The Civil Rights Project

Proyecto Derechos Civiles

Are Teachers Prepared for Racially Changing Schools?

Teachers Describe their Preparation, Resources and Practices for Racially Diverse Schools

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January 2008

Acknowledgments

The teacher survey report was developed in collaboration with the Southern Poverty Law Center (SPLC). The CRP has had a rich partnership with SPLC, which included collaborating on a conference about ways to improve race relations and achievement in America's multiracial schools, leading to the publication of a volume called *Lessons in Integration: Realizing the Promise of Racial Diversity in American Schools*. The studies outlined in the book highlighted the limited efforts to prepare educators for teaching in multiracial schools, and led to conversations between our organizations about the need for a major national survey of teachers that would investigate their racial experiences, training and attitudes. This report is the second of a series of reports from the Civil Rights Project analyzing the teacher survey data.

We are grateful to the National Educational Association for providing a list of their members for our survey sampling purposes. We would also like to recognize the time and insight provided by each of the teachers contacted for this survey.

We would like to thank Dr. Gary Orfield, Dr. Patricia Gándara, Laurie Russman, and Jared Sanchez for their valuable contributions to this report. It would not have been possible without their ideas, time and concerted effort.

Foreword

Four decades after Dr. Martin Luther King's death we are a different county, where the white population will become a minority of students in the nation's schools in short order, but where schools remain separate and deeply unequal for African American, Latino and American Indian students. We need to remember Dr. King's conclusion that "segregation distorts the soul and damages the personality. It gives the segregated a false sense of superiority and the segregated a false sense of inferiority." It ignores the reality, he said, that Americans "are caught in an escapable network of mutuality, tied in a single garment of destiny."[1]

Even though there is no significant national effort to desegregate our schools now (though many communities want to maintain the integrated schools they still have), thousands of American schools, mostly in the suburbs, are going through racial and ethnic change as black and Latino families move out from central cities. Our overwhelmingly white teaching force has little preparation to deal with demographic changes now under way or training to teach their students about the contributions and cultures of other groups in the society. We are a country where nearly a fifth of public school students come from linguistic minority families but that has far too few teachers who understand their language and culture and who can speak to their parents.

Several decades ago, when there were much greater efforts to desegregate schools, there were also initiatives to prepare teachers with tools to minimize problems of conflict, to combat in-school segregation, and to contest stereotypes and maximize learning opportunities in diverse classrooms and schools. Research showed that these investments in training teachers worked, but when the period of active desegregation efforts passed these efforts were largely abandoned. Teachers in diverse and nonwhite schools report more training in how to teach in diverse settings than those in white suburbs but they often face testing pressures that mean that they do not have time to employ those skills or impart that knowledge.

Most teachers believe that they can just treat all students the same and everything will work out. This is related to the fact that many teachers come from segregated white backgrounds where they have not been trained to understand and deal with other cultures effectively. Treating everyone the same translates into simply assuming that all children will understand and respond to the methods and approaches that their teachers are familiar with, an assumption not supported by research and experience.

American parents, by very large majorities, want their children to grow up understanding how to relate successfully with all groups in this diverse society. Since teachers are part of a profession that must interact effectively and in great depth with nine-tenths of the nation's young people, not training them means, at best, lost opportunities for deeper and more effective relationships and teaching and, at worst, being helpless in the face of serious divisions coming into the school from the outside community. For our society to avoid replicating-- in ever larger sectors of suburbia-- the kinds of poor race relations and resegregation that damaged so many urban neighborhoods, teachers must have the tools to understand and relate to students and parents

[1] Martin Luther King, Jr., 1963, "Letter from a Birmingham Jail"

from all backgrounds and to help children understand the very diverse and changing society they will live in.

Addressing these issues isn't a luxury or an optional part of education, it goes to the core of what makes our schools and communities work. Readers who haven't thought about this necessity should engage in a thought experiment. How effective do they think a school would be for their children if all of the teachers in the school came from a different cultural or racial background? How would they feel if their children were isolated with few or no classmates who understood their background and faced incidents of prejudice, misunderstanding, and hostility from some other students? Would they be content if there was no teaching about the positive contributions of their race or culture to the common society while the school passively accepted various forms of in-school segregation? What if the school did nothing to help them learn the language of instruction and had no teachers who could talk to parents in their own tongue? Most parents facing such a situation would think that positive ways to address these issues were urgently important-- no matter whose children were involved.

We need new dedication to addressing these issues. Younger teachers are well aware of this necessity but often find too little support and too many pressures on other dimensions of teaching. There are positive models and experiences that we can draw upon. They do not take a great deal of school time or cost a great deal of money and they tend to produce real academic gains. Addressing these issues is part of the groundwork for successful educational reform and community stability. It is time to insist that these issues find a place high on the agenda of educational and community leaders. We ask our teachers do to a lot and most want very much to reach all their students effectively in classrooms and schools where there are good race relations. Isn't it time that we as a society, in schools of education, in districts, and in federal and state policy help give them the tools they need to be effective teachers in our diverse society and recognize that this is a fundamental part of their professional preparation and mission?

