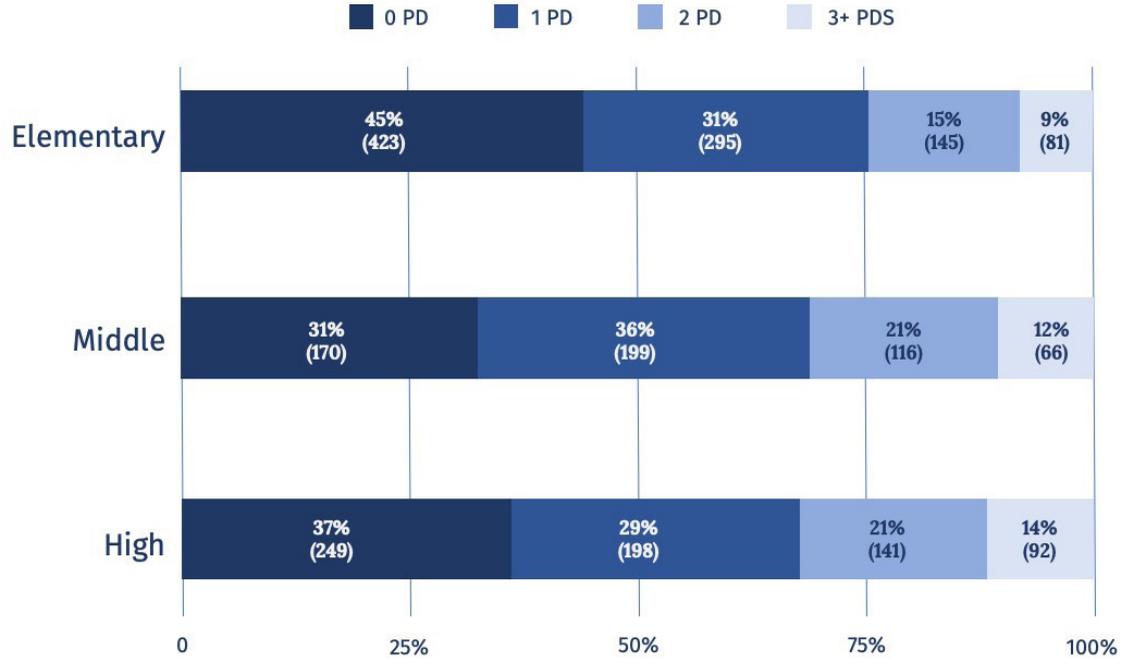


Figure 5. Number of cultural diversity PDs in past year by subject area (secondary)

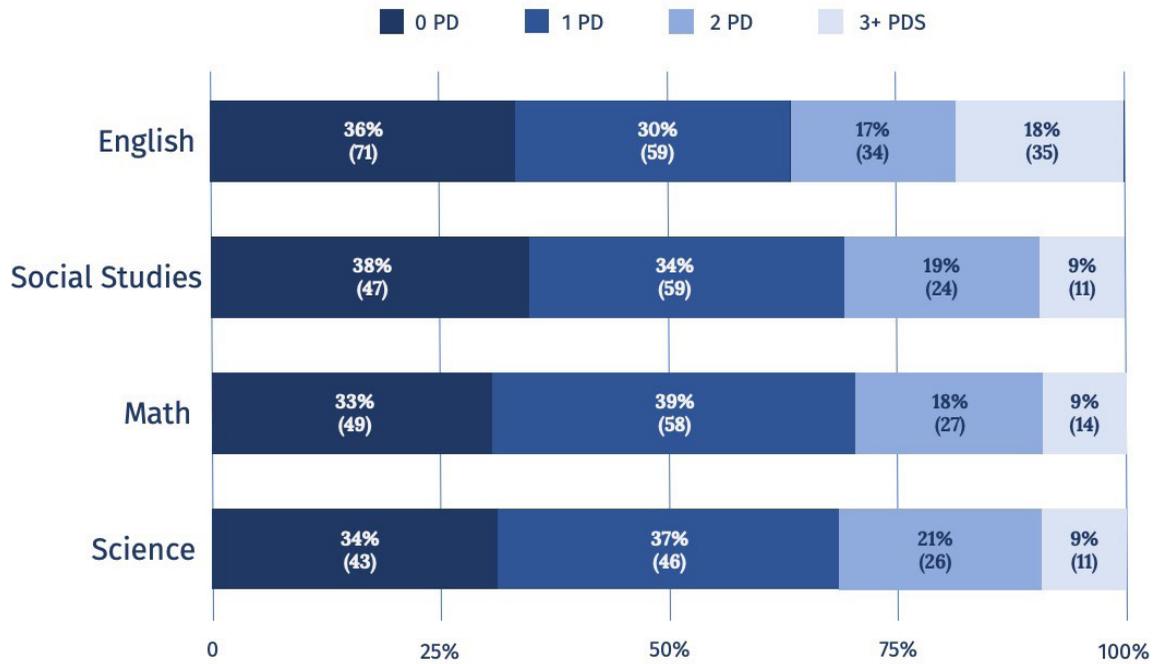
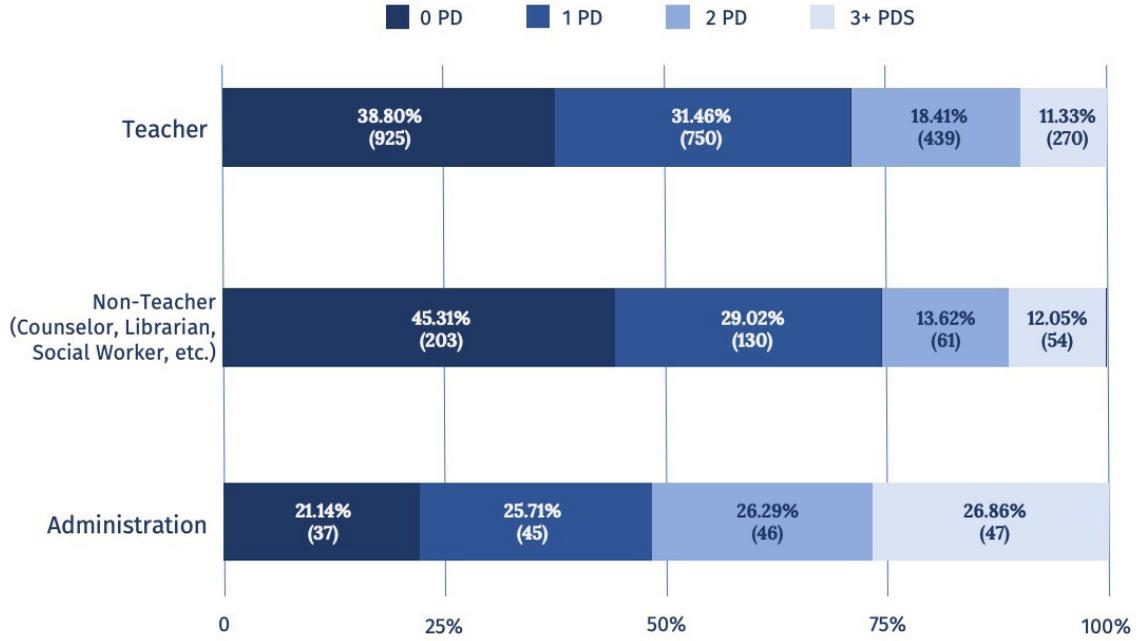


Figure 6. Number of cultural diversity PDs over past year by role

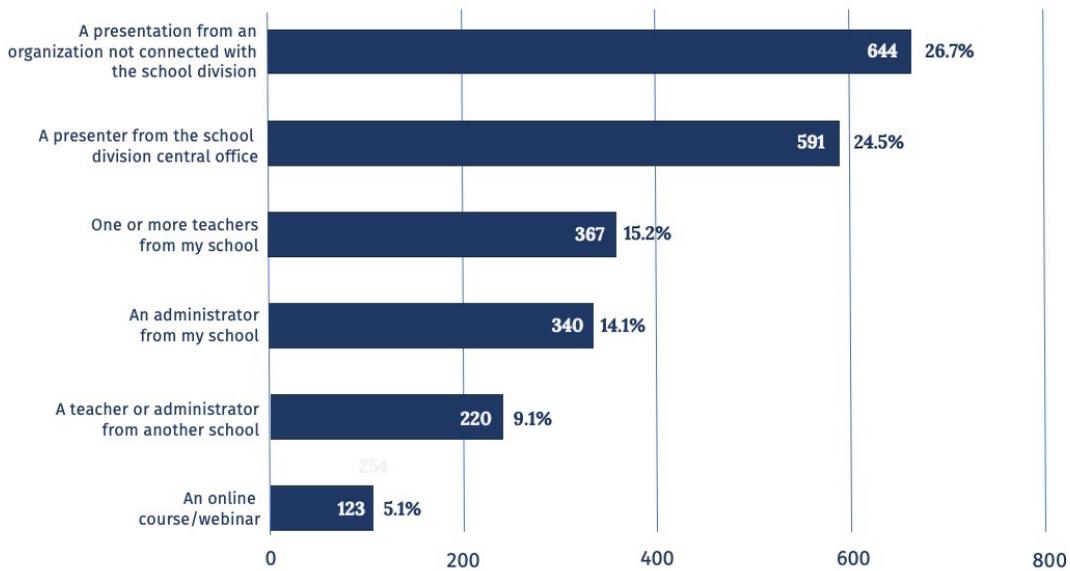


The most frequent topics of professional development reported were related to working with special populations (e.g., students with special needs, English language learners) (table 6). Culturally relevant/responsive teaching, cultural competence, and racial disproportionality in discipline outcomes were also commonly identified topics. Table B7 in Appendix B shows the distribution of cultural diversity PD by MERC school division. In terms of the providers of cultural diversity professional development (figure 7), we learned that a majority were led by “a presenter from an organization not connected to the school division” (27%), closely followed by “a presenter from the school division central office” (24%).

TABLE 6. Frequency of professional development topics identified (Top 10)

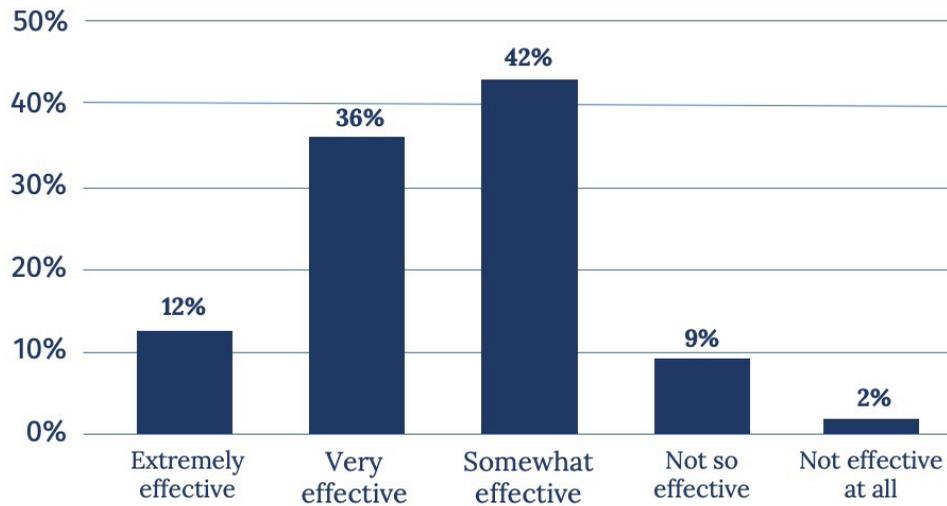
TYPE OF PROFESSIONAL DEVELOPMENT	FREQUENCY OF PD
Students with special/exceptional needs	192
English language learners	182
Culturally relevant/responsive teaching	104
Cultural competence	87
Racial disproportionality in school discipline	67
Poverty	66
Bias/prejudice/stereotypes/microaggressions	60
Disproportionality in referrals to special education and gifted services	31
LGBTQ students	24
Home communication	18

Figure 7. Teacher reports of PD providers



Overall, about half of the respondents (48%) reported the professional development experiences related to cultural diversity were “very effective” or “extremely effective” (figure 8). Table B9 in Appendix B provides the responses on PD effectiveness by MERC school division. While it is encouraging that overall only 11% rated their PD experiences as “not so effective” or “not at all effective,” we should keep in mind two limitations. One is that across the region 38% of respondents did not participate in any such PD. Thus even though the programs may have been effective, their reach was limited. The other limitation stems from the likelihood that participants attended these PDs voluntarily and therefore may have been more motivated to learn than if they had been required to attend.¹³ Many of the 38% who did not participate in any such PD may be the ones who have the most room for improvement in terms of culturally responsive practices.

Figure 8. Overall perceived quality of cultural diversity PDs over past year



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In our review of literature, we were unable to find any studies examining the frequency with which school staff participate in professional development related to diversity, nor studies on how participants rate the effectiveness of these PD programs. This study may be the first large-scale study to measure these two variables.

The survey included one open-ended question asking respondents to reflect on the challenges and opportunities of cultural diversity within our schools. Within the 522 responses that referenced some type of problem schools faced in being more culturally responsive, the most frequent theme was the need for more PD (mentioned by 84 respondents). The second most-frequent problem mentioned was insufficient time (52 instances), followed by a lack of colleagues’ commitment or awareness of biases (47 instances). One respondent wrote, “We have been asked to be more aware of this without training on how to properly implement it. Just adding more diverse names to assessments and classwork examples is not enough.”

13. Kennedy, 2016

Within the responses addressing the need for more PD, a variety of specific challenges were mentioned. One respondent wrote, “People are at such different places in their journey to be multicultural that it is difficult to have PD that meets everyone’s needs.” A secondary social studies teacher wrote, “It seems professional development opportunities for inclusion and diversity tend to be optional... The teachers that ought to be in attendance the most, rarely elect to participate in these lessons.” Finally, an instructional technology resource teacher wrote, “There is so much more we could be doing to support our teachers with effective PD - topics that give teachers voice and choice to get the training that they need.”

Our survey results suggest there is quite a large range of both needs and levels of commitment to diversity and inclusion across the MERC region. This variance holds true both within and between school divisions, suggesting that challenges are widespread. The open-ended responses, beyond those quoted above, point to the need for PD to be more individualized to meet this range of needs, for teachers to have more of a voice in shaping PD, and for the people most in need of such PD to be in attendance. Prior research on PD supports the respondents’ assertion that teacher “voice and choice” are important. Substantial empirical research points to the conclusion that active learning may be a more important feature of PD than whether it is offered as a workshop, mentoring, or other format.¹⁴ PD related to cultural diversity, in particular, may benefit from self-directed types of experiences (e.g., action research) because these prevent staff from being pushed too far beyond their comfort zones too quickly, which may inhibit their full engagement in the learning process.¹⁵ Formats such as action research allow participants to undergo the types of gradual affective or dispositional shifts that may be necessary before they can fully embrace culturally responsive pedagogy and the understanding that student outcomes are not solely a result of individual effort and ability, but are also shaped by structural inequalities.¹⁶ Many short-term PD programs do not allot sufficient time to developing this sociopolitical consciousness necessary for validating students’ experiences and avoiding deficit views of students’ abilities. Finally, because such PD requires participants to be more vulnerable and reflective of their deeply held worldviews, it is important for facilitators to build an atmosphere of trust and risk-taking.¹⁷ In the recommendations section below, we suggest some strategies for addressing these unique aspects of diversity-related professional development.

