

# Revised Culturally Congruent Instruction Survey

## Section 1: Curriculum Content

Think about your **science instruction** during the 2008-2009 school year. Circle the number in the column that best represents **the percentage of science lessons** in which you used each of the following types of content in your during the 2008-2009 school year.

e.g., For the first item, if you included a traditional story in 25% of the science lessons you taught during 2008-2009 school year, you would circle the number 3 in the “Sometimes” column.

	Never	Seldom (1 to 20%)	Sometimes (21 to 40%)	Often (41 to 60%)	Very Often (61 to 80%)	Almost Always (>80%)
1) A traditional story from a Montana Indian tribe	1	2	3	4	5	6
2) Contemporary issues relevant to Montana Indian tribes	1	2	3	4	5	6
3) Historical content about Montana Indian tribes	1	2	3	4	5	6
4) A fieldtrip to a site significant to Montana Indian tribes	1	2	3	4	5	6
5) Traditional science knowledge from Montana Indian tribes	1	2	3	4	5	6
6) Science content tied to a place based context relevant to a Montana Indian tribe	1	2	3	4	5	6
7) Other cultural content – Please specify here:	1	2	3	4	5	6

## Section 2: Instructional Strategies

Think about your **science instruction** during the 2008-2009 school year. Circle the number in the column that best represents the **percentage of science lessons** in which you used each of the following instructional strategies during the 2008-2009 school year.

	Never	Seldom (1 to 20%)	Sometimes (21 to 40%)	Often (41 to 60%)	Very Often (61 to 80%)	Almost Always (>80%)
8) Had students work in collaborative groups	1	2	3	4	5	6
9) Used extended wait time in conversations with students	1	2	3	4	5	6
10) Encouraged students to assume responsibility for their learning - e.g., students made choices about how they studied a topic, how they were assessed, etc.	1	2	3	4	5	6
11) Local tribal elders or other tribal community members were guest teachers	1	2	3	4	5	6
12) Used teaching strategies that support Limited English Proficient or Second Language learners (e. g., used graphics, models, other visuals; moved from concrete to abstract; made frequent contextualized use of vocabulary)	1	2	3	4	5	6
13) Used alternative forms of assessment like authentic assessment, or performance based assessment (instead of multiple choice, fill in the blank, e.g.)	1	2	3	4	5	6
14) Provided specific formative feedback to each student	1	2	3	4	5	6
15) Used metaphors, analogies, or symbols to represent science content	1	2	3	4	5	6

## Section 2: Instructional Strategies - Continued

	Never	Seldom (1 to 20%)	Sometimes (21 to 40%)	Often (41 to 60%)	Very Often (61 to 80%)	Almost Always (>80%)
16) Used local Native language in instructional interactions with students	1	2	3	4	5	6
17) Provided ample opportunity for students to engage in private practice before publicly demonstrating their proficiency	1	2	3	4	5	6
18) Used science activities in which students designed solutions to problems relevant to the their community	1	2	3	4	5	6
19) Supported mentoring of students by adults other than the classroom teacher or paraprofessionals	1	2	3	4	5	6
20) Used art based teaching methods (e.g., storytelling, music, drawing, painting, poetry, drama, etc.)	1	2	3	4	5	6
21) Used observational learning strategies (e.g., adult or peer modeling, demonstrations, apprenticeships)	1	2	3	4	5	6
22) Was flexible with time (e.g., changed scheduling of instruction to meet individual students' needs)	1	2	3	4	5	6
23) Other instructional strategies for teaching ethnically diverse students– Please specify here:	1	2	3	4	5	6

### Section 3: Classroom Resources Accessibility

Think about your **classroom environment** during the 2008-2009 school year. Circle the number in the column that best represents **the percentage of school days** that each of the following resources were **accessible** to students in your classroom during the 2008-2009 school year.

	Never	Seldom (1 to 20%)	Sometimes (21 to 40%)	Often (41 to 60%)	Very Often (61 to 80%)	Almost Always (>80%)
24) Age appropriate books about Montana tribal cultures	1	2	3	4	5	6
25) Bulletin boards or displays that included content from Montana Indian cultures	1	2	3	4	5	6
26) Posted words or phrases written in local Native languages	1	2	3	4	5	6
27) Music from Montana Indian tribes	1	2	3	4	5	6
28) Tools, crafts or art work made by members of Montana Indian tribes	1	2	3	4	5	6
29) Pictures or videos of Montana Indian cultures	1	2	3	4	5	6
30) Games and toys from Montana Indian cultures	1	2	3	4	5	6
31) Web sites or software about Montana Indian cultures	1	2	3	4	5	6
32) Other culturally relevant resources – Please specify here:	1	2	3	4	5	6

## Section 4: Additional Education Related Practices

This last section of the survey asks you to again think about the 2008-2009 school year. Circle the number in the column that best represents **how many times during the school year** you engaged in each of the practices listed below.

	Never	1 to 2 times per year	3 to 4 times per year	5 to 6 times per year	7 to 8 times per year	9 or more times per year
33) Communicated with <u>every student's parents or guardians</u> to discuss their student's progress	1	2	3	4	5	6
34) Held a private conference with <u>each student</u> to discuss their progress	1	2	3	4	5	6
35) Examined instructional <u>methods</u> for cultural bias	1	2	3	4	5	6
36) Examined instructional <u>content</u> for cultural bias	1	2	3	4	5	6
37) Examined your classroom <u>environment and management</u> for cultural compatibility with your American Indian students	1	2	3	4	5	6
38) Consulted with tribal elders, culture committees, or other tribal community members about <u>content</u> relevant to Montana Indian tribes	1	2	3	4	5	6
39) Consulted with tribal elders or other tribal community members about <u>classroom management or instructional strategies</u>	1	2	3	4	5	6
40) Examined your science curriculum to see how well it addresses the "Essential Understandings About Montana Indians"	1	2	3	4	5	6
41) Other education related practices that address ethnic diversity – Please specify here:	1	2	3	4	5	6