Gary Orfield
Los Angeles, CA
January 2008

Executive Summary

School enrollment in this country is undergoing a vast racial and ethnic transformation (Orfield & Lee, 2007), yet there is scant policy discussion of these changes in our current national dialogue regarding the education of students – and teachers – to understand the diversity of the society in which their lives will unfold. Ten states already report a majority of nonwhite students, a trend that will soon be reflected in the nation's school enrollment. Latino students now outnumber black students, Asian enrollment is steadily increasing and the percentage of white students attending the country's schools continues to shrink (Orfield & Lee, 2007). While student diversity grows, the racial composition of teachers remains overwhelmingly white. Very little attention is being paid to helping teachers prepare for the rapid racial transformation of U.S. schools.

With the quickly shifting demographics of students in schools, and the continued segregation of the teaching force, it becomes increasingly important to understand whether teachers are adequately prepared for working with racially diverse groups of students. The preparation of teachers for diversity—and their ability to supplement their prior preparation through formal or informal means—is imperative to ensure that demographic transition does not destabilize schools and that student performance, among all subgroups, reaches increasingly demanding benchmarks. This report will explore relationships among teachers' preparation and practices for diversity with the racial composition of students and faculty in their schools.

Given the changing racial demographics of the nation's schools and the primary role of teachers in shaping the education of their students, this report takes advantage of a unique opportunity to ask a broad sample of more than 1,000 of the country's educators about subjects that are rarely studied in national surveys. The research was guided by several questions, including:

- What kind of preparation do teachers have for diversity?
- What kind of practices and resources do teachers have for teaching about diversity or teaching in diverse settings?
- How do educational policies aid or inhibit teaching in diverse classrooms?

The answers to these questions should inform future curriculum development in schools of teacher education, as well as professional development opportunities for teachers already in the classroom.

Findings

Several findings come to the forefront of the discussion. First, white teachers and teachers in schools with higher percentages of white and middle-class students were less likely to have preparation for racial diversity in the classroom. Demographic trends suggest that these schools may soon transition to more diverse student populations and are schools in which it will be important for teachers to have training in order to effectively educate all students. Additionally, in schools with homogeneous student enrollments, multicultural lessons are usually the only opportunity to try to educate students about the country's diversity and the contributions of diverse groups to our society.

The survey asked teachers about their preparation in using one important proven method of improving both race relations and average achievement levels in diverse classrooms—the

integrated grouping of students for academic tasks. Preparation in this technique is least common in heavily white schools, with only 29% of these teachers reporting a great deal of training in designing racially diverse groups. This figure is a warning sign with regard to these teachers' readiness to deal with the rapid spread of diversity and threat of racial resegregation in large swaths of suburbia.

In a related conclusion, the study suggests that there is considerable value in creating diverse faculties. Teachers who work with diverse faculty members are much more likely to turn to one another for support and resources than those working in less integrated environments. In fact, over 86% of teachers working on diverse faculties turn to one another for help, increasing the likelihood of a productive learning environment for students.

More than one in three teachers in this sample reported very little or no training in strategies to help English Language Learners (ELLs). There were significant differences in training for working with ELLs by region and by race/ethnicity. The percentage of teachers with little training for ELLs was much higher in the Northeast – almost half of teachers – while one in six teachers in the West reported such a dearth in training. More than one-third of white and black teachers reported very little or no training in strategies to help ELL students, while just over one-tenth of teachers of all other racial/ethnic groups as little training. These numbers will have a significant impact on the classrooms of tomorrow as the nation's Latino population continues to grow in size and influence.

A positive trend noted in the study is that teachers with less years of experience reported more preparation. At the same time, they seemed to be more critical of their resources to teach about diversity (e.g., textbooks and curriculum). Of course, retaining new teachers has proven challenging, and it would be important to investigate whether teachers who felt more prepared for diversity were more likely to stay in teaching and/or at diverse schools.

Finally, teachers were concerned about the effect of the emphasis on standardized testing in federal and state policy. Teachers in more heavily nonwhite schools, research shows, are most frequently sanctioned under these policies (Sunderman, Kim, & Orfield, 2005) and more than 40% of these teachers strongly agreed that standardized testing left little room for multicultural issues.

Policy Implications

Policy implications that arise from these data include the following:

1) the urgent need for renewed efforts to recruit and retain more teachers of color, who consistently displayed more interest in, training for, and use of practices to teach about racial diversity and multicultural issues;
2) more recognition in schools of education and other teacher training institutions about the need to give priority to diversity and equity issues and to reflect this commitment in their own faculty;
3) the necessity for comprehensive training in multicultural education and in race relations techniques for all teachers in order to prepare educators for how to teach about these issues in both homogeneous and heterogeneous schools;

4) a serious effort to raise the priority of these issues in suburbia, where the most rapid racial change is occurring, since these data demonstrate that teachers in schools with few students of color or from low-income backgrounds feel least prepared to deal with this diversity; and
5) encouragement for districts and school leaders to recruit and assign teachers to produce more integration in the teaching force at the school level given the important role that a diverse faculty can play in educating both students and fellow teachers about these issues.

The rapidly shifting demographics of our country mean that teacher preparation must equip all teachers for the racial diversity of our schools' current and future students. Issues of diversity can no longer be limited to teachers who are planning on teaching in urban areas. This study highlights the urgent need to take decisive policy action to ensure that teachers are not left behind in their training for multiracial classrooms. Teachers are the primary transmitters of knowledge in the American education system, and until their training and expertise reflect and meet the increasing demands of our changing society, students will suffer the consequences. In a swiftly changing landscape, teachers must be prepared to guide and instruct students in adapting to new racial realities.