RELATIONSHIP BETWEEN PROFESSIONAL DEVELOPMENT AND MULTICULTURAL EDUCATION

The question often raised about professional development is, does it work? Does professional development related to cultural diversity build the knowledge, skills and dispositions of participating teachers? In the analysis of our survey, we considered this point by examining the relationship between participation in professional development related to cultural diversity and the teachers’ reported dispositions and efficacy with multicultural teaching approaches. Figure 9 shows the relationship between the number

14. Desimone 2009; Garet, Porter, Desimone, Birman, & Yoon, 2001

15. Aujla-Bhullar, 2011; Parkhouse, Lu, & Massaro, 2019

16. Parkhouse, Lu, & Massaro, 2019

17. Ibid.

of cultural diversity PDs a teacher participates in and mean scores on three key constructs covered in the survey: multicultural teaching practices, multicultural beliefs, and family and community interactions (see pages 17-18 for descriptions of these constructs and example items). We found that teachers that report having participated in more cultural diversity PD are more likely (1) to report being proactive or taking initiative with multicultural teaching practices, (2) to view cultural diversity as an important factor to consider in curriculum and pedagogy, and (3) to report positive beliefs about family and community interactions. It is possible that those who participated in more PD already had a higher interest in multicultural education. Further research is needed to determine the direction of this relationship.

Figure 9a. Multicultural education competencies by number of cultural diversity PDs over the past year

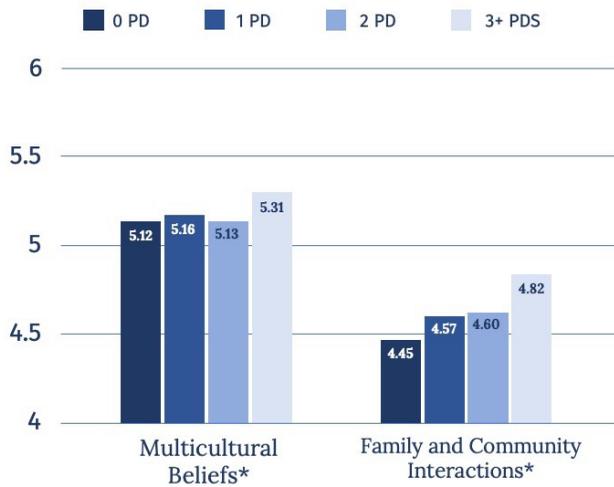
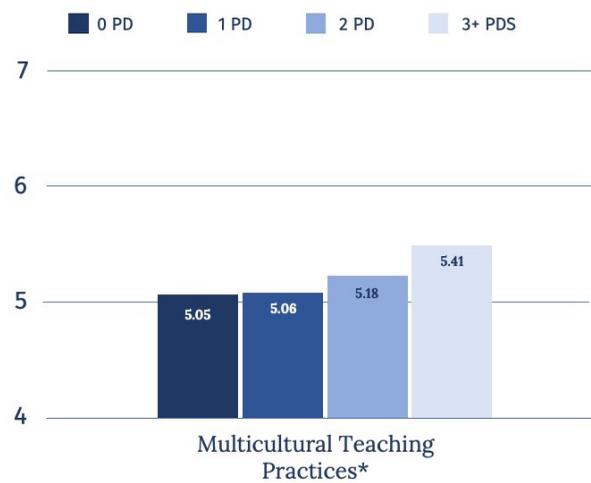


Figure 9b. Multicultural teaching practices by number of cultural diversity PDs over the past year



Responses to items used a six point Likert scale (1=strongly disagree, 2=mostly disagree, 3=somewhat disagree, 4=somewhat agree, 5=mostly agree, 6=strongly agree).
 * = statistical significance at .05 level.

Responses used the following scale: (1=never; 2=Rarely, less than 10% of chances I could have; 3=Occasionally, about 30% of chances I could have; 4=Sometimes, about 50% of chances I could have; 5=Frequently, about 70% chances of I could have; 6=Usually, about 90% of chances I could have; 7=Every time)
 * = statistical significance at .05 level.

DIFFERENCES BETWEEN GROUPS

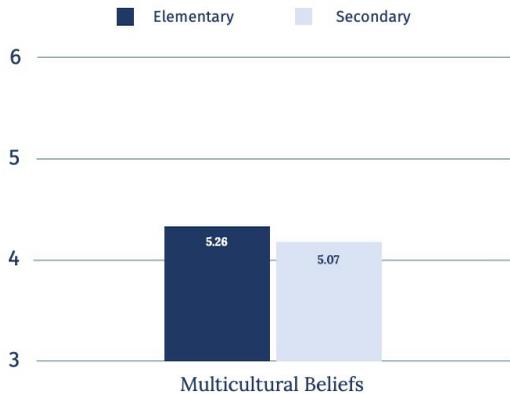
In this section we look at differences in multicultural teaching competencies between groups of respondents. This includes differences by grade level taught, gender of respondent, race/ethnicity of the respondent, the diversity of the students taught, and content taught.

Differences Across Grade Levels

The roles and responsibilities of elementary and secondary teachers differ in a number of ways: elementary schools are generally smaller than middle and high schools, elementary teachers are responsible for fewer total students, and elementary teachers are often responsible for teaching a wide range of subject matter. There are also meaningful developmental differences between elementary and secondary students. All of these factors may influence how these groups understand their responsibility to engage issues of culture and diversity in their classrooms and schools.

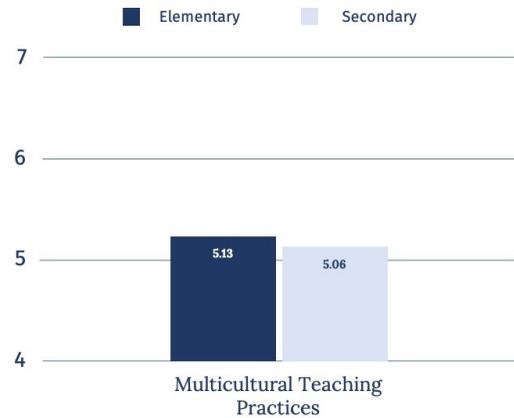
In the analysis of the survey data, we found significant differences between primary and secondary teachers both in their overall multicultural beliefs and practices (figure 10) as well as on individual items (tables 7 and 8). A recent large-scale study of pre-service teachers' multicultural awareness found that those in childhood education and early childhood education programs came to their programs with higher multicultural awareness than their peers in secondary education programs.¹⁸ The authors hypothesized that people entering primary education programs may be more attuned to cultural differences as they relate to child development while those entering secondary programs may be more interested in learning discipline-specific skills. This self-selection effect may account for at least some of the difference evident in our survey respondents. Other possible influences include the more discipline-heavy content of secondary educators' teacher preparation programs and subsequent professional development.

Figure 10a. Multicultural beliefs by grade level



Responses to items used a six point Likert scale (1=strongly disagree, 2=mostly disagree, 3=somewhat disagree, 4=somewhat agree, 5=mostly agree, 6=strongly agree).

Figure 10b. Multicultural teaching practices by grade level



Responses used the following scale: (1=never; 2=Rarely, less than 10% of chances I could have; 3=Occasionally, about 30% of chances I could have; 4=Sometimes, about 50% of chances I could have; 5=Frequently, about 70% chances of I could have; 6=Usually, about 90% of chances I could have; 7=Every time)

18. Cherng & Davis, 2019

TABLE 7. Item Analysis of Multiculturalism in the Classroom by Grade Level

SUBSCALE ITEMS	GRADE LEVEL	N	MEAN	STANDARD DEVIATION
Teachers have the responsibility to be aware of their students' cultural backgrounds.	Elementary*	811	5.44	0.92
	Secondary	1039	5.22	1.07
Teachers should adapt lesson plans to reflect the different cultures represented in the classroom.	Elementary*	809	4.88	1.07
	Secondary	1039	4.65	1.19
To be an effective teacher, one needs to be aware of cultural differences present in the classroom.	Elementary*	809	5.47	0.86
	Secondary	1038	5.34	0.96

Responses to items used a six point Likert scale (1=strongly disagree, 2=mostly disagree, 3=somewhat disagree, 4=somewhat agree, 5=mostly agree, 6=strongly agree)
 * = statistical significance at .05 level.

TABLE 8. Item Analysis of Multicultural Education Practices by Grade Level

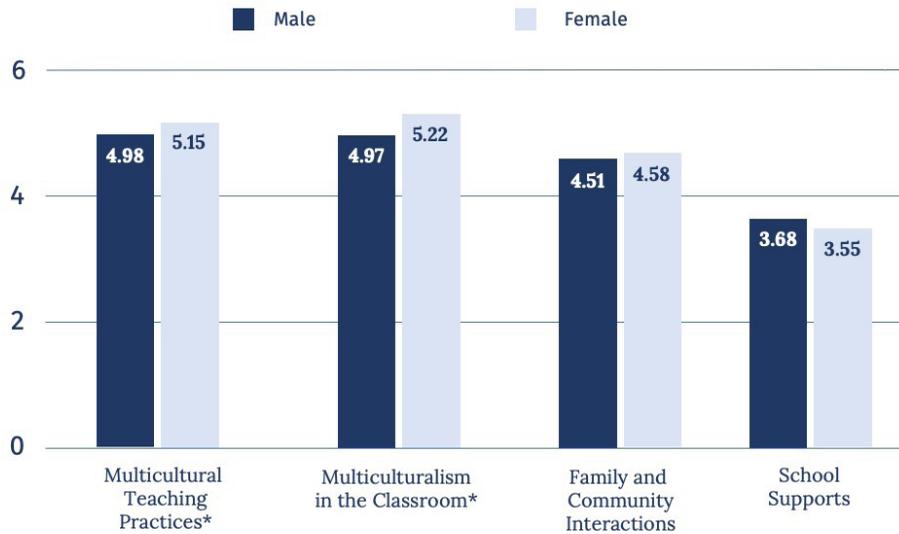
SUBSCALE ITEMS	GRADE LEVEL	N	MEAN	STANDARD DEVIATION
I actively try to reduce gender inequalities through my teaching.	Elementary	914	5.16	1.42
	Secondary	1152	5.13	1.58
I plan my lessons with an understanding of the relationship between curriculum and students' cultural backgrounds.	Elementary	923	5.11*	1.38
	Secondary	1158	4.91	1.51
I actively try to reduce racial inequalities through my teaching.	Elementary	893	5.54	1.40
	Secondary	1131	5.51	1.52

Responses used the following scale: (1=never; 2=Rarely, less than 10% of chances I could have; 3=Occasionally, about 30% of chances I could have; 4=Sometimes, about 50% of chances I could have; 5=Frequently, about 70% chances of I could have; 6=Usually, about 90% of chances I could have; 7=Every time)
 * = statistical significance at .05 level.

Differences Related to Gender of Teacher

There has been prior research into the differences in multicultural competency between teachers of different genders (Cherng & Davis, 2019).¹⁹ We conducted this comparison in our analysis and found that in three of the central survey constructs (Multicultural Teaching Practices, Multiculturalism in the Classroom, and Family and Community Interactions) women scored higher than men. Male teachers, on the other hand, scored higher on the perception of school supports for multicultural education (see figure 11). The higher scores for male teachers seem associated with similar trends presented below that show (1) elementary teachers with slightly higher outcomes (male teachers are primarily at the secondary level) and (2) math and science teachers with slightly lower outcomes.

Figure 11. Gender Differences in Multicultural Education Outcomes



Responses used the following scale: (1=never; 2=Rarely, less than 10% of chances I could have; 3=Occasionally, about 30% of chances I could have; 4=Sometimes, about 50% of chances I could have; 5=Frequently, about 70% chances of I could have; 6=Usually, about 90% of chances I could have; 7=Every time)

* = statistical significance at .05 level.

Differences Related to Race/Ethnicity of Teacher

As mentioned in the introduction, prior studies have explored differences in attitudes and efficacy for multicultural practices between teachers of varying racial/ethnic identities. These have generally found that Black and Latinx teachers report greater multicultural awareness than their White counterparts.²⁰ Although we did find that Black and Latinx respondents to our survey rated themselves higher on certain items (for example, indicating a raised awareness of prejudice), they actually reported fewer multicultural

19. Cherng & Davis, 2019

20. Ibid.

teaching practices and about the same amount of multicultural understanding and implementation as White respondents. However, Black and Latinx teachers felt they had less support for multicultural education in their buildings than did their White counterparts (see table 9). Given these results, school divisions should ensure that teachers of all racial/ethnic identities are given ample resources and PD opportunities to develop multicultural practices and efficacy.

TABLE 9. Teacher Racial/Ethnic Differences on Multicultural Education Outcomes

	MULTICULTURAL TEACHING PRACTICES*		MULTICULTURALISM IN THE CLASSROOM*		FAMILY AND COMMUNITY INTERACTIONS*		SCHOOL SUPPORTS	
	M	N	M	N	M	N	M	N
White	5.13	1376	5.19	1339	4.57	1295	3.61	1333
Black	5.00	199	5.16	186	4.52	181	3.35	179
Latinx	5.05	55	4.96	53	4.34	49	3.44	52

Differences Related to Racial/Ethnic Composition of Classes

Studies of teachers' multicultural beliefs and practices tend to examine the relationships between these constructs and the teachers' own racial/ethnic identities. However, few studies examine the relationship between these constructs and the racial/ethnic composition of teachers' classes. It is important to consider the latter because some studies have found that White teachers are more likely to view students of color as having poor behavioral and academic performance than teachers of color.²¹ These relative differences in teachers' evaluations of students of color appeared to be rooted in racial stereotypes and biases. As a result, it is important for White teachers of predominantly Black and Latinx students to have strong multicultural beliefs and efficacy as a counter to potential racial stereotypes and biases.

Considering this prior research, we examined mean differences between teachers' multicultural beliefs and practices and the racial/ethnic composition of the students they teach, as reported by the teachers. Classroom racial/ethnic composition was based on participants' approximate report of students

21. Downey & Pribesh, 2004; McGrady & Reynolds, 2014

in their classrooms. Racial/ethnic groups in a classroom were considered predominant if students of a racial/ethnic group made up 70% or more of the individuals in the classroom. The classroom was considered racially diverse if there was no predominant group. The current sample consisted of:

- 521 Racially-Diverse Classrooms
- 610 Predominantly Black/African American classrooms
- 892 Predominantly White classrooms
- 81 Predominantly Latinx classrooms
- 10 Predominantly Asian classrooms

Due to the limited number of teachers working in classrooms with predominantly Asian students, we have not included this group in the comparisons presented below. We have included predominantly LatinX, however the smaller sample may result in more variability in the estimate.