School enrollment in this country is undergoing a vast racial and ethnic transformation (Orfield & Lee, 2007), yet there is scant policy discussion of these changes in our current national dialogue regarding the education of students – and teachers – to understand the diversity of the society in which their lives will unfold. Ten states already report a majority of nonwhite students, a trend that will soon be reflected in the nation's school enrollment. Latino students now outnumber black students, Asian enrollment is steadily increasing and the percentage of white students attending the country's schools continues to shrink (Orfield & Lee, 2007). While student diversity grows, the racial composition of teachers remains overwhelmingly white. Very little attention is being paid to helping teachers prepare for the rapid racial transformation of U.S. schools.

Demographics of Students and Teachers

This report is the second in a series of analyses examining current trends in America's teaching force. An earlier analysis of data from this survey (Frankenberg, 2006) along with other analyses (Shen et al., 2003; U.S. Department of Education, 2006) finds that teachers of different races/ethnicities are—like students—not evenly distributed across schools. The first study in this series, released by the Civil Rights Project (CRP) in December 2006, described the demographics and school contexts of the country's teaching force and found substantial differences. Teachers in overwhelmingly white schools were almost all white themselves, teaching on virtually all-white faculties, with very little exposure to students of other races during their own educational experience. Schools with a majority of students of color, by contrast, had a more diverse faculty who themselves had had more diverse experiences. It is important to note that due to the overwhelming predominance of white teachers in the teaching force—as is the case in other studies analyzing different samples of teachers—most schools in this study still retained a majority of white teachers.[2] Analysis of these data also found that teachers in schools of concentrated minority and/or poor students were more likely to think about leaving their school or the teaching profession altogether, though the study did not investigate whether this thinking might have been motivated by factors other than student demographics (see, e.g., Loeb, Darling-Hammond, and Luczak, 2005).

Teachers' classrooms will be increasingly affected by these external demographic forces that produce swift and significant racial change. Racial and economic segregation—which have long been viewed as an urban phenomenon— are spreading into areas of suburbia. Some suburban school districts are experiencing rapid racial transformation, including many formerly virtually all-white communities. Urban schools have few white or middle-class students, and as the frontier of racial change moves to the suburbs many schools and communities are grappling with how to structure successful integration or to accept spreading resegregation. In quite a few suburban areas, as well as formerly white-black metros, there may be growth in the number of multiple nonwhite groups of students (Frey, 2001). In fact, according to a CRP analysis of the National Center for Education Statistics' Common Core of Data (CCD), a higher percentage of Latino students in 2005-06 attended school in the suburban areas outside of big cities rather than in the large central cities themselves. Black students enrolling in large central city schools only

[2] An exception to this trend was that the average percentage of white teachers in 90-100% black and Latino schools in this sample was 38% (Frankenberg, 2006).

outnumbered black students in suburban areas surrounding those large central cities by less than 300,000. Of course, white students in the suburban regions greatly outnumbered those in central city schools, but these data illustrate the large numbers of students of color in suburban schools in our nation's largest metropolitan regions.

There has been little progress in recruiting and retaining teachers of color (Villegas & Lucas, 2002; see also Guarino et al., 2006; Provasnik and Dorfman, 2005; Zumwalt and Craig, 2005). This small number of existing teachers of color coupled with the tendency for the majority of white teachers to leave schools that become segregated (Freeman, Scafidi, & Sjoquist, 2005) thwarts the national goal of placing highly qualified teachers in every classroom. Important goals for supporting our nation's students include understanding how to: (1) recruit and retain highly qualified teachers for our hardest to staff schools, (2) equip all educators to effectively teach students of color, and (3) understand how to structure schools to foster successful race relations in all classrooms. In a society where whites are the most isolated (Orfield & Lee, 2007), schools need to prepare suburban white students for a future of greater diversity where they will not be in the majority group. Their teachers are a critical resource in this preparation.

With the rapidly shifting demographics of students in schools, and the continued segregation of the teaching force, it becomes increasingly important to understand whether teachers are adequately prepared for working with racially diverse groups of students, despite the lack of policy attention to help teachers and schools with quickly changing demographics. The preparation of teachers for diversity—and their ability to supplement their prior preparation through formal or informal means—is imperative to ensure that demographic transition does not destabilize schools and that student performance, among all subgroups, reaches increasingly demanding benchmarks. This report will explore relationships among teachers' preparation and practices for diversity with the diversity of students and faculty in their schools.

Research Questions

Given the changing racial demographics of the nation's schools and the primary role of teachers in shaping the education of their students, this report uses a unique dataset[3] of more than 1,000 teachers across the country to examine several questions:

- What kind of preparation do teachers have for diversity?
- What kind of practices and resources do teachers have for teaching about diversity or teaching in diverse settings?
- Do teachers have resources within the schools (other faculty, administrators, staff) or outside the schools (family or community members, local university faculty) that they rely on to enhance their knowledge of teaching in new demographic environments, particularly for the vast majority of teachers who are white and may have had limited interaction with people of color?
- How does standardized testing aid or inhibit teaching in diverse classrooms?

The survey questions provided a rare opportunity to ask a broad sample of the nation's teachers about subjects such as race and diversity in teachers' classrooms. We were particularly interested in examining whether teachers' responses to the above questions vary in different school contexts or by different personal characteristics. For example, are veteran white teachers

[3] See Appendix A for details about the survey and the sample of teachers analyzed in this report.

able to successfully respond to the academic, social and emotional needs of the increasing number of students of color in their classrooms? The answers to these questions should inform future curriculum development in schools of teacher education, as well as professional development opportunities for teachers already in the classroom.

Findings

Findings from our national survey show that teachers working in schools with fewer students of color and low-income students are less likely to receive professional training to include the contributions of members of diverse cultures in their curriculum (one of the only ways students in segregated communities can learn about other parts of society). A positive trend is that the teachers who report the highest levels of preparation to teach about the diversity of the nation are working in the most integrated schools. On the other hand, teachers in overwhelmingly white schools and in schools with more middle- to upper-class students report being least prepared to understand the particular learning needs of the students who comprise the existing diversity in their schools. These teachers are also not being prepared for the changing demography that will soon affect these communities. In contrast, teachers of color and teachers working on diverse faculties reported that they were more prepared for working with students of diverse backgrounds, and were more receptive to employing various strategies to improve their practice. More experienced teachers report seeing less need to change while teachers with fewer years of teaching experience and with fewer years at their current school are more likely to be concerned about the need to learn more about diversity. Nonwhite teachers were far more likely than white teachers to report extensive training on diversity issues, but they only account for one out of every six teachers in a country which already has 43% nonwhite students.

Organization of Report

This report will focus on four major aspects of training teachers to serve in multiracial schools. Findings were usually disaggregated by some combination of age, experience, region, and race/ethnicity. The first section will examine teacher training and the use of classroom-based practices for diversity. Teachers were asked to report their level of education and/or expertise in the contributions of diverse cultures, in designing racially diverse groups, in the learning styles of all children and in the use of effective strategies for English Language Learners. The second section provides an overview of current school-based learning opportunities for teachers to learn about diversity; including teacher orientations, observations of teachers who excel in diverse classrooms, and learning about diversity by turning to other sources for information and guidance. The last two parts of the report concentrate on teachers' perceptions of the most effective ways to learn about diversity and the availability of resources for teaching in diverse classroom environments. Finally, the survey assesses the pressure placed upon teachers by accountability measures. In particular, educators were asked to describe the effects of high stakes testing on their ability to incorporate curriculum and activities that emphasize diversity.

Training and Use of Classroom-Based Practices for Racial, Ethnic, and Linguistic Diversity

Prior Research and Policy Efforts

In the early 1970s, as widespread desegregation was implemented in many districts across the South in particular, the Congress passed the Emergency School Aid Act. The Act provided funding to help train teachers, develop new resources, and conduct research about how to best structure schools to educate their newly diverse groups of students. This funding lasted nearly a decade, until 1981, and some of the research findings from that era, such as teaching practices that were found to be effective with racially diverse students, will be discussed in this report. Unfortunately, there has been no equivalent policy or funding since 1981 to help schools understand how the burgeoning multiracial diversity currently spreading into many homogeneous communities might affect teaching and learning.

Without explicit attention to best practices about how to teach students from different backgrounds, there is a sense among teachers that the right thing to do is to treat students the same. There is a belief that being conscious of students' race is inappropriate because it might suggest that a teacher is prejudiced (Schofield, 1982; Pollock, 2004), and as a result teachers fail to adapt their classroom strategies to acknowledge diversity (Sleeter, 1996). One of the questions we asked as a part of this survey is whether teachers have, in their classroom, treated all students the same regardless of race. Out of a survey of 1,002 teachers, only 13 said that they did not treat all students the same.[4] At least ninety-six percent or more of teachers from each racial/ethnic background, across schools with varying racial compositions, and across all grades taught reported that they treated students the same. Teachers who are uncomfortable with recognizing the varied backgrounds and contributions of their students deny their classrooms valuable learning opportunities that would acknowledge, respect, and celebrate difference. Instead of using the wide range of perspectives that students bring to lesson topics as a tool for further and more complex learning, the responses to this question suggest that teachers — consciously or unconsciously—overlook these educational opportunities.

While these teacher responses reflect, to some extent, a colorblind ideology in society (e.g., Bonilla-Silva, 2003), they may also stem from the overwhelming isolation of white teachers who comprise the vast majority of the teaching force. According to a longtime teacher educator, "Most White preservice teachers bring to teacher education very little cross-cultural knowledge and experience, although they often possess a naïve optimism that coexists with stereotypes that reflect racial and ethnic biases" (Sleeter, 2007, p. 172).

Racially diverse schools must be structured appropriately to fully realize the educational benefits of their diverse student body. Teachers are a critical piece of the implementation process, and this knowledge should be one of many elements of the training teachers must receive. In 1954, psychologist Gordon Allport suggested that intergroup contact, particularly when structured according to certain conditions, helped to reduce prejudice. Since then, his theory has been confirmed by a number of studies of desegregated school environments as well as in other contexts where intergroup contact occurs, such as in other countries, outside of schools, and involving situations other than race (for a review, see Pettigrew & Tropp, 2006). Although it would be impossible to get a full sense of each teacher's intergroup contact experiences from this survey, there are several examined measures including: percentage of other race students in the elementary school they attended, racial composition of current faculty, and racial composition of

[4] As we will discuss later, more than 13 teachers reported using practices that did take into account the backgrounds of their students. This discrepancy in responses may suggest confusion on the part of some teachers.

students at their current school. The prior CRP report analyzing the teacher survey found that white teachers—who are the overwhelming majority of teachers in both this sample and the entire teaching force—had the least intergroup contact in terms of early diverse exposure, other-race faculty members, and a diverse group of students. Perpetuation theory suggests that those who have desegregated schooling experiences are more likely to work in diverse settings, attend diverse colleges, and live in integrated neighborhoods (e.g., Wells & Crain, 1994), which conversely creates a cycle of racial isolation for segregated students. Although we will not specifically examine teachers' reported exposure to diversity in relation to preparation or practices, it is important to keep in mind that teachers of color in this sample have more interracial exposure than do white teachers, which is consistent with other research (e.g., Gomez, 1993).