Looking at the differences across teachers working with classrooms of varying racial/ethnic compositions, we found that teachers who reported having predominantly Latinx classes had the highest ratings on many of our key measures. As illustrated in figure 12, teachers with majority Latinx students were (1) more likely to view cultural diversity as an important factor in curriculum and pedagogy, (2) more likely to be proactive or take initiative with multicultural teaching practices, and (3) more likely to indicate that they have the ability to develop instructional activities using specific strategies that meet the multicultural classroom. Figure 13 shows this effect at the item level, where educators were asked to respond to the item *“Teachers should adapt lesson plans to reflect the different cultures represented in the classroom.”* We also found that teachers who reported having predominantly White classes scored the lowest on these constructs. Interestingly we found only slightly higher scores for teachers working in classrooms with predominantly Black students than those with predominantly White students.

In responses to the open end, several teachers mentioned how the demographics of their classrooms affected their implementation (or not) of multicultural teaching practices. One respondent wrote, *“We have so few students that aren’t Black that other PD’s are not necessary to teach about other cultural stuff.”* This suggests that some teachers may believe that, within schools made up of students from one predominant racial/ethnic group, professional development should focus solely on the culture of that particular group. Another respondent wrote, *“I teach in a predominantly affluent white school. Talking about diversity is uncomfortable and difficult, especially as I am a white teacher.”* This quotation suggests that one barrier to higher multicultural efficacy may be a perception that White teachers or White students are less capable and/or less comfortable discussing issues of diversity.

Figure 12a. Multicultural teaching practices by racial/ethnic composition of classes

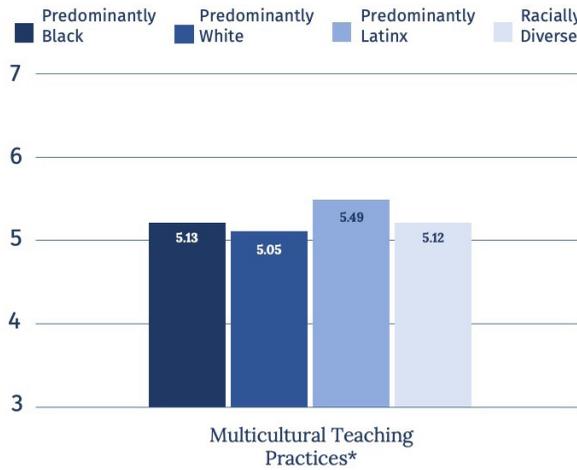
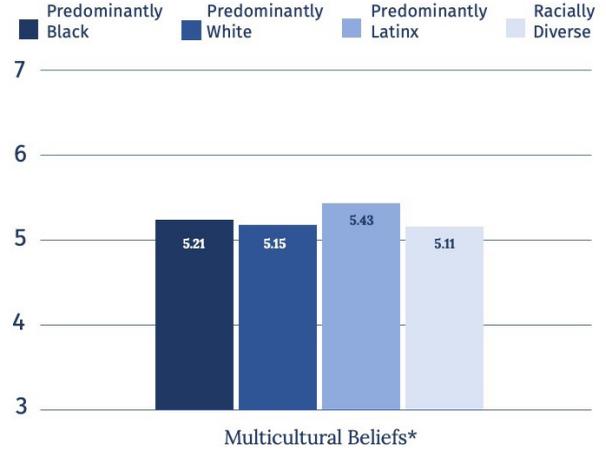


Figure 12b. Multicultural beliefs by racial/ethnic composition of classes

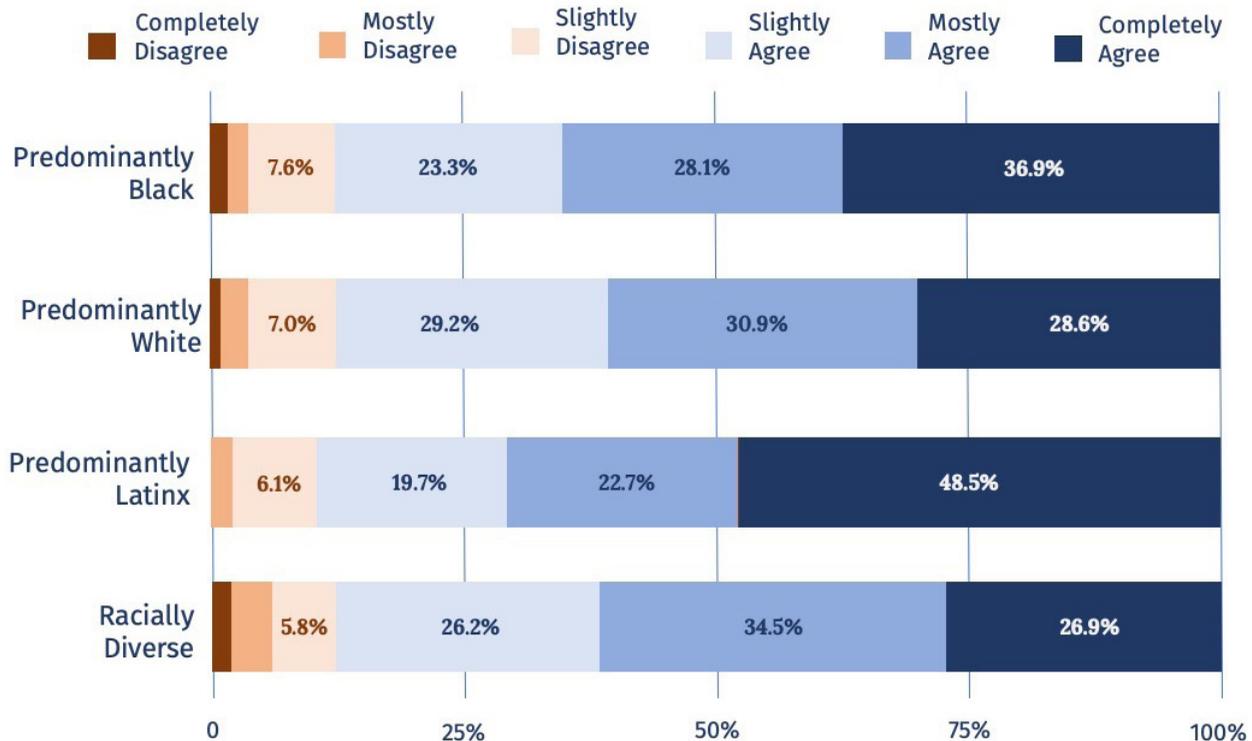


Responses used the following scale: (1=never; 2=Rarely, less than 10% of chances I could have; 3=Occasionally, about 30% of chances I could have; 4=Sometimes, about 50% of chances I could have; 5=Frequently, about 70% chances of I could have; 6=Usually, about 90% of chances I could have; 7=Every time)
 * = statistical significance at .05 level.

Responses to items used a six point Likert scale (1=strongly disagree, 2=mostly disagree, 3=somewhat disagree, 4=somewhat agree, 5=mostly agree, 6=strongly agree).
 * = statistical significance at .05 level.

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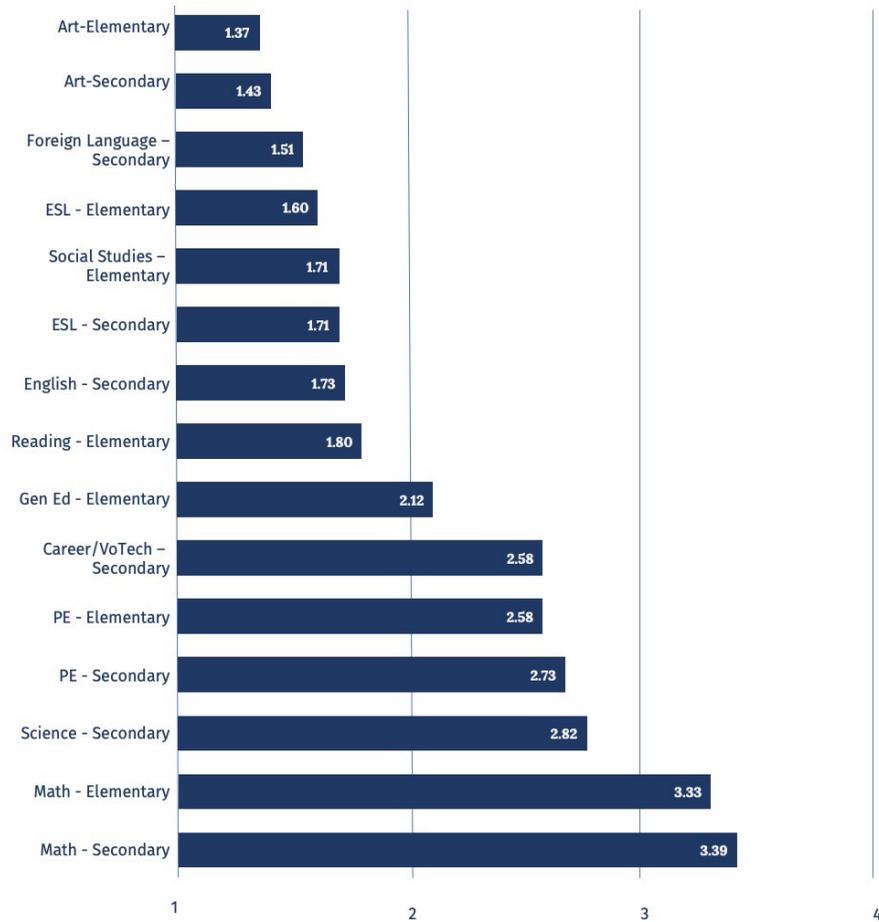
Figure 13. Item level response to “Teachers should adapt lesson plans to reflect different cultures represented in the classroom” by racial/ethnic composition of classes



Differences Across Content Area

Teachers of different content areas reported differences in how likely they are to see multicultural education as relevant to the subject they teach. More specifically, math and science teachers were least likely to see multicultural education as relevant to the subject they teach, compared to art, ESL, social studies, and English teachers (see figure 14).

Figure 14. “Multicultural topics are not relevant for the subject I teach” by subject area



Responses to items used a six point Likert scale (1=strongly disagree, 2=mostly disagree, 3=somewhat disagree, 4=somewhat agree, 5=mostly agree, 6=strongly agree).

In addition, when comparing teachers across core content areas, math and science teachers were least likely to be proactive with multicultural teaching practices or view cultural diversity as an important factor to consider in curriculum and pedagogy (figure 15a and 15b). Table B11 in Appendix B shows differences across content broken down by MERC school division. Tables 10 and 11 below show item level analysis of core constructs.

Figure 15a. Multicultural teaching practices by subject area (secondary)

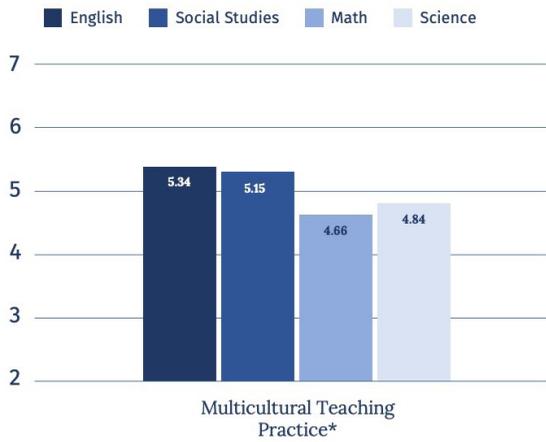
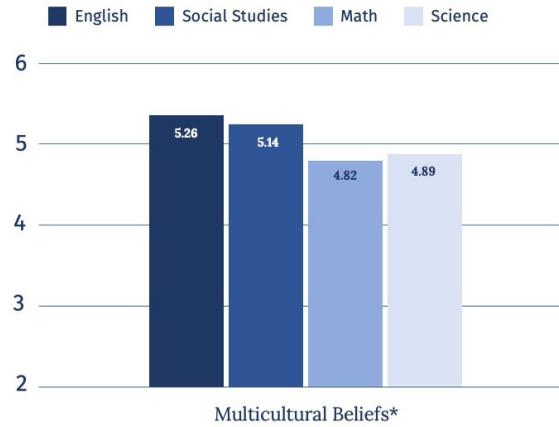


Figure 15b. Multicultural beliefs by subject area (secondary)



Responses used the following scale: (1=never; 2=Rarely, less than 10% of chances I could have; 3=Occasionally, about 30% of chances I could have; 4=Sometimes, about 50% of chances I could have; 5=Frequently, about 70% chances of I could have; 6=Usually, about 90% of chances I could have; 7=Every time)
 * = statistical significance at .05 level.

Responses to items used a six point Likert scale (1=strongly disagree, 2=mostly disagree, 3=somewhat disagree, 4=somewhat agree, 5=mostly agree, 6=strongly agree).
 * = statistical significance at .05 level.

TABLE 10. Item Analysis of Multiculturalism in the Classroom by Secondary Subject Area

SUBSCALE ITEMS	SECONDARY SUBJECT AREA	N	MEAN	STANDARD DEVIATION
Teachers have the responsibility to be aware of their students' cultural backgrounds.	English	166	5.25	1.17
	Math	124	5.13	0.85
	Science	105	5.13	0.94
	Social Studies	101	5.28	0.98
Teachers should adapt lesson plans to reflect the different cultures represented in the classroom.	English*	165	4.92	1.13
	Math*	125	4.31	0.99
	Science*	105	4.41	1.10
	Social Studies	101	4.78	1.16
To be an effective teacher, one needs to be aware of cultural differences present in the classroom.	English*	166	5.62	0.72
	Math*	125	5.02	1.00
	Science*	105	5.13	0.90
	Social Studies	99	5.38	0.98

TABLE 11. Item Analysis of Multicultural Teaching Practices by Secondary Subject Area

SUBSCALE ITEMS	SECONDARY SUBJECT AREA	N	MEAN	STANDARD DEVIATION
I actively try to reduce gender inequalities through my teaching.	English	179	5.35	1.50
	Social Studies	115	5.13	1.55
	Math	135	4.88	1.70
	Science	118	5.1	1.60
I plan my lessons with an understanding of the relationship between curriculum and students' cultural backgrounds.	English*	180	5.29	1.30
	Social Studies	114	4.97	1.39
	Math*	136	4.29	1.68
	Science*	119	4.43	1.66
I actively try to reduce racial inequalities through my teaching.	English*	177	5.75	1.30
	Social Studies	113	5.64	1.62
	Math*	133	5.11	1.68
	Science	114	5.25	1.57

Some open-ended responses shed light on how teachers view the relevance of multicultural education to content areas like mathematics, science, and career and technical education. One teacher responded, “*Teaching mathematics in a SOL course doesn’t provide for many opportunities to present material from multiple cultures. . . Most of the time we just don’t have cultural influences in our classroom.*” Another wrote, “*Most of these questions really don’t relate to my curriculum because it is a career and tech ed class,*” and a third answered, “*I teach science and math. We talk about how it’s the one field that doesn’t have prejudices and people from every walk share the space station. There isn’t much room for interpretation.*”

A common misconception about multicultural education is that it is more appropriate or more relevant in humanities courses than in science, math, or technology courses.²² STEM and vocational teachers may view their subject areas as more value-neutral, unbiased, and unrelated to culture than their counterparts in the humanities and arts. This is the first study we know of that uses large-scale data to show that indeed teachers in the former areas have significantly lower multicultural beliefs and teaching practices than do their humanities counterparts.²³

22. Neri, Lozano, & Gomez, 2019

23. Cherng & Davis, 2019

However, numerous examples of culturally relevant math and science instruction exist both within the research literature and, we imagine, within schools across the MERC region. In a recent literature review of 37 studies of culturally relevant education across content areas, more than one-third of examples were from math and science classrooms.²⁴ In one highlighted study located in an African American middle school, students used information about tax codes to “think about mathematics as a way to model their reality.”²⁵ The author found that students’ math proficiency and engagement were enhanced by weaving community issues into the curriculum. In another school with a high population of American Indian students, local tribal leaders helped facilitate professional development to support science teachers in incorporating elements of their tribal cultures into science lessons.²⁶ These and other examples illustrate both the relevance and importance of culturally relevant instruction in content areas like mathematics, science, and other disciplines that may be misperceived as free of interpretation, cultural influences, or bias.