Teacher Preparation

Preparation can include both preservice training and on-going preparation and training opportunities offered by the school, the district, or outside organizations for teachers once they hold a teaching position. It can also be informally gained by teachers who seek out others or use additional resources to learn about teaching. To examine preparation, we analyze teachers' responses to several questions about training for different diversity-related practices, their orientation at their school, whether they have observed a skillful teacher in a diverse classroom (see Sleeter, 2007 for a discussion of the importance), and whether they turn to others as resources to learn about different race, ethnicity, or other cultures. We did *not* ask questions evaluating the quality of preparation opportunities, but this report analyzes which teachers have had the opportunity—and have availed themselves of other opportunities—to prepare for teaching in diverse classrooms and schools. We also do not have information on *when* the training occurred and thus whether, for example, teachers who are teaching in schools with a high percentage of students of color may have had more training in diversity before they took such a teaching position or after they were in a school with many students of color.

The survey asked three questions specifically about training focused on preparing teachers for racially diverse schools: whether they have training (1) to include diverse cultures in their curriculum, (2) on the learning styles of different racial/ethnic groups, and (3) in assigning to students to create racially diverse groups. In addition, there was a question about training to teach English Language Learners.

Including the Contributions of Diverse Cultures in Curriculum

Twice as many teachers in this sample reported that their training about the contributions of diverse cultures was substantial. In fact, the number of teachers who reported very little or no training in this area was less than half of those reporting substantial training. Importantly however, the percentages of teachers with high levels of training in this area disproportionately teach in schools with fewer white students. Teachers in schools and classrooms with the highest percentage of white students (at least 75%) are the least likely to report that they have had substantial training in incorporating diverse cultures and their contributions into their curriculum. Only 40% of teachers in schools with 75% or more white students reported at least "quite a bit" of training in this area, while 55% of teachers in schools with 25% or fewer white students did.

Table 1: Training in the Contributions of Diverse Cultures by Percentage of White Students in Teacher's School

Training in including diverse cultures and their contributions to society in curriculum		Percentage of White Students in School: 0-25%	25-50%	50-75%	75-100%	Total
None/Very Little	Count	22	20	28	102	172
	%	16%	13%	15%	19%	17%
Some	Count	38	58	65	216	377
	%	28%	39%	36%	40%	38%
Quite a Bit/Great Deal	Count	74	71	89	215	449
	%	55%	48%	49%	40%	45%
Total	Count	134	149	182	533	998

Source: Teaching in Multiracial Schools question 18e, NCES Common Core of Data 2005-06.[5]

We asked a subset of teachers about the racial composition of the students in their classroom, and also analyzed teacher training by *classroom* racial composition for these teachers. The highest percentage of teachers—more than half—who responded that they had "quite a bit" or a "great deal" of such training were teachers with diverse *classrooms* in which between 25-75% of the students they personally taught were white (table B-1 in appendix). At the school level, teachers in schools with the fewest percentage of white students (less than 25%) were the most likely to say that they'd had a substantial amount of training in incorporating diverse cultures (55% responded either "quite a bit" or "great deal").

Teachers in schools with the highest percentage of poor students reported more training in including diverse cultures and their societal contributions than teachers in schools with fewer poor students (see Table B-2 in Appendix). Thus, teachers in schools and classrooms with fewer students of color and low-income students are less likely to have training to include diverse cultures in their curriculum—schools in which, due to the lack of diversity in the student body itself, it might be desirable to use the curriculum to help students learn about people of different backgrounds.

In addition to differences in training by student composition, there are also differences by teacher characteristics. Almost a quarter of teachers with the most longevity at their schools, at least 20 years, report very little or no training on incorporating diverse cultures into their curriculum. Teachers with more experience are most likely to teach in the schools with the highest percentage of white students and faculty (over 70%, on average, in both cases), so theoretically they are not coming into as much contact with students or teachers from diverse contexts. At the same time, however, with the lack of teacher training—and the lack of faculty and students of color—the white students in these schools may not get much exposure to learning about multicultural issues. Teachers with more experience are also less likely than their peers to report that their training included substantial focus on including diverse cultures; only 37% responded "quite a bit" or a "great deal" compared with nearly half of their colleagues with fewer years at their school who gave such answers.

[5] The totals for the tables do not always add to the exact number of teachers participating in the survey, due to an occasional non-response from the participants.

Table 2: Training in the Contributions of Diverse Cultures by Years Teaching at Current School

Training in including diverse cultures and their contributions to society in curriculum		Years at Current School:				Total
		1-3	4-10	11-20	More than 20	
None/Very Little	Count	42	61	38	32	173
	%	17%	16%	16%	24%	17%
Some	Count	90	138	96	51	375
	%	36%	37%	40%	39%	38%
Quite a Bit/Great Deal	Count	116	177	109	49	451
	%	47%	47%	45%	37%	45%
Total	Count	248	376	243	132	999

Source: Teaching in Multiracial Schools questions 1b & 18e.