SCHOOL SUPPORTS FOR MULTICULTURAL EDUCATION

One area of focus for this survey was perspectives on the school supports for teaching multicultural education. For the purposes of this study, school supports included curriculum, opportunities for professional development, collaboration with colleagues, and support from administrators in the forms of expectations, encouragement, and provision of time to collaborate and practice introducing new topics related to multicultural education. Some example items are: “My school administration expects that I will include culturally diverse perspectives in my lessons” and “I consult with other teachers or administrators to help me understand multicultural issues related to instruction.”

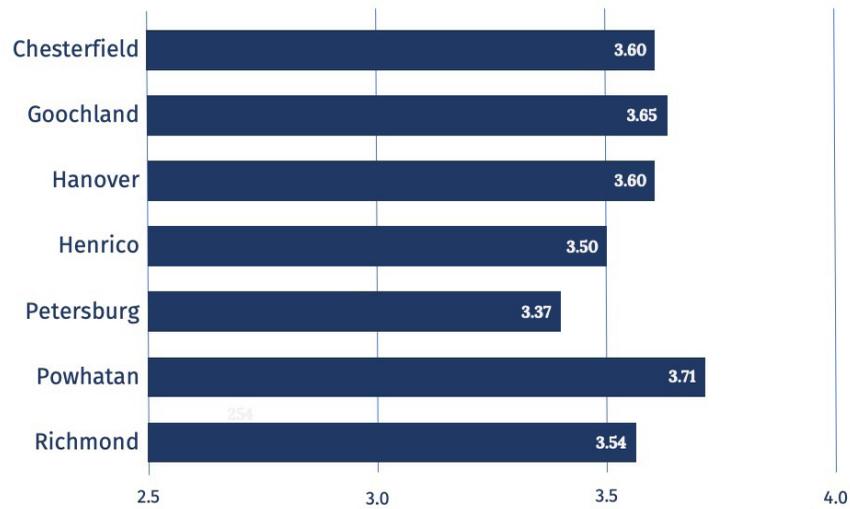
Overall, we found that there were meaningful differences in perceptions of school support across school sites. Figure 16 illustrates the variation in the overall school supports construct across the seven MERC school divisions. Table 12 shows this variance across school divisions on individual school support items. The variance at the school level was even more pronounced with the means ranging from a low of 2.3 (“mostly disagree” with school support items) to a high of 4.34 (“somewhat agree” with school support items). This indicates that there are certain schools in which staff feel supported in their use of multicultural education.

24. Aronson & Laughter, 2016

25. Tate, 1995, p. 170

26. Grimberg & Gummer, 2013

Figure 16. Perceived school support for multicultural education



Responses to items used a six point Likert scale (1=strongly disagree, 2=mostly disagree, 3=somewhat disagree, 4=somewhat agree, 5=mostly agree, 6=strongly agree).

TABLE 12: Item Analysis of School Support Items by School Division

SCHOOL SUPPORT ITEMS	DIVISION	N	MEAN	STANDARD DEVIATION
I have time to introduce and practice new concepts related to multiculturalism.	Chesterfield	597	3.46	1.48
	Goochland	97	3.51	1.39
	Hanover	324	3.52	1.40
	Henrico	477	3.45	1.54
	Petersburg	53	3.11	1.54
	Powhatan	131	3.63	1.39
	Richmond	300	3.58	1.52
	Overall	1979	3.49	1.48
My school administration encourages opportunities for collaboration with colleagues around multicultural topics	Chesterfield	586	4.1	1.41
	Goochland	96	4.24	1.29
	Hanover	317	3.97	1.43
	Henrico	462	3.93	1.47
	Petersburg	49	3.82	1.55
	Powhatan	128	4.5	1.20
	Richmond	291	3.9	1.56
	Overall	1929	4.03	1.44

TABLE 12: Item Analysis of School Support Items by School Division (continued)

SCHOOL SUPPORT ITEMS	DIVISION	N	MEAN	STANDARD DEVIATION
There are professional development opportunities available to me that can help me be more inclusive to students of all backgrounds.	Chesterfield	592	3.61	1.38
	Goochland	96	3.4	1.29
	Hanover	317	3.71	1.45
	Henrico	466	3.52	1.42
	Petersburg	50	3.1	1.46
	Powhatan	129	3.53	1.32
	Richmond	289	3.41	1.54
	Overall	1939	3.54	1.42

In the open-ended data, respondents named many barriers to more inclusive and equitable education, some of which could be addressed by support at the school-level and division-level, while others (such as curricular constraints emerging from high-stakes tests) may necessitate state and national policy changes. In terms of the school-level supports that were mentioned by respondents, leadership came up often (30 quotations), as well as training/PD (84 quotations), time (52 quotations), and colleagues' commitments/awareness (47 quotations).

Regarding school leadership, one secondary teacher wrote, "A school that embraces cultural diversity will need to rethink its entire structure to do it well." One new teacher described how--even in schools where inclusion is a priority--individual teachers may still lack sufficient support to implement the type of instruction they aspire to: "I feel that my school is making it a priority to promote opportunities and mitigate challenges for students of diverse backgrounds. However as an individual teacher, I do feel like it is difficult to make positive multi-culturally minded changes to my classroom's curriculum. As a new teacher especially, you're really on your own when it comes to incorporating diverse texts and materials, and that is time consuming and stressful ... it's easy to fall back on traditional curriculum methods and materials." Similar themes emerged in the response of a teacher with over 20 years of experience: "I think it has to be supported at the top levels; I'm waiting for systemic change. It's really hard to be a teacher who feels like an island ... how do we get school leadership on board when our very political landscape is nothing if not divisive?" Together these quotes illustrate how many new and veteran teachers alike are looking for opportunities to effect positive change but may feel isolated in their efforts.

GENERAL PERCEPTIONS OF THE OPPORTUNITIES AND CHALLENGES OF CULTURAL DIVERSITY IN SCHOOLS

We received 623 responses to the one open-ended item on the survey: “Please provide any additional thoughts you have about the opportunities and challenges of cultural diversity within our schools.” The most common issue raised was the challenges schools need to overcome to better meet the needs of culturally diverse students (43%). These challenges included: lack of time, training, resources and control over the curriculum; a homogenous teaching force; biases among school staff; and the sensitive nature of discussions on the topic. Some quotations representing these themes were presented in the sections above.

The second-most frequent theme among responses was personal stories and experiences (21%). For instance, one respondent wrote, “During my Masters’ work, multicultural educational practice was the new buzz word, back in the early 80’s. Much of my written exam was focused on its implementation. Why isn’t it common practice everywhere?” and another, “I have had to seek out cultural competence training, as well as trauma-informed care training, on my own so that I can best address the needs of my students.”

Resistance to Professional Development Related to Cultural Diversity

Perhaps the most enlightening results of our qualitative analysis of the open-ended responses were the various ways in which respondents expressed objections to multicultural education or provided rationalizations for why they did not prioritize it. Approximately 8% expressed opposition to the idea of multicultural education while another 6% explained why they believed they were not able to implement it (see quotations above regarding the perceived cultural neutrality of disciplines like science and math for one type of rationalization). Although the exact proportion of respondents expressing resistance varied across school divisions, resistance was present in every school division. Readers should bear in mind, however, that across divisions only 19-39% of each school division’s staff completed the survey at all, and only about one-third of those answered the open-ended prompt. From studies of survey research methods, we know that those that did complete the prompt were not randomly distributed across the population (i.e. those that were motivated to share their opinions may have had stronger opinions than those who did not answer the open-ended item. Alternatively, those who oppose multicultural education may not have chosen to complete the survey at all).

Nevertheless, to the extent that these opinions do exist in schools, they represent an obstacle to inclusive and equitable education. Closely attending to the particular rationales these respondents provide may help schools formulate plans for addressing this obstacle. For instance, PD facilitators may be better equipped to respond to these opinions if they have knowledge of some of the concerns and lines of reasoning that underlie such views.

Rationalizations. Some respondents seemed favorable to multicultural education but felt it was not feasible given the other demands on teachers. For example, one White elementary special education teacher wrote, “This is very important, but given the many challenges we have I don’t believe it should be a priority for use of fiscal resources right now.” A White secondary teacher wrote, “I appreciate diversity in schools as well as in my community.

That said, I feel that schools are now required to do too much to make up for things missing at home or elsewhere. There is inequity in our current education system at the teacher level as much as there is at the student level. Until society decides to put money where it is truly needed, not much will change in public education."

Objections. A second category of resistance indicated an objection to culturally responsive education. These were grounded in a number of different rationales. The most common three were (1) the purposes of school do not include addressing cultural differences, (2) culturally responsive education results in preferential treatment of some students over others, and (3) addressing difference creates divisiveness.

Objection 1: Addressing Difference is Inappropriate at School. Cultural differences should not factor into schooling practices either because (a) they do not matter, or (b) they are too sensitive to address at school, or because (c) these issues are better addressed at home.

"A child is a child. They have basic needs and wants. It is my role to educate the student based on basic needs and that includes education. It is not my role in the school to educate [for] all the cultural differences."

"I believe that race, gender, and other social identities have nothing to do with a young person's future success in this land of opportunity."

"A lot of these questions need to be taught at home and not in the school. I should not be made to teach things that make me feel uncomfortable."

These quotes reveal that some school staff do not believe their responsibilities include addressing cultural diversity for a variety of reasons. The first two quotes express beliefs that cultural diversity does not matter, in the second case, particularly in terms of potential outcomes in life. They suggest either an unawareness of, or a disbelief in, the idea of structural inequality along lines of race, ethnicity, gender, etc. The last quote suggests that issues of diversity are best discussed in the home, perhaps because of their association with personal values, and that teachers may be too busy or too uncomfortable to address these issues.

Objection 2: Addressing Difference is Discriminatory. A second objection expressed by some respondents was that culturally responsive teaching results in preferential treatment of some students over others.

“I believe, in the words of Dr. Martin Luther King, “...they will not be judged by the color of their skin, but by the content of their character... all men are created equal...” he was calling for ALL people to be treated EQUALLY, and we run a risk of practicing discrimination/reverse discrimination when we emphasize ANY group too heavily, for better or for worse.”

“Need to emphasize that ALL cultures - Black, Asian, Hispanic, other AND White - are equally important. Cannot try to atone for past transgressions by exhibiting preferential treatment in teaching cultures. Two wrongs do not make a right.”

“Choosing to teach students differently based on their income, race... shows them that they need “special” treatment, or don’t have to meet the same expectations as everyone else (whether more or less.) This seems contradictory to creating a non-discriminatory, safe, inclusive, welcoming and open environment, regardless of what separates them outside the classroom.”

The underlying thread connecting these responses is an implicit critique of the idea that educational opportunity gaps exist for certain groups of students. Multicultural education is intended to redress the inequities that already exist within schools by making the curriculum less Eurocentric and the pedagogy more responsive to the different ways in which students learn. Including perspectives from marginalized groups is not exhibiting preferential treatment, but rather attempting to reflect and connect with the diverse students in U.S. classrooms. This objection suggests that some staff are not aware of or do not believe that the educational system already favors students from the dominant culture and that multicultural education therefore attempts to equalize treatment rather than promote preferential treatment.

Objection 3: Addressing Difference Creates Divisiveness. A third objection expressed by some respondents is that addressing difference creates division when we should be focused on assimilation and unity.

“While it is important to learn about other cultures and keep in mind the different backgrounds of our students, it is one of the teacher’s jobs to help students assimilate into the American culture. If we do not, the students will have a difficult time succeeding in our country. Therefore, we need to teach about our own history and culture along with other cultures.”

“I teach every student as a [school name] Student, not as different but as the same. I believe we need to look at more of what we have in common than what we don’t have. At the same time celebrating everybody’s culture realizing that we are all Americans first!”

“At [my school], I have witnessed several events/lessons that was billed as supporting cultural diversity become a platform for building more walls, resentment, and promoting an environment that actually decreases an acceptance of others. We must use caution as it is often a fine line between supporting acceptance and spreading intolerance for others.”

This set of responses points to a fear that emphasizing diversity hinders the unity necessary for citizens to feel connected to one another and for individuals to “succeed.” There is a tacit assumption that students cannot hold bicultural identities as Americans and Salvadoreans or Koreans or Pakistanis--that maintaining and taking pride in heritage cultures necessarily makes one less American or less integrated into American society. Research, however, suggests that students from minority ethnicities improve their academic achievement when their cultural pride is fostered.²⁷ Furthermore, identification with multiple cultures is neither harmful to a student’s educational outcomes nor a threat to their affiliation with the U.S. or to their civic engagement.²⁸

This study is the first to our knowledge to gather survey data from a large sample size that reveals justifications practicing school professionals have for resisting or avoiding discussions of diversity. Many small-scale, qualitative studies of in-service and pre-service teachers have investigated the discourses teachers, particularly White teachers, use to protect themselves from implications of complicity in racism.²⁹ Like the participants in those studies, some of the survey respondents foregrounded their own emotions over those of people of color,³⁰ expressed colorblindness through minimizing the impacts of race,³¹ or focused on barriers to multicultural education.³² However, the data from our survey also presented additional arguments against addressing diversity such as the belief that it creates division or results in discrimination against White students or students of color. Although these objections are not widespread, it may be useful for school leaders and PD facilitators to bear in mind that such beliefs may exist among their staff and consider how best to approach these objections. In the recommendations section below, we describe some potential avenues for addressing these three forms of resistance to multicultural education.

27. Cabrera et al. 2014, Dee & Penner, 2017

28. Abu El-Haj, 2007

29. e.g., Haviland, 2008; Hytten & Warren, 2003

30. Hytten & Warren, 2003

31. Rose & Potts, 2011

32. Haviland, 2008

Existing Strengths of MERC Region Schools

Another 7% of responses to the open-ended question shared ways in which respondents or their schools were taking positive steps toward addressing diversity and inclusion. For instance, one respondent wrote, *“We are working to change this outlook by asking parents what they need, creating a team to work on this and opening up communication to our community.”* Another wrote,

“There has been a shift in the importance of acceptance. Our school did not discuss cultural diversity at all last school year, however this school year we have had students speak, administrators speak, county representatives speak, and we have also had workshops. Our school is working to become not only an inclusive environment for students from all backgrounds and abilities to reach academic success, but also a school with equitable opportunities as well.”