The contrast between teachers of different racial groups—specifically white teachers and all others—is stronger than the differences in any other teacher or student characteristics discussed above. A majority of teachers of color report that they have had either "quite a bit" or "a great deal" of training in including diverse cultures and their contributions to society in their curriculum, including sixty percent of Latino teachers, 58% of black students, 70% of mixed race teachers, and 57% of Asian teachers. By contrast, only 42% of white teachers have had a similar amount of training.

Table 3: Training in the Contributions of Diverse Cultures by Teacher's Race/Ethnicity

Training in including diverse cultures and their contributions to society in curriculum		Teacher's Race/Ethnicity							
		Hispanic	Non-Hispanic White	Black/ African-American	Asian/ Pacific Islander	Mixed Race	Native American	Refused/ Other	Total
None/Very Little	Count	5	156	4	4	3	0	1	173
	%	13%	18%	7%	29%	13%	0%	10%	17%
Some	Count	11	335	20	2	4	2	3	377
	%	28%	39%	35%	14%	17%	33%	30%	38%
Quite a Bit/Great Deal	Count	24	360	33	8	16	4	6	451
	%	60%	42%	58%	57%	70%	67%	60%	45%
Total	Count	40	851	57	14	23	6	10	1001

Source: Teaching in Multiracial Schools questions 18e, 47a & 47b.

Similar to patterns for individual teacher's race and teachers on faculties with more teachers of color were more likely to have had significant training about incorporating diverse cultures into their curriculum. In fact, 60% of teachers on faculties that were predominantly comprised of teachers of color had either quite a bit or a great deal of training; compared to only 40% of teachers on faculties with very few teachers of color.

Table 4: Training in the Contributions of Diverse Cultures by White Percentage of Faculty

Training in including diverse cultures and	Percent of faculty that is white:	Total

their contributions to society in curriculum		0-50%	50-80%	80-95%	95-100%	
None/ Very Little	Count	8	23	57	85	173
	%	9%	12%	19%	20%	17%
Some	Count	28	73	111	164	376
	%	30%	38%	37%	39%	38%
Quite a Bit/ Great Deal	Count	56	94	130	167	447
	%	61%	50%	44%	40%	45%
Total	Count	92	190	298	416	996

Source: Teaching in Multiracial Schools questions 10 & 18e.

The highest percentages of teachers who have had substantial training in incorporating diverse cultures are teachers in the Border region.[6] Over half of teachers in Border States (56%) have either "quite a bit" or "a great deal" of training; whereas less than 40% of Midwestern teachers have similar amounts of training (Table B-3 in appendix). The West and the South no longer have a majority of white students; in the West, Latino students are rapidly approaching white students in number while in the South, black and Latino students each comprise at least 20% of the total student enrollment. The Border region is the only other region aside from the South where black students are at least one-fifth of the student enrollment. The Midwest is the "whitest" region of the country, where almost three out of every four students are white. Despite the higher percentages of white students, the Northeast and Midwest have the highest percentage of black students in intensely segregated minority schools. More than half of black students in the Northeast attend such schools. For Latino students, the Northeast, South, and West are the places of highest concentration (Orfield & Lee, 2007).

Finally, a trend that will be seen throughout this report, elementary school teachers in this sample are the most likely to report that their training included a substantial focus on incorporating diverse cultures and their contributions to society in curriculum. Over half of elementary school teachers had at least "quite a bit" of such training while only one-third of high school teachers had a similar amount of training (Table B-4 in Appendix). Given these numbers, it is somewhat surprising that sixteen percent of all elementary schools are comprised of intensely segregated minority students, compared with 10.5% of high schools. Elementary schools were also the most likely to have nearly all-white faculties. High schools had the lowest percentage of almost all-white faculties as well as the fewest predominantly nonwhite staffs, indicating that these faculties were more integrated than elementary or middle schools. These numbers most likely stem from the current patterns of residential segregation and the configuration of attendance zones. Elementary schools tend to draw from the smallest areas, while boundaries for middle and high

[6] The Border region, as defined in this report, consists of the six states and the District of Columbia that were outside of the former Confederates states (which comprise the South region here) but had laws requiring school segregation prior to the *Brown* decision. The region definitions are--**South:** Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, & Virginia. **Border:** Delaware, Kentucky, Maryland, Missouri, Oklahoma, & West Virginia. **Northeast:** Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, & Vermont. **Midwest:** Illinois, Indiana, Iowa, Idaho, Kansas, Minnesota, Michigan, Nebraska, North Dakota, Ohio, South Dakota, & Wisconsin. **West:** Arizona, California, Colorado, Montana, Nevada, New Mexico, Oregon, Utah, Washington, & Wyoming. Alaska & Hawaii are excluded here because of their unique ethnic compositions and isolation from the regions studied.

schools tend to incorporate larger geographic spaces (Orfield, 2001). The disconnect between elementary school teachers reporting high levels of preparation for diversity and the segregated context of many of these schools will be examined later in the study.