Several of the responses in this group expressed both existing strengths as well as areas for growth.

“I am not too sure we have PD that talks about cultural differences [in my division]. I know that at my specific school we have had a few years of training on trauma and poverty and how those things effect our students, families and classroom. However, we haven’t focused on the cultural sensitivities of LGBTQ community or race.”

“I can only speak for myself, but I often feel afraid to explicitly teach a lesson about social justice, prejudice, and/or implicit bias...I make efforts to communicate the same message-- explaining the difference between equity and equality, using racially diverse authors, grouping students into diverse groups, recommending books that are outside a students’ comfort zone, and generally reminding students that we’re all part of one Human Family. We’re trying! :)”

We close this section with two final quotations that perhaps most concisely sum up the constellation of responses to the open-end question:

“I feel that everyone in my school tries to meet the needs of all students and tries to be culturally competent and sensitive. Limited time and resources impact our success.”

“I think that we have a very diverse population of students and faculty and truly have the opportunity to acknowledge, celebrate, and plan around that. I think that we need a little push, but I think that most people are proud of what we have here, and would be willing to work towards new ideas, lessons, and a new school culture.”

Section Four: Recommendations

53 Recommendations for Increasing Engagement
with Professional Development

54 Recommendations for Design and Facilitation
of Professional Development

56 Recommendations for Recruitment and Pre-
service Preparation

57 Recommendations for Research and
Evaluation of Professional Development

Through the discussion of survey findings that occurred within the research team and with the school-practitioner study team, we kept returning to the question of recommendations. We asked, based on what we learn through the survey and through our prior lit review on best practices in cultural diversity PD (cite), what suggestions do we have for policy and practice? The recommendations section below is divided into four subsections: (1) recommendations for increasing engagement with professional development, (2) recommendations for design and facilitation of professional development, (3) recommendations for teacher recruitment and pre-service teacher preparation, and (4) recommendations for future research and evaluation.

RECOMMENDATIONS FOR INCREASING ENGAGEMENT WITH PROFESSIONAL DEVELOPMENT

The most common theme among the open-ended responses was the need for more professional development related to cultural diversity. A concerning number of educators (38%) reported not having any professional development experiences over the past year related to cultural diversity. With this goal of increasing participation, we put forward the following specific recommendations:

- **Provide more time for teachers to engage in professional development related to cultural diversity.** Additional time for professional development could occur either through early release days, extending contract days into the summer, or other means.
- **Embed cultural diversity into school practices and professional development.** Diversity and equity are a lens through which all the systems of school should be re-considered. We recommend schoolwide models of PD that are embedded in the everyday work of school staff so that it's framed, not as "a diversity PD I have to attend," but more as part of the daily work of the teacher/staff in which everyone is expected to engage. This would address the issue that the people most in position to benefit from diversity PD rarely elect to participate in it. For instance, schools could embed reflections on equity and efforts toward inclusivity in their coaching and evaluation frameworks, department/PLC meetings, and other structures that guide day-to-day activities. Secondary teachers are often limited to professional development designed to enhance content-specific teaching, but such professional development could (and should) identify intersections between the specific content curriculum and cultural funds of knowledge and influences on learning.
- **Incentivize professional development related to cultural diversity.** School divisions that offer tiered funding for higher education courses could reimburse equity/diversity-focused courses at the highest rate (on par with other high-needs areas such as special education).
- **Define expectations for participation in professional development.** While schools should be careful about mandating PD in this area – as requiring resistant staff to engage may be counterproductive – some standards for participation need to be set. At the state level, teachers who are updating their 10 year teaching license are required to complete up to 360 professional development points, including specific statutory renewal area requirements. The state could require that some of the required recertification hours are devoted to cultural diversity-related professional

development. Some school divisions require hours in certain areas such as literacy or digital learning competencies. Our region and Virginia could lead the nation in being one of the first to prioritize diversity and equity as an area for professional development.

RECOMMENDATIONS FOR DESIGN AND FACILITATION OF PROFESSIONAL DEVELOPMENT

Prior research suggests that PD experiences are more effective if they involve: (1) active learning and intellectual engagement; (2) collective participation; (3) content focus, potentially subsumed under a broader goal; (4) consistency with teachers' knowledge and beliefs; (5) sufficient duration and long-term support; and (6) trusted facilitators.³³ School divisions should work to ensure that these criteria for professional development are met. In addition, a recent review of professional development specific to multicultural education³⁴ identified additional design principles important for this particular type of professional development. The need for adherence to these principles was supported by the findings from the survey.

- **Use data to lead the conversation.** Empower leaders to use data to inform school faculty, staff, students and the community about the changing demographics of our schools and about the inequities in outcomes that result if we do not transform our educational system to support diverse learners.
- **Employ professional development models that support critical reflective practice around this topic.** Use teacher-based action research as well as school-based action research teams to build capacity within professional learning communities, teams and the entire school community. These might provide opportunities for participants to have “a-ha” moments sparked by hearing from colleagues with different life experiences and perspectives. Small groups of close colleagues may also provide safer spaces for staff to reflect critically on their own beliefs and practices than larger, inter-department or inter-school professional development.
- **Address the wide range of needs that exist among school staff.** Throughout the findings from the survey it was clear that there is a need to have professional development models that account for a wide range of starting points. Not only are school professionals coming to professional development from a variety of disciplinary, grade level, and professional role perspectives; but they also come with varying degrees of familiarity with ideas related to equity, diversity and inclusion.
- **Continue to build a school and division-wide commitment to diversity, equity and inclusion.** Across the MERC region there has been a strong commitment to equity, diversity and inclusion. The support of this survey effort is an example of this commitment. This work should continue so there is a clear expectation that everyone cares about this, and therefore everyone is expected to continue learning how to be more inclusive and equitable. This would help address the sensitivity of the topic and the range of starting points from which teachers come, including the possibility that some staff may be resistant.

³³ Desimone, 2009; Kennedy, 2016

³⁴ Parkhouse, Lu, & Massaro, 2019

- **Develop common language and common definitions.** Educators working within a school or school division need a common language and a common set of definitions of what it means to be a multicultural educator. This would allow school professional communities to debunk the myths about multicultural education; for example, that being culturally responsive entails preferential treatment, making assumptions about a student based on their race/ethnicity, or lowering expectations for some students. It is important to show how diversity and unity are not at odds with one another. Educators need to understand the difference between assimilation and acculturation (giving up one's culture to adopt a new culture versus retaining elements of one culture as one also increasingly identifies with the new culture). PD could incorporate student perspectives by having students share their multiple identifications with teachers--how they may feel both American and Mexican or Saudi Arabian or Vietnamese at the same time, and how they don't see these as contradictory. They could share why it is important to them to retain some of their heritage culture even as they adopt elements of American culture.
- **Provide specific information about cultural differences and influences on learning, while taking care to avoid stereotypes.** Some respondents did not believe cultural differences were relevant to their content area or to learning in general. To ensure staff are aware of how cultural background does matter and is an appropriate topic for school, provide evidence of the existence of stereotype threat, influences of gender and culture on learning, and historical trauma, or the "cumulative emotional and psychological wounding, as a result of group traumatic experiences, transmitted across generations within a community"³⁵ and their impacts on student learning.
- **Facilitate awareness of how racism and other forms of discrimination are perpetuated through institutions and social structures, not just individual actions.** This may help participants understand how inequities along lines of race, class, gender, sexuality, etc. can be perpetuated despite good intentions of school personnel.
- **Provide models of equity-oriented multicultural practices.** Staff need to see successful models of equity-oriented multicultural practices, especially in subjects like math and science that may be perceived as less suited for addressing diversity. On the survey some respondents expressed being unsure how to enact culturally responsive teaching beyond surface-level approaches like incorporating diverse names into word problems.
- **Address the risks inherent in this topic.** Recognize that equitable and inclusive education involves taking some risks and professional development needs to address these risks directly, not minimize or ignore them. One open-ended response indicated that teachers felt they were walking on eggshells when they discuss diversity and are scared to offend students or parents. Staff need support from school and division-level administrators to take these risks. Help educators feel more comfortable addressing diversity once they feel knowledgeable about preferred terminology. Many are scared to "say the wrong thing," so make sure they know which terms are and are not considered respectful (e.g. undocumented vs. illegal immigrant, transgender or gender non-conforming vs. transvestite), as well as plenty of examples, resources, support, practice in low-stakes environments (e.g., with colleagues before with their own students). Recognize that PD in this area may need to be approached differently from other forms of PD because of the sensitive nature of these issues.

- **Leverage community and family support as a professional development focus.** Teachers that report having participated in more professional development related to cultural diversity are more likely to report positive beliefs about family and community interactions (figure 10). The funds of knowledge that exist within families and communities are a tremendous resource for teachers and schools looking to develop culturally responsive practices. Schools and divisions could consider inviting families and the community to participate in PD development and facilitation.

RECOMMENDATIONS FOR RECRUITMENT AND PRE-SERVICE PREPARATION

One strategy for building the cultural competence of the public school workforce is to focus on the pipeline that brings teachers, administrators, and other education professionals into our schools. This includes considerations about pre-service preparation as well as recruitment and hiring practices.

- **Integrate themes of cultural diversity throughout the curriculum of pre-service teacher education.** Although the last few decades have seen the incorporation of multicultural education courses into virtually all teacher preparation programs in the U.S., alumni of these programs continue to report feeling underprepared to work in diverse schools.³⁶ Some scholars have suggested that culturally responsive approaches need to be woven throughout a candidate's entire preparation program including courses and field experiences, rather than tacked onto their curriculum in the form of a stand-alone class. This study lends further support to these calls. Many respondents displayed low multicultural teaching efficacy and practices, and a large number appear to have few PD opportunities to develop these.
- **Increase minority recruitment of teaching staff.** Currently, the national teacher workforce is primarily white (82%). According to the Teacher Diversity Index, Virginia has a 31% difference between minority students and teachers. This number is six percentage points higher than in other southern states and one point higher than the national average. According to the VDOE "Report from the Task Force on Diversifying Virginia's Educator Pipeline" (2017), three main barriers are preventing more diversity in the educator workforce: (1) cost and time required for traditional teacher-prep programs do not result in a proportional salary, (2) students have not been made aware of teacher-prep pathways early in their educational career, (3) teachers of color with a provisional license receive full licensure at lower rates than peers. The State of Virginia should work together with school divisions and teacher preparation programs to support the professional training and placement of more teachers of color.

RECOMMENDATIONS FOR RESEARCH AND EVALUATION OF PROFESSIONAL DEVELOPMENT

While this survey effort provides a clearer picture of the current practices of cultural diversity-focused professional development, additional research and evaluation efforts could be used to inform future policy and practice.

- **Continue research and evaluation into professional development focused on issues of culture, diversity, and equity.** Despite decades of professional development research, we still do not know how teachers change their beliefs and practices. Although some suggest that changes in teaching practices result from shifts in attitudes,³⁷ others acknowledge that practices could change without a shift in underlying attitudes or knowledge.³⁸ Continuing to administer this survey on an annual (or biannual) basis would allow school leaders to gain insight into if and how their professional development efforts in this area are working.
- **Conduct case studies of schools that show particularly high or low scores on key multicultural education outcomes.** Although the findings from the survey suggest that there is much work to do, we also know from our analysis that there are schools within the MERC region that are doing exceptional work in this area. A close case study of high performing schools could yield insights for policy and practice. Similarly, we could conduct case studies in schools where there is need for improvement.
- **Continue research into student outcomes related to cultural diversity professional development (i.e. achievement, attendance, enrollment in higher level classes, graduation rates).** Recent studies have suggested that culturally relevant instruction, such as that which characterizes ethnic studies programs, can raise standardized test scores, GPAs, and attendance for students with relatively lower past achievement scores.³⁹ Building a stronger empirical base for multicultural practices could be used to advocate for more state and federal funding for these types of initiatives.

³⁷ Desimone, 2009

³⁸ DeJaeghere & Cao, 2009

³⁹ Cabrera, Milem, Jaquette, & Marx, 2014; Dee & Penner, 2017

References and Appendices

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62 Appendix A - Cultural Diversity within Schools
Survey

75 Appendix B - Cross Division Comparison

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APPENDIX A - CULTURAL DIVERSITY WITHIN SCHOOLS SURVEY

Outline of Survey

The table below provides a broad outline of the survey with descriptions of sections. In certain cases the survey is designed to provide separate question sets for teachers and non-teachers. In some cases, there are also separate question sets for elementary and secondary teachers. The outline indicates what sections are completed by each participant group (i.e. teachers / non-teachers, elementary / secondary). This is followed by a section by section overview that provides detailed information about each section with all items listed. These section overviews also provide information about how the branching survey logic works. The following codes are used in the outline to designate different versions of the item sets.

- CV = Common Version (all participants complete these items)
- TV = Teacher Version (all teachers complete these items)
- ELV = Elementary Version; Grades PK through 5
- SCV = Secondary Version; Grades 6 through 12
- NTV = Non-Teacher (i.e., Administration, School-Based Professionals) Version (all non-teachers complete these items)

The survey also uses the following codes:

- INT = Question set introduction or instructions
- RO = Response options

* = An item that will be reverse scored.

Survey Outline by Section

SECTION	# OF ITEMS	SECTION DESCRIPTION	VERSIONS		
			ELV	SCV	NTV
1: Introduction	0	Provides a statement about the origins of the survey, the purpose of the survey, the topics covered, consent, and the expected time to complete. Also presents definitions of terms: cultural diversity, multicultural education, and professional development.	CV	CV	CV
2: Professional Experience	4	Questions to identify where participant works (division, school) and years of teaching experience.	CV	CV	CV

3: Professional Development Experiences	1 to 15	Questions to learn about recent experiences with professional development related to cultural diversity. The participant identifies if s/he has participated. If yes, s/he provides the topic, the perceived effectiveness of the PD, and identifies who delivered the PD. Participants are then asked if they have additional examples to share. Each participant can report on up to three examples.	CV	CV	CV
4: Professional Role	1	Participant identifies professional role (teacher, non-teaching professional, or administrator). Branching logic following this question route respondents to relevant questions.	CV	CV	CV
5: Grade Level	1	Respondent identifies the grade level s/he teaches. Branching logic on this question allows separate routing for elementary and secondary teachers.	TV	TV	
6: Subject and Course Level	3	Respondent identifies the subjects and course level taught.	ELV	SCV	
7: Racial / Ethnic Composition of Students Taught	1	Respondent approximates the racial/ethnic diversity of the students in her/his classes.	TV	TV	
8: Multicultural Teaching Practice	4	This construct illustrates respondents being proactive or taking initiative with multicultural teaching practices.	TV	TV	
9: Ability to Implement Multicultural Curriculum	17	This construct illustrates respondents' knowledge and ability in developing instructional activities and using specific strategies that meet the needs of the multicultural classroom.	TV	TV	
10: School Supports	10	This construct captures respondents' perspectives on the supports schools provided to educators for multicultural education.	TV	TV	NTV

11: Multiculturalism in the Classroom	7	This construct examines the degree to which respondents view cultural diversity as an important factor to consider in curriculum and pedagogy.	TV	TV	NTV
12: Family and Community Interactions	7	This construct refers to respondents' beliefs about family and community interactions.	TV	TV	NTV
13: Demographics	4	Respondent identifies age, gender, race/ethnicity.	CV	CV	CV
14: Open end	1	Open-ended question on opportunities and challenges of cultural diversity in schools.	CV	CV	CV

Section 1: Introduction (All: CV)

INT This survey was designed and is being administered by the Metropolitan Educational Research Consortium at VCU's School of Education. The survey was commissioned by Richmond's regional school leaders to understand the perspectives and experiences of school-based personnel (i.e., teachers, administrators, counselors, non-instructional professionals) related to the topic of cultural diversity in schools. The results of the survey will be used to guide policy making on a range of issues including curriculum, professional development, school-community outreach, and leadership practices. The data collected from this survey will not include your name, your email address, or the IP address of your computer. All responses will be anonymous. In reporting, data will be presented in aggregate so that individuals may not be identified. We encourage you to be open and honest in your responses. There are no correct answers.