Training in Racially Diverse Grouping

Grouping students by academic ability level is a widely accepted teaching practice. While there is evidence that students may benefit from short-term placement in homogenous learning groups, particularly in math and literacy (Hawley, 2007, p. 45), it is critically important for teachers to be made aware of the potential pitfalls of ability grouping. The stigma attached to a young student placed in a low-achieving group often consigns that same student to lower-level tracks for the duration of his/her school experience (Rist, 1975). Students tend to conform to the low or high academic expectations implicit in their group placement. Despite the widespread use of ability grouping in classrooms around the country, the practice is not generally supported by research suggesting that it is an effective teaching strategy (Slavin, 1988, p. 69).

There is an important difference between sorting students by ability and deliberately designing mixed ability student groups (also called Jigsaw, Aronson, 1978). Teachers who are prepared to effectively design racially diverse groups of students with differing ability levels are likely to encourage the development of key critical thinking skills, in addition to providing students with an opportunity to coach one another and form cross-racial friendships (Hawley, 2007, p. 44). Research has consistently suggested that well-designed cooperative learning groups increase the academic achievement of students of all ability levels (e.g., Stevens and Slavin, 1995; Cohen 2004) and help form cross-group friendships (Ziegler, 1981). This technique is particularly helpful in incorporating the diversity of students in desegregated schools (Slavin, 1995). These skills are becoming increasingly important and will serve students well in future multicultural settings.

At predominately white schools, 37% of teachers reported receiving very little or no training in creating racially diverse groups. Teachers at more racially diverse schools were more likely to have received training, though more than half the faculty in these settings still reported relatively little training in grouping students of racially diverse backgrounds.

Table 5: Training about racially diverse groups by percentage of white students

Training in assigning students to work in diverse groups		Percentage of White Students: 0-25%	25-50%	50-75%	75-100%	Total
None/Very Little	Count	24	18	55	198	295
	%	18%	12%	30%	37%	30%
Some	Count	50	60	52	174	336
	%	37%	40%	29%	33%	34%
Quite a Bit/Great Deal	Count	59	68	75	157	359
	%	44%	46%	41%	29%	36%
Don't Know/Refused	Count	1	3	0	5	9
	%	1%	2%	0%	1%	1%
Total	Count	134	149	182	534	999

Source: Teaching in Multiracial Schools questions 18h, NCES Common Core of Data, 2005-06.

Novice teachers are most likely to report that they had at least some training in assigning students to work in diverse groups (37%). Combined with new teachers reporting quite a bit or a great deal of training (40%), novice teachers are the most trained in designing diverse groups. Teachers working at their school the longest, at least 20 years, reported the least amount (29%) of substantial amount of training in assigning students to work in diverse groups. Regardless of the number of years of teaching experience, over 20% of all teachers report little or no training in designing diverse student groups.

Table 6: Training about racially diverse groups, by Years at Current School

Training in assigning students to work in diverse groups		Years at Current School: 1-3	4-10	11-20	More than 20	Total
None/Very Little	Count	58	123	70	45	296
	%	23%	33%	29%	34%	30%
Some	Count	91	113	84	48	336
	%	37%	30%	35%	36%	34%
Quite a Bit/Great Deal	Count	99	135	87	38	359
	%	40%	36%	36%	29%	36%
Don't Know/Refused	Count	1	5	2	1	9
	%	0%	1%	1%	1%	1%
Total	Count	249	376	243	132	1000

Source: Teaching in Multiracial Schools questions 1b & 18i.

Teachers in the most segregated region of the country, the Northeast, reported the least amount of training in assigning students to work in diverse groups: over two-fifths of teachers reported very little or no training in assigning students to racially diverse groups. Teachers in the West (78%) were most likely to report some to substantial training in the student grouping practices. In addition, nearly three-quarters of teachers in the South and Border regions also had extensive training.

Table 7: Training about racially diverse groups by Region of Country

Training in assigning students to work in diverse groups		Region of the Country:					
		Northeast	Border	South	Midwest	West	Total
None/Very Little	Count	54	25	47	104	63	293
	%	44%	24%	26%	35%	22%	30%
Some	Count	39	34	64	98	100	335
	%	32%	32%	36%	33%	35%	34%
Quite a Bit/Great Deal	Count	30	44	67	91	123	355
	%	24%	42%	37%	31%	43%	36%
Don't Know	Count	0	3	2	3	1	9
	%	0%	3%	1%	1%	0%	1%
Total	Count	123	106	180	296	287	992

Source: Teaching in Multiracial Schools questions 18i, NCES Common Core of Data, 2005-06.

White teachers were the least likely group to report substantial training in assigning students to work in diverse groups (33%). Teachers from underrepresented communities were by far the most likely to have received training in diverse grouping practices, with over half of Black and Latino teachers reporting quite a bit or a great deal of training.

Table 8: Training about racially diverse groups by teacher race/ethnicity

Training in assigning students to work in diverse groups		Teacher's Race/Ethnicity								
		Hispanic	Non-Hispanic White	Black/ African-American	Asian/ Pacific Islander	Mixed Race	Other	Native American	Refused	Total
None/Very Little	Count	4	273	10	4	2	0	2	1	296
	%	10%	32%	18%	29%	9%	0%	33%	13%	30%
Some	Count	16	288	18	4	8	0	1	2	337
	%	40%	34%	32%	29%	35%	0%	17%	25%	34%
Quite a Bit/Great Deal	Count	20	283	28	6	13	2	3	5	360
	%	50%	33%	49%	43%	57%	100%	50%	63%	36%
Don't Know/Refused	Count	0	8	1	0	0	0	0	0	9
	%	0%	1%	2%	0%	0%	0%	0%	0%	1%
Total	Count	40	852	57	14	23	2	6	8	1002

Source: Teaching in Multiracial Schools questions 18i, 47a & 47b.