The survey should take approximately 15 to 20 minutes to complete. Thank you in advance for your time.

Defining Terms

To ensure consistency of understanding across the questions in the survey, below are definitions of key terms.

- **Cultural Diversity** - Diversity refers to differences, some of which are visible and some of which are not. Common categories of difference include gender, social class, ethnicity, race, language, and exceptionality.
 - **Multicultural Education** - Policies and practices that affirm issues of identity and differences in the pursuit of equitable education
 - **Professional Development** - Systematic efforts to develop the professional knowledge and practices of teachers.
-

INT Consent

This page serves as a consent process for this survey. It provides information about your rights as a participant in research.

Costs, Risks and Benefits

There are no costs for participating in this survey other than the time you will spend completing it. There are no significant risks associated with participating in this survey. Although you may not get any direct benefit from participating in the survey, you may appreciate being a part of a study designed to lead to a better understanding of professional development related to cultural diversity within schools. The results from this survey may influence school and school division policy.

Confidentiality

Although email addresses are used for survey distribution, no specific identifying information (email, IP Address, names) will be collected in your survey response. School and professional role information will be collected. However, findings will be presented in aggregate, to preserve participant anonymity. All survey data will be secured and accessible only to the members of the research team at VCU. All electronic data will be kept in password protected computer files.

Voluntary Participation and Withdrawal

You do not have to participate in this survey. You may also choose not to answer particular questions that are asked.

Click below if you consent to participate in this survey.

- Yes, I consent
- No, I do not consent

LOGIC

If "Yes" Continue to section 2

If "No" end survey

Section 2: Professional Experience (All: CV)**ITEM # QUESTIONS**

2.1	In what school division do you currently work? [Chesterfield, Goochland, Hanover, Henrico, Petersburg, Powhatan, Richmond City]
2.2	At what school do you work? [Division Specific List of Schools]

2.3 How many years have you worked at your current school?

- Up to 1 year
 - 2 to 4
 - 5 to 10
 - 11 to 20
 - 21 or more
-

2.4 How many years have you worked in schools overall?

- Up to 1 year
 - 2 to 4
 - 5 to 10
 - 11 to 20
 - 21 or more
-

Section 3 – Professional Development Experiences (All: CV)

INT

We are interested in the range and the quality of professional development experiences you have had connected to the topic of cultural diversity within schools. This category of professional development could include topics such as **cultural competence, home communication, culturally relevant/responsive teaching, English language learners, deficit thinking, difficult/challenging conversations, students with special needs, poverty, bias/prejudice/stereotypes/microaggressions, racial disproportionality in discipline, and LGBTQ students**. For the purpose of this survey, do not include classes you took for class credit as professional development. In this section, we will ask you to identify PD programs related to cultural diversity you may have participated in over the past year. The survey allows you to enter information for up to three programs. If you have not participated in any PD related to cultural diversity, or have done less than three, you will be routed to the next set of questions.

ITEM

QUESTIONS

3.1 Over the past year, have you participated in professional development programs related to cultural diversity within schools?

- Yes
 - No
-

LOGIC

- If “Yes” Continue to 3.2
 - If “No” go to section 4
-

3.2 You indicated that over the past year, you have participated in a professional development related to cultural diversity. From the list below, please select the specific topic of one of these professional development experiences.

- Cultural competence
 - Racial disproportionality in school discipline
 - Disproportionality in referrals to special education and gifted services
 - Bias/prejudice/stereotypes/microaggressions
 - Poverty
 - Students with special/exceptional needs
 - Home communication
 - Culturally relevant/responsive teaching
 - English language learners
 - Deficit thinking
 - Difficult/challenging conversations
 - Gender inequity
 - LGBTQ students
 - Other (please specify)
-

3.3 How would you rate the effectiveness of this professional development?

- Extremely effective
 - Very effective
 - Somewhat effective
 - Not so effective
 - Not at all effective
-

3.4 Who delivered this professional development?

- One or more teachers from my school
 - An administrator from my school
 - A teacher or administrator from another school
 - A presenter from the school division central office
 - A presenter from an organization not connected to the school division
 - An online course / webinar
 - Other (please specify)
-

3.5 Did you participate in any other professional developments related to cultural diversity?

- Yes
 - No
-

LOGIC

- If “Yes” return to 3.2
 - If “No” go to section 4
-

Section 4: Professional Role (All: CV)

ITEM #	QUESTION
--------	----------

4.1 Which of the options below best describes your professional role within your school?

- Teacher
 - Non-Teaching Professional (e.g., Counselor, Librarian, Social Worker)
 - Administrator
-

LOGIC

- If “Teacher” go to section 5;
 - If “Non-Teaching Professional (e.g., Counselor, Librarian, Social Worker)” or “Administrator” go to section 10
-

Section 5: Grade Level (Teachers Only: TV)

Please respond to the following questions about your teaching assignment.

ITEM #	QUESTION
--------	----------

5.1 Which of the following categories best matches the grade level of your current teaching assignment?

- Pre-Kindergarten through 2nd
 - 3rd through 5th
 - Pre-Kindergarten through 5th (for elective / resource teachers)
 - 6th through 8th
 - 9th and 10th
 - 11th and 12th
 - 9th through 12th
 - Other (please specify)
-

LOGIC

- If “Pre-Kindergarten through 2nd”, “3rd through 5th”, or “Pre-Kindergarten through 5th (for elective / resource teachers)” go to section 6.K-5V
 - If “6th through 8th”, “9th and 10th”, “11th and 12th”, or “9th through 12th” go to section 6.6-12V
 - If “Other” go to section 7
-

Section 6: Subject and Course Level (Teachers Only/ 2 Versions: ELV and SCV)

ITEM #	ELEMENTARY	SECONDARY
6.1	Are you a special education teacher? • Yes • No	Are you a special education teacher? • Yes • No
6.2	What subjects do you teach? Click all that apply. • General Education / All Subjects • Reading Specialist • Math Specialist • English as a Second Language • Art / Music / Theater • Physical Education / Health • Other (please specify)	What subjects do you teach? Click all that apply. • English Language Arts • Math • Science • Social Studies • English as a Second Language • Foreign Language • Art / Music • Physical Education / Health • Career / Vocational • Other (please specify)
6.3	What subject levels do you currently teach? (check all that apply) • General • Collaborative / Inclusion • Self Contained Special Education • Gifted • Other (please specify)	What subject levels do you currently teach? (check all that apply) • Honors/IB/AP • Regular • Collaborative / Inclusion • Self Contained Special Education • Other (please specify)

Section 7: Racial / Ethnic Composition of Students Taught (Teachers Only: TV)

ITEM #	QUESTION
6.1	Please provide approximate percentages for the racial composition of the students in your classes. Do not include the “%” sign. Total must add up to 100. Black or African American _____ White _____ Hispanic / Latino _____ Asian / Pacific Islander _____ Native American _____ Multi Race/Ethnicity _____

Section 8: Multicultural Teaching Practice (Teachers Only: TV)

INT As teachers we often have the opportunity to engage, review, and/or implement various multicultural teaching skills. Using the 0-6 scale below, indicate how often in the last 6 months you had a chance to use various multicultural teaching skills in your classroom by clicking the appropriate number.

- RO**
- Never
 - Rarely, less than 10% of chances I could have
 - Occasionally, about 30% of chances I could have
 - Sometimes, about 50% of chances I could have
 - Frequently, about 70% chances of I could have
 - Usually, about 90% of chances I could have
 - Every time

ITEM #	ITEMS
8.1	I include examples of experiences and perspectives of diverse groups (e.g., racial and ethnic groups, women) during my classroom lessons.
8.2	I actively try to reduce gender inequalities through my teaching.
8.3	I plan my lessons to with an understanding of the relationship between curriculum and students' cultural backgrounds.
8.4	I examine the instructional materials I use in the classroom for racial and ethnic bias.
8.5	I actively try to reduce racial inequalities through my teaching.
8.6	I examine the instructional materials I use in the classroom for gender bias.

Section 9: Ability to Implement Multicultural Curriculum (Teachers Only: TV)

INT The following statements relate to your ability to engage in professional practices related to cultural diversity. Indicate the extent to which you AGREE or DISAGREE with these statements.

- RO**
- Completely Disagree
 - Mostly Disagree
 - Slightly Disagree
 - Slightly Agree
 - Mostly Agree
 - Completely Agree

ITEM #	ITEMS
9.1	I can help students work through problem situations caused by stereotypical and/or prejudicial attitudes.
9.2	I can adapt instructional methods to meet the needs of English Language Learning students.
9.3	I am knowledgeable about particular teaching strategies that affirm the racial and ethnic identities of all students.
9.4	I can plan instructional activities to reduce prejudice toward diverse groups.

9.5	I can develop materials for the multicultural classroom.
9.6	I possess the skills to work with LGBTQ persons.
9.7	I have a clear understanding of culturally responsive teaching.
9.8	I can help students view history and current events from different perspectives.
9.9	I can analyze instructional materials for potential stereotypical and/or prejudicial content.
9.10	I can identify the societal forces which influence access to opportunities for different groups of people.
9.11	I can present information about different groups in our society in a manner that will build mutual respect.
9.12	I can help students to examine their own prejudices.
9.13	I can adapt instructional methods to meet the needs of students with disabilities.
9.14	I can identify school practices that may treat some groups of students unfairly.
9.15	I can provide instruction showing how prejudice affects individuals.
9.16	I am knowledgeable about the various community resources within the local area that align with the subject I teach.
9.17	I can use specific classroom strategies that meet the needs of students living in poverty.

Section 10: School Supports (All / Two Versions: Teacher (TV) / Non-Teacher (NTV))

INT Within schools there are various supports for the implementation of practices that engage cultural diversity in classrooms. We are interested in your experience of the supports at your school. Please indicate the extent to which you AGREE or DISAGREE with the following statements.

- RO**
- Completely Disagree
 - Mostly Disagree
 - Slightly Disagree
 - Slightly Agree
 - Mostly Agree
 - Completely Agree

ITEM #	TEACHER VERSION (TV)	NON-TEACHER VERSION (NTV)
10.1r	Finding and using examples of cultural, historical and everyday life experiences of my students takes away time from teaching the content I need to cover.*	Finding and using examples of cultural, historical and everyday life experiences of students takes away time from teaching the content that needs to be covered.*
10.2	Culturally diverse classrooms create opportunities for teachers.	Culturally diverse classrooms create opportunities for teachers.
10.3	The curriculum at my school helps me offer relevant cultural and historical experiences in my classroom lessons.	The curriculum at my school helps teachers implement relevant cultural and historical experiences in classroom lessons.

ITEM #	TEACHER VERSION (TV)	NON-TEACHER VERSION (NTV)
10.4	I consult with other teachers or administrators to help me understand multicultural issues related to instruction.	I consult with teachers or other administrators to help me understand multicultural issues related to instruction.
10.5	I have time to introduce and practice new concepts related to multiculturalism. The curriculum at my school helps me offer relevant cultural and historical experiences in my classroom lessons.	Our school provides time to introduce and practice new concepts related to multiculturalism. The curriculum at my school helps teachers implement relevant cultural and historical experiences in classroom lessons.
10.6r	As classrooms become more culturally diverse, the teacher's job becomes increasingly challenging.*	As classrooms become more culturally diverse, the teacher's job becomes increasingly challenging.
10.7	My school administration expects that I will include culturally diverse perspectives in my lessons.	School administration expects teachers to include culturally diverse perspectives in their lessons.
10.8	My school administration encourages opportunities for collaboration with colleagues around multicultural topics.	School administration encourages opportunities for collaboration with colleagues around multicultural topics.
10.9	My school administration provides the time for collaboration with colleagues on issues related to multicultural education.	School administration provides the time for collaboration with colleagues on issues related to multicultural education.
10.10	There are professional development opportunities available to me that can help me be more inclusive to students of all backgrounds.	There are professional development opportunities available at our school that can help us support students of all backgrounds.

Section 11: Multiculturalism in the Classroom (All / Two Versions: Teacher (TV) / Non-Teacher (NTV))

INT Indicate the extent to which you AGREE or DISAGREE with the following statements about being a teacher at your school.

- RO**
- Completely Disagree
 - Mostly Disagree
 - Slightly Disagree
 - Slightly Agree
 - Mostly Agree
 - Completely Agree

ITEM #	TEACHER VERSION (TV)	NON-TEACHER VERSION (NTV)
11.1r	Multicultural topics are not relevant for the subject I teach.*	Multicultural topics are only relevant to some subjects.*

ITEM #	TEACHER VERSION (TV)	NON-TEACHER VERSION (NTV)
11.2	Teachers have the responsibility to be aware of their students' cultural backgrounds.	Teachers have the responsibility to be aware of their students' cultural backgrounds.
11.3r	Talking about race seems to make my colleagues feel uncomfortable. *	
11.4r	Talking about race makes me feel uncomfortable.*	Talking about race with my colleagues could create conflict.*
11.5r	Today's curriculum gives undue importance to multiculturalism and diversity.*	Today's curriculum gives undue importance to multiculturalism and diversity.*
11.6	Teachers should adapt lesson plans to reflect the different cultures represented in the classroom.	Teachers should adapt lesson plans to reflect the different cultures represented in the classroom.
11.7	Students should be taught about the value of cultural diversity.	Students should be taught about the value of cultural diversity.
11.8	To be an effective teacher, one needs to be aware of cultural differences present in the classroom.	To be an effective teacher, one needs to be aware of cultural differences present in the classroom.

Section 12: Family and Community Interactions (All / Two Versions: Teacher (TV) / Non-Teacher (NTV))

INT	Below are some statements about your engagement with the community in which you teach and the interactions you may have with your students' families. Indicate the extent to which you AGREE or DISAGREE with the following statements.	Below are some statements about your engagement with the community in which you work and the interactions you may have with your students' families. Indicate the extent to which you AGREE or DISAGREE with the following statements.
------------	---	--

- RO**
- Completely Disagree
 - Mostly Disagree
 - Slightly Disagree
 - Slightly Agree
 - Mostly Agree
 - Completely Agree

ITEM #	TEACHER VERSION (TV)	NON-TEACHER VERSION (NTV)
12.1	I plan instructional opportunities for my students to interact with peers, family members, and the whole community.	Our school provides opportunities for students to interact with peers, family members, and the whole community.
12.2r	I have concerns about how parents might respond to curriculum that emphasizes cultural diversity of different groups of people.*	I have concerns about how parents might respond to curriculum that emphasizes cultural diversity of different groups of people.
12.3	I establish strong, supportive relationships with parents from different cultural backgrounds.	I establish strong, supportive relationships with parents from different cultural backgrounds.

ITEM #	TEACHER VERSION (TV)	NON-TEACHER VERSION (NTV)
12.4	Outside of my role as a teacher, I am involved in the community where I teach.	Outside of my professional role, I am involved in the community where I teach.
12.5	It is important that I attend activities in my students' neighborhoods.	It is important that I attend activities in our students' neighborhoods.
12.6	I welcome community members into my classes to share their skills.	I welcome community members into our school to share their skills.
12.7	I work to establish positive school-community relationships.	I work to establish positive school-community relationships.

Section 13: Demographics (All)

ITEM #	QUESTIONS
13.1	How old are you? <ul style="list-style-type: none"> • 20 to 30 • 31 to 40 • 41 to 50 • 51 to 60 • 60+
13.2	What is your current gender identity? <ul style="list-style-type: none"> • Man • Woman • Not Listed (please specify)
13.3	Are you Hispanic/Latino? <ul style="list-style-type: none"> • No, not Spanish/Hispanic/Latino(a) • Yes, Spanish/Hispanic/Latino(a)
13.4	What is your race? <ul style="list-style-type: none"> • American Indian or Alaska Native • East Asian • Black or African American • Middle Eastern or Arab • Native Hawaiian or Other Pacific Islander • White • South Asian or Asian Indian • Other (please specify)

Section 14: Final Thoughts

ITEM #	QUESTION
14.1	Please provide any additional thoughts you have about the opportunities and challenges of cultural diversity within our schools. [OPEN END]

APPENDIX B - CROSS DIVISION COMPARISON

Outline of Appendix B

- 75 Demographics of Survey Respondents
- 77 Experiences of Professional Development
- 78 Multicultural Teaching Practices
- 80 Multicultural Education in the Classroom
- 82 Family and Community Interactions
- 84 School Supports for Multicultural Education
- 86 Multicultural Education Efficacy

Demographics of Survey Respondents

TABLE B1. Gender of Survey Respondents by School Division

	MALE	FEMALE
Chesterfield	117 (15.87%)	620 (84.13%)
Goochland	16 (14.68%)	93 (85.32%)
Hanover	50 (13.85%)	311 (86.15%)
Henrico	79 (14.93%)	450 (85.07%)
Petersburg	10 (16.39%)	51 (83.61%)
Powhatan	30 (18.87%)	129 (81.13%)
Richmond	49 (16.61%)	246 (83.39%)
Total	351	1900

TABLE B2. Race/Ethnicity of Survey Respondents by School Division

	WHITE	BLACK	LATINX	ASIAN	OTHER
Chesterfield	614 (83.5%)	89 (12.1%)	24 (3.3%)	3 (0.3%)	5(0.6%)
Goochland	97 (87.4%)	9 (8.1%)	3 (2.7%)	0	2 (1.8%)
Hanover	326 (89.8%)	25 (6.9%)	6 (1.7%)	2 (0.6%)	4 (1.1%)
Henrico	452 (85.8%)	54 (10.2%)	16 (3%)	3 (0.6%)	2 (0.4%)
Petersburg	14 (24.1%)	34 (58.6%)	7 (12.1%)	2 (3.4%)	1 (1.7%)
Powhatan	145 (91.8%)	6 (3.8%)	7 (4.4%)	0	0
Richmond	205 (70.4%)	70 (24.1%)	13 (4.5%)	3 (1%)	0

*Other: includes American Indian/Alaska Native, Arab, and Native Hawaiian/Other Pacific Islander
All cells under 5 have been suppressed*

TABLE B3. Professional Role of Survey Respondents by School Division

	TEACHER (%)	NON-TEACHING PROFESSIONAL (%)	ADMINISTRATOR (%)
Chesterfield	739 (66.5%)	207 (18.6%)	74 (6.7%)
Goochland	107 (81.1%)	18 (13.6%)	7 (5.3%)
Hanover	376 (84.1%)	48 (10.7%)	23 (5.1%)
Henrico	580 (79.2%)	100 (13.7%)	52 (7.1%)
Petersburg	66 (78.6%)	15 (17.9%)	3 (3.6%)
Powhatan	150 (75.4%)	37 (18.6%)	12 (6%)
Richmond	366 (93.1%)	23 (5.9%)	4 (1%)

TABLE B4. Years of Experience of Survey Respondents by School Division

	1 YEAR (%)	2-4 YEARS (%)	5-10 YEARS (%)	11-20 YEARS (%)	21 + YEARS (%)
Chesterfield	44 (4.1%)	115 (10.4%)	227 (20.4%)	400 (36%)	293 (26.4%)
Goochland	5 (3.6%)	13 (9.5%)	33 (24.1%)	55 (40.1%)	31 (22.6%)
Hanover	12 (2.5%)	44 (9.3%)	80 (16.9%)	188 (39.8%)	148 (31.4%)
Henrico	15 (1.9%)	63 (8.2%)	186 (24.1%)	321 (41.5%)	188 (24.3%)
Petersburg	5 (5.7%)	17 (19.35)	14 (15.9%)	36 (40.9%)	16 (18.2%)
Powhatan	4 (1.9%)	19 (8.8%)	38 (17.6%)	83 (38.4%)	72 (33.3%)
Richmond	16 (3.9%)	66 (15.9%)	104 (25.1%)	145 (35%)	83 (20%)

TABLE B5. Subjects Taught of Survey Respondents by School Division (Elementary)

	READING SPECIALIST (%)	MATH SPECIALIST (%)	ESL (%)	ART (%)	PE (%)	OTHER (%)	GENERAL ED (%)
Chesterfield	6 (2.7%)	3 (1.4%)	7 (3.2%)	13 (5.9%)	3 (1.4%)	26 (11.8%)	162 (73.6%)
Goochland	1 (1.6%)	1 (1.6%)	2 (3.1%)	2 (3.1%)	2 (3.1%)	7 (10.9%)	51 (79.7%)
Hanover	6 (4.3%)	0	0	12 (8.7%)	5 (3.6%)	20 (14.4%)	95 (68.8%)
Henrico	8 (3.5%)	2 (.9%)	7 (3%)	13 (5.7%)	4 (1.7%)	34 (14.7%)	162 (70.4%)
Petersburg	2 (5%)	1 (2.5%)	0	1 (2.5%)	0	4 (10%)	32 (80%)
Powhatan	1 (1.7%)	0	0	4 (6.9%)	3 (5.2%)	12 (20.7%)	38 (65.5%)
Richmond	7 (8.9%)	1 (1.3%)	5 (6.3%)	7 (8.9%)	0	6 (7.6%)	53 (67.1%)

TABLE B6. Subjects Taught of Survey Respondents by School Division (Secondary)

	READING (%)	MATH (%)	SCIENCE (%)	SOCIAL STUDIES (%)	ESL (%)	FOREIGN LANGUAGE (%)	ART (%)	PE (%)	CAREER/VO TECH (%)
Chesterfield	94 (21.6%)	64 (14.7%)	47 (10.8%)	51 (11.7%)	4 (.9%)	34 (7.8%)	21 (4.8%)	22 (5%)	22 (5%)
Goochland	4 (11.8%)	3 (8.8%)	3 (8.8%)	6 (17.6%)	0	3 (8.8%)	2 (5.9%)	3 (8.8%)	2 (5.9%)
Hanover	37 (18%)	32 (15.5%)	27 (13.1%)	20 (9.7%)	0	11 (5.3%)	9 (4.4%)	6 (2.9%)	20 (9.7%)
Henrico	42 (17%)	36 (14.6%)	23 (9.3%)	32 (13%)	6 (2.4%)	12 (4.9%)	17 (6.9%)	9 (3.6%)	22 (8.9%)
Petersburg	6 (31.6%)	2 (10.5%)	1 (5.3%)	3 (15.8%)	1 (5.3%)	1 (5.3%)	2 (10.5%)	0	1 (5.3%)
Powhatan	12 (14.5%)	12 (14.5%)	14 (16.9%)	13 (15.7%)	0	6 (7.2%)	4 (4.8%)	4 (4.8%)	9 (10.8%)
Richmond	15 (21.1%)	10 (14.1%)	12 (16.9%)	8 (11.3%)	2 (2.8%)	2 (2.8%)	2 (2.8%)	2 (2.8%)	4 (5.6%)

Experience of Professional Development

TABLE B7. Total Number of Cultural Diversity PDs by School Division

	0 PD	1 PD	2 PD	3+ PD
Chesterfield	485 (43.7%)	314 (28.3%)	185 (16.7%)	127 (11.3%)
Goochland	45 (32.6%)	65 (47.1%)	19 (13.8%)	9 (6.5%)
Hanover	138 (28.7%)	174 (36.2%)	106 (22%)	63 (13.1%)
Henrico	306 (38.5%)	252 (31.7%)	140 (17.6%)	96 (12.1%)
Petersburg	43 (48.3%)	28 (31.5%)	9 (10.1%)	9 (10.1%)
Powhatan	85 (39.5%)	82 (37.6%)	38 (17.4%)	13 (6%)
Richmond	192 (44.4%)	120 (27.8%)	62 (14.4%)	58 (13.4%)

TABLE B8. Total Number of Cultural Diversity PDs by Professional Role by School Division

	TEACHERS				NON-TEACHERS				ADMINISTRATORS			
	0 PD	1 PD	2 PD	3+ PD	0 PD	1 PD	2 PD	3+ PD	0 PD	1 PD	2 PD	3+ PD
Chesterfield	306 (41.41%)	212 (28.69%)	137 (18.54%)	84 (11.37%)	109 (52.66%)	56 (27.05%)	22 (10.63%)	20 (9.66%)	16 (21.62%)	16 (21.62%)	20 (27.03%)	22 (29.73%)
Goochland	38 (35.51%)	50 (46.73%)	13 (12.15%)	6 (5.61%)	4 (22.22%)	9 (50%)	4 (22.22%)	1 (5.56%)	0 (0%)	3 (42.86%)	2 (28.57%)	2 (28.57%)
Hanover	107 (28.46%)	139 (36.97%)	84 (22.34%)	46 (12.23%)	14 (29.17%)	12 (25%)	12 (25%)	10 (20.83%)	5 (21.74%)	5 (21.74%)	6 (26.09%)	7 (30.43%)
Henrico	225 (38.79%)	182 (31.38%)	107 (18.45%)	66 (11.38%)	39 (39%)	28 (28%)	16 (16%)	17 (17%)	13 (25%)	13 (25%)	15 (28.85%)	11 (21.15%)
Petersburg	33 (50%)	21 (31.82%)	7 (10.61%)	5 (7.58%)	7 (46.67%)	4 (26.67%)	2 (13.33%)	2 (13.33%)	0 (0%)	1 (33.33%)	0 (0%)	2 (66.67%)
Powhatan	53 (35.33%)	53 (35.53%)	35 (23.33%)	9 (6%)	20 (55.56%)	14 (38.89%)	1 (2.78%)	1 (2.78%)	3 (25%)	5 (41.67%)	2 (16.67%)	2 (16.67%)
Richmond	163 (44.54%)	93 (25.41%)	56 (15.3%)	54 (14.75%)	10 (43.48%)	7 (30.43%)	4 (17.39%)	2 (8.7%)	0 (0%)	2 (50%)	1 (25%)	1 (25%)

Multicultural Education Teaching Practices

TABLE B9. Overall Perceived Quality of PD Over the Past Year by School Division

	Not at all effective (%)	Not so effective (%)	Somewhat effective (%)	Very effective (%)	Extremely effective (%)
Chesterfield	21(2.06%)	73 (7.16%)	416(40.78%)	398(39.02%)	112(10.98%)
Goochland	1(0.8%)	12(9.68%)	56(45.16%)	48(38.71%)	7(5.65%)
Hanover	9(1.64%)	26(4.73%)	210(38.18%)	231(42%)	74(13.45%)
Henrico	11(1.41%)	52(6.66%)	316(40.46%)	308(39.44%)	94(12.03%)
Petersburg	1(1.43%)	2(2.86%)	25(35.71%)	32(45.71%)	10(14.29%)
Powhatan	3(1.64%)	11(6.01%)	91(49.73%)	59(32.24%)	19(10.38%)
Richmond	6(1.52%)	32(8.1%)	133(33.67%)	161(40.76%)	63(15.95%)

Tables B10 - B13 use the following seven point scale: (1=never; 2=Rarely, less than 10% of chances I could have; 3=Occasionally, about 30% of chances I could have; 4=Sometimes, about 50% of chances I could have; 5=Frequently, about 70% chances of I could have; 6=Usually, about 90% of chances I could have; 7=Every time)

All means were suppressed for items with fewer than five responses to protect respondent identity.

TABLE B10. Multicultural Education Teaching Practices by Grade Level by School Division

	Primary		Secondary	
	M	N	M	N
Chesterfield	5.23	222	5.10	385
Goochland	5.02	65	5.40	32
Hanover	5.11	119	5.00	189
Henrico	5.07	220	5.01	273
Petersburg	4.56	33	4.95	15
Powhatan	4.80	55	4.70	77
Richmond	5.36	166	5.31	146

TABLE B11. Multicultural Education Teaching Practices by Subject Taught by School Division (Secondary)

	English		Math		Science		Social Studies	
	M	N	M	N	M	N	M	N
Chesterfield	5.29	80	4.57	54	4.44*	40	5.52	44
Goochland	-	3	-	3	-	2	5.79	6
Hanover	5.21	35	4.75	30	4.98	27	4.67	19
Henrico	5.25	27	4.64	21	5.20	20	5.27	21
Petersburg	5.17	3	5.50	2	7.00	1	4.13	2
Powhatan	5.39	11	4.75	12	4.25	11	4.37	13
Richmond	5.79	14	4.73	10	5.69	12	5.04	7

TABLE B12. Multicultural Education Teaching Practices Racial/Ethnic Composition of Classes by School Division

	Predominantly Black		Predominantly White		Predominantly Latinx		Racially Diverse	
	M	N	M	N	M	N	M	N
Chesterfield	5.33	76	5.13	217	5.58	24	5.12	268
Goochland	-	3	5.18	81	-	1	5.08	12
Hanover	-	2	5.07	291	-	2	4.93	20
Henrico	4.97	193	5.00	102	5.61	14	5.10	168
Petersburg	4.78	50	N/A	0	-	1	-	1
Powhatan	N/A	0	4.78	126	-	1	-	3
Richmond	5.29	237	5.60	15	5.32	35	5.53	25

TABLE B13. Multicultural Education Teaching Practices by Number of Cultural Diversity PDs in Past Year by School Division

	0 PD		1 PD		2 PD		3+ PD	
	M	N	M	N	M	N	M	N
Chesterfield	5.09	256	5.10	172	5.38	116	5.31	78
Goochland	5.07	36	5.09	46	5.11	11	5.88	6
Hanover	5.07	89	5.1	124	4.88	76	5.41	44
Henrico	4.93	196	5.06	153	5.20	97	5.25	64
Petersburg	4.85	26	4.85	18	4.46	6	-	4
Powhatan	4.62	47	4.71*	48	4.89	33	5.91	8
Richmond	5.32	144	5.11	82	5.43	48	5.68	50

Multicultural Education in the Classroom

Tables B14 - B27 use the following six point Likert scale: (1=Completely Disagree, 2=Mostly Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Mostly Agree, 6=Completely Agree)

All means were suppressed for items with fewer than five responses to protect respondent identity.

TABLE B14. Multicultural Education in the Classroom by Grade Level by School Division

	Primary		Secondary	
	M	N	M	N
Chesterfield	5.21	205	5.10	361
Goochland	5.28	62	5.22	31
Hanover	5.27	117	5.02	176
Henrico	5.32	196	5.03	246
Petersburg	4.99	28	4.92	16
Powhatan	5.04	48	4.85	76
Richmond	5.36	147	5.27	123

TABLE B15. Multicultural Education in the Classroom by Subject Taught by School Division (Secondary)

	English		Math		Science		Social Studies	
	M	N	M	N	M	N	M	N
Chesterfield	5.29	77	4.76	49	4.71	37	5.25	37
Goochland	-	3	-	3	-	2	5.28	6
Hanover	5.08	32	4.86	28	5.09	25	4.96	18
Henrico	5.28	25	5.13	21	4.69	17	5.04	16
Petersburg	-	4	-	2	-	1	-	2
Powhatan	5.27	10	4.44	12	4.86	12	5.03	13
Richmond	5.57	14	5.11	9	5.58	11	5.24	7

TABLE B16. Multicultural Education in the Classroom by Racial Ethnic Composition of Classes by School Division

	Predominantly Black		Predominantly White		Predominantly Latinx		Racially Diverse	
	M	N	M	N	M	N	M	N
Chesterfield	5.23	71	5.17	198	5.53	22	5.12	254
Goochland	-	3	5.28	77	-	1	5.25	12
Hanover	-	2	5.14	274	-	1	-	19
Henrico	5.19	167	5.22	94	5.18	13	5.04	151
Petersburg	5.02	46	N/A	0	-	1	-	1
Powhatan	N/A	0	4.94	120	-	1	-	3
Richmond	5.26	202	5.43	14	5.40	27	5.53	25

TABLE B17. Multicultural Education in the Classroom by Number of PDs in the Past Year by School Division

	0 PD		1 PD		2 PD		3+ PD	
	M	N	M	N	M	N	M	N
Chesterfield	5.12	232	5.10	164	5.22	112	5.25	71
Goochland	5.27	35	5.23	44	5.27	10	5.5	6
Hanover	4.98	81	5.15	117	5.01	72	5.49	45
Henrico	5.12	166	5.25	140	5.09	93	5.10	58
Petersburg	5.11	24	4.79	16	5.47	5	-	4
Powhatan	4.95	45	5.03	43	4.77	32	5.17	8
Richmond	5.22	124	5.25	70	5.39	43	5.53	43

Family and Community Interactions

TABLE B18. Family and Community Interactions by Grade Level by School Division

	Primary		Secondary	
	M	N	M	N
Chesterfield	4.75	182	4.28	334
Goochland	4.94	60	4.59	30
Hanover	4.72	108	4.59	165
Henrico	4.65	181	4.39	226
Petersburg	4.31	26	4.09	14
Powhatan	5.12	42	4.69	72
Richmond	4.61	129	4.47	111

TABLE B19. Family and Community Interactions by Subject Taught by School Division (Secondary)

	English		Math		Science		Social Studies	
	M	N	M	N	M	N	M	N
Chesterfield	4.23	73	4.05	45	4.01	35	4.45	34
Goochland	-	3	-	3	-	2	4.38	6
Hanover	4.66	29	4.43	27	4.49	24	4.68	17
Henrico	4.66	22	4.67	18	4.58	15	4.78	17
Petersburg	-	3	-	2	-	1	-	1
Powhatan	4.55	10	4.82	11	4.5	11	4.77	12
Richmond	4.71	13	3.97	8	4.93	10	3.57	7

TABLE B20. Family and Community Interactions by Racial/Ethnic Composition of Classes by School Division

	Predominantly Black		Predominantly White		Predominantly Latinx		Racially Diverse	
	M	N	M	N	M	N	M	N
Chesterfield	4.57	68	4.61	176	4.38	21	4.35	229
Goochland	-	3	4.79	74	-	1	5.19	12
Hanover	-	2	4.68	254	-	1	4.66	20
Henrico	4.41	151	4.51	89	-	12	4.57	137
Petersburg	4.35	42	N/A		-	1	-	1
Powhatan	N/A	0	4.84	113	-	1	-	1
Richmond	4.48	181	4.93	11	4.30	24	5.13	24

TABLE B21. Family and Community Interactions by Number of Cultural Diversity PDs in the Past Year by School Division

	0 PD		1 PD		2 PD		3+ PD	
	M	N	M	N	M	N	M	N
Chesterfield	4.38	208	4.46	152	4.45	101	4.75	66
Goochland	4.94	33	4.80	44	4.7	9	4.71	6
Hanover	4.45	76	4.73	106	4.55	70	4.95	42
Henrico	4.43	152	4.51	131	4.52	84	4.73	53
Petersburg	4.41	22	4	14	4.8	5	-	4
Powhatan	4.81	41	4.77	44	5.22	25	4.47	8
Richmond	4.35	111	4.54	58	4.72	40	4.99	40

School Supports for Multicultural Education

TABLE B22. School Supports by Grade Level by School Division

	Primary		Secondary	
	M	N	M	N
Chesterfield	3.55	208	3.61	359
Goochland	3.81	62	3.41	31
Hanover	3.51	117	3.67	172
Henrico	3.51	194	3.46	245
Petersburg	3.22	29	3.44	16
Powhatan	3.7	48	3.68	73
Richmond	3.46	149	3.6	126

TABLE B23. School Supports by Subject Taught by School Division (Secondary)

	English		Math		Science		Social Studies	
	M	N	M	N	M	N	M	N
Chesterfield	3.63	76	3.25	51	3.18	37	3.98	37
Goochland	-	3	3.00	3	-	2	3.54	6
Hanover	3.60	31	3.54	28	3.82	22	3.65	18
Henrico	3.28	25	3.13	20	3.47	17	3.76	17
Petersburg	-	4	3.63	2	-	1	-	2
Powhatan	3.8	10	3.53	10	3.07	11	3.87	13
Richmond	3.59	14	2.93	7	3.27	11	2.75	6

TABLE B24. School Supports by Racial/Ethnic Composition of Classes by School Division

	Predominantly Black		Predominantly White		Predominantly Latinx		Racially Diverse	
	M	N	M	N	M	N	M	N
Chesterfield	3.61	70	3.54	197	3.74	21	3.6	259
Goochland	-	3	3.66	77	-	1	3.6	12
Hanover	-	2	3.60	273	-	1	3.72	19
Henrico	3.36	168	3.45	94	3.42	13	3.67	149
Petersburg	3.32	46	N/A	0	-	1	-	1
Powhatan	N/A	0	3.66	118	-	1	-	3
Richmond	3.53	207	-	14	3.37	28	3.76	25

TABLE B25. School Supports by Number of Cultural Diversity PDs in the Past Year by School Division

	0 PD		1 PD		2 PD		3+ PD	
	M	N	M	N	M	N	M	N
Chesterfield	3.31	235	3.63	160	3.92	114	4.00	71
Goochland	3.44	36	3.78	43	3.53	10	4.17	6
Hanover	3.00	81	3.67	114	3.85	72	4.14	45
Henrico	3.17	169	3.51	138	3.87	89	3.87	58
Petersburg	3.07	23	3.63	17	4.8	5	-	4
Powhatan	3.45	43	3.65	44	4.07	30	4.21	8
Richmond	3.02	125	3.76	72	3.94	43	4.27	46

Multicultural Education Efficacy

TABLE B26. Multicultural Education Efficacy by Grade Level by School Division

	EFFICACY: UNDERSTANDING				EFFICACY: PREJUDICE AWARENESS				EFFICACY: IMPLEMENTATION			
	Primary		Secondary		Primary		Secondary		Primary		Secondary	
	M	N	M	N	M	N	M	N	M	N	M	N
Chesterfield	4.83	188	4.76	352	4.8	185	4.72	345	4.53	182	4.46	343
Goochland	4.59	60	4.66	31	4.48	60	4.53	30	4.42	59	4.35	31
Hanover	4.47	113	4.77	170	4.1	111	4.82	168	4.14	111	4.52	165
Henrico	4.62	187	4.76	233	4.61	185	4.7	229	4.49	181	4.46	227
Petersburg	4.42	26	4.61	14	4.65	26	4.75	14	4.17	27	4.51	14
Powhatan	4.58	44	4.62	73	4.74	41	4.59	72	4.35	41	4.33	72
Richmond	4.87	141	5.04	120	4.88	135	4.97	117	4.59	133	4.74	112

TABLE B27. Multicultural Education Efficacy by Subject Taught by School Division (Secondary)

	EFFICACY: UNDERSTANDING		EFFICACY: PREJUDICE AWARENESS		EFFICACY: IMPLEMENTATION	
	M	N	M	N	M	N
Chesterfield						
English	5.02	76	5.12	72	4.56	73
Math	4.2	46	4.2	48	4	46
Science	4.45	36	4.21	35	4.17	36
Social Studies	5.04	37	4.95	37	4.68	37
Goochland						
English	-	3	-	3	-	3
Math	-	3	-	3	-	3
Science	-	2	-	2	-	2
Social Studies	5.03	6	4.75	6	4.7	6
Hanover						
English	5	32	5.17	30	4.66	30
Math	4.29	27	4.56	26	4.29	27
Science	4.81	24	4.56	24	4.42	23
Social Studies	4.97	18	4.92	18	4.59	17
Henrico						
English	4.88	24	4.89	23	4.74	23
Math	4.56	20	4.7	20	4.32	20
Science	4.91	16	4.8	14	4.63	15
Social Studies	4.89	17	5.06	17	4.76	17
Petersburg						
English	-	3	-	3	-	3
Math	-	2	-	2	-	2
Science	-	1	-	1	-	1
Social Studies	-	1	-	1	-	1
Powhatan						
English	5.18	9	5.16	9	4.88	8
Math	4.36	10	4.23	11	3.95	11
Science	4.33	12	4.41	11	4.49	11
Social Studies	4.72	12	4.45	11	4.28	13
Richmond						
English	5.12	13	5.23	13	5.02	12
Math	4.56	9	4.38	8	4.3	8
Science	5.05	11	4.77	11	4.71	11
Social Studies	5.26	7	5.14	7	4.7	6

TABLE B28. Multicultural Education Efficacy by Racial/Ethnic Composition of Classes by School Division

	EFFICACY: UNDERSTANDING		EFFICACY: PREJUDICE AWARENESS		EFFICACY: IMPLEMENTATION	
	M	N	M	N	M	N
Chesterfield						
Predominantly Black	4.84	71	4.5	70	4.7	68
Predominantly White	4.87	190	4.77	185	4.47	185
Predominantly Latinx	4.84	22	4.65	20	4.68	21
Racially Diverse	4.73	240	4.8	233	4.45	230
Goochland						
Predominantly Black	-	3	-	3	-	3
Predominantly White	4.6	76	4.49	75	4.39	75
Predominantly Latinx	-	1	-	1	-	1
Racially Diverse	4.73	11	4.67	12	4.67	12
Hanover						
Predominantly Black	-	2	-	2	-	2
Predominantly White	4.67	264	4.79	260	4.39	259
Predominantly Latinx	-	1	-	1	-	1
Racially Diverse	4.57	20	4.58	20	4.31	19
Henrico						
Predominantly Black	4.62	156	4.63	157	4.44	153
Predominantly White	4.77	93	4.61	88	4.41	89
Predominantly Latinx	5.02	13	4.88	13	4.75	13
Racially Diverse	4.71	142	4.68	140	4.51	137
Petersburg						
Predominantly Black	4.56-	42	4.76	42	4.32	42
Predominantly White	N/A	0	N/A	0	N/A	0
Predominantly Latinx	-	1	-	1	-	1
Racially Diverse	-	1	-	1	-	1
Powhatan						
Predominantly Black	N/A	0	N/A	0	N/A	0
Predominantly White	4.59	115	4.67	111	4.32	110
Predominantly Latinx	-	1	-	1	-	1
Racially Diverse	-	2	-	2	-	3
Richmond						
Predominantly Black	4.88	196	4.88	192	4.62	186
Predominantly White	4.95	11	5	11	4.45	11
Predominantly Latinx	5.08	26	4.94	26	4.78	25
Racially Diverse	5.32	24	5.22	23	4.87	22

TABLE B29. Multicultural Education Efficacy by Number of PDs in Past Year by School Division

	EFFICACY: UNDERSTANDING		EFFICACY: PREJUDICE AWARENESS		EFFICACY: IMPLEMENTATION	
	M	N	M	N	M	N
Chesterfield						
0 PD	4.7	224	4.7	220	4.37	218
1 PD	4.78	157	4.68	151	4.49	150
2 PD	4.91	105	4.92	101	4.65	101
3 + PD	4.95	66	4.92	69	4.71	65
Goochland						
0 PD	4.48	33	4.46	34	4.18	34
1 PD	4.68	44	4.5	42	4.53	42
2 PD	4.78	10	4.44	10	4.38	10
3 + PD	4.83	6	5	6	5	6
Hanover						
0 PD	4.4	79	4.65	78	4.09	77
1 PD	4.75	111	4.79	108	4.41	106
2 PD	4.7	71	4.71	72	4.4	72
3 + PD	4.87	43	5.04	42	4.79	41
Henrico						
0 PD	4.52	157	4.6	154	4.34	150
1 PD	4.69	135	4.6	132	4.46	131
2 PD	4.85	87	4.8	87	4.62	86
3 + PD	5*	56	4.71	54	4.72	54
Petersburg						
0 PD	4.65	22	4.75	22	4.2	23
1 PD	4.51	14	4.75	14	4.64	14
2 PD	4.76	5	5.2	5	4.52	5
3 + PD	-	4	-	4	-	4
Powhatan						
0 PD	4.63	40	4.71	40	4.34	41
1 PD	4.5	44	4.63	42	4.26	43
2 PD	4.69	29	4.57	27	4.47	25
3 + PD	4.88	8	5.06	8	4.48	8
Richmond						
0 PD	4.8	117	4.77	114	4.42	109
1 PD	4.82	66	4.84	61	4.6	61
2 PD	5.18	42	5.14	42	4.85	41
3 + PD	5.28	45	5.18	44	5.15	43