With the trends reported in the previous table, it is not surprising that schools with the highest percentages of white faculty members had the most teachers (39% and 28%) reporting littler or no training in assigning students to work in diverse groups. Schools with more diverse faculties reported more substantial amounts of training.

Table 9: Training about racially diverse groups by White Percentage of Faculty

Training in assigning students to work in diverse groups		Percent of Faculty that is White: 0-50%	50-80%	80-95%	95-100%	Total
None/Very Little	Count	15	36	83	162	296
	%	16%	19%	28%	39%	30%
Some	Count	33	71	99	132	335
	%	36%	37%	33%	32%	34%
Quite a Bit/Great Deal	Count	43	82	116	116	357
	%	47%	43%	39%	28%	36%
Don't Know/Refused	Count	1	1	1	6	9
	%	1%	1%	0%	2%	1%
Total	Count	92	190	299	416	997

Source: Teaching in Multiracial Schools questions 10 & 18i.

Given the importance of designing heterogeneous and racially diverse groups of students, the fact that relatively few teachers have received training in this area is of concern. These numbers suggest that more teacher training is needed for the implementation of effective classroom grouping practices.

Teachers' use of racially-diverse groups

More than four out of five teachers report that they regularly assign students to diverse groups and less than 4% say they rarely or never use this practice. Teachers with the most experience at their current school are less likely to report regularly assigning students to diverse groups. The fewest percentage of teachers who regularly assign students to racially diverse groups are in schools with the fewest percentage of poor students, while the highest percentage of teachers do so in schools where a majority of students are from poor families. Finally, highlighting a theme that will be discussed in many sections below, high school teachers are the least likely to report using such a technique, while elementary school teachers are the most likely. High schools actually tend to be more diverse than elementary schools, though there are often tracking mechanisms that sort students by class and race. If that is true of the many of the teachers' schools in this sample, perhaps there is not enough diversity within teachers' classrooms to use racially diverse cooperative groups. These teachers may also be more acutely feeling the pressures of standardized testing, which may limit their utilization of practices designed to capitalize on racial diversity.

Table 10: Use of racially diverse groups by Years at Current School

Assign students to work in diverse groups		Years at Current School				Total
		1-3	4-10	11-20	More than 20	
Do Not Use	Count	1	1	1	0	3
	%	.7%	.5%	.9%	.0%	.6%
Rarely	Count	6	6	2	1	15
	%	4.3%	3.2%	1.7%	1.9%	3.0%
Occasionally	Count	22	26	12	16	76
	%	15.8%	13.9%	10.4%	30.2%	15.4%
Regularly	Count	110	154	100	36	400
	%	79.1%	82.4%	87.0%	67.9%	81.0%
Total	Count	139	187	115	53	494

Source: Teaching in Multiracial Schools questions 1a & 17h.

Table 11: Use of racially diverse groups by Percentage of Poor Students

Assign students to work in diverse groups		Percentage of students who are poor:				
		0-10%	10-25%	25-50%	50-100%	Total
Do Not Use	Count	0	2	1	0	3
	%	.0%	2.3%	.6%	.0%	.6%
Rarely	Count	2	2	4	5	13
	%	6.5%	2.3%	2.3%	2.7%	2.7%
Occasionally	Count	7	10	32	24	73
	%	22.6%	11.6%	18.7%	12.8%	15.3%
Regularly	Count	22	72	134	159	387
	%	71.0%	83.7%	78.4%	84.6%	81.3%
Total	Count	31	86	171	188	476

Source: Teaching in Multiracial Schools question 17h; NCES Common Core of Data, 2005-06.

Table 12: Use of racially diverse groups by Grade Taught

Assign students to work in diverse groups		Elementary, Middle, High Grade Taught			Total
		Elementary School	Middle School	High School	
Do Not Use	Count	2	1	0	3
	%	.8%	.8%	.0%	.6%
Rarely	Count	4	5	6	15
	%	1.6%	4.2%	4.9%	3.0%
Occasionally	Count	19	22	35	76
	%	7.5%	18.6%	28.5%	15.3%
Regularly	Count	230	90	82	402
	%	90.2%	76.3%	66.7%	81.0%
Total	Count	255	118	123	496

Source: Teaching in Multiracial Schools questions 2 & 17h.

Training in Learning Styles

Students bring a wide range of cognitive, social and affective learning styles to the classroom. An effective teacher should understand and adapt instruction to a variety of learning modalities. There is an assortment of learning styles for students within each racial group, and it may also be important to understand how a student's background may relate to their learning. A consensus panel suggested that effective teaching in a multiracial environment would mean that "[r]ather than rely on generalized notions of ethnic groups that can be misleading, effective teachers use knowledge of their students' culture and ethnicity as a framework for inquiry" (Banks et al., 2001, p. 198). To do so requires intensive instruction and practice, but more than one-quarter of teachers surveyed reported very little or no training about the learning styles of students of different racial/ethnic backgrounds, and only two-fifths reported a substantial amount of this training.

The fewest percentage of teachers with substantial training in the learning styles of different racial/ethnic groups are teachers in schools with the highest percentage of white students. Only 32% of teachers in these overwhelmingly white schools rated the extent of their training in different learning styles as either "quite a bit" or a "great deal"—almost as many teachers in these schools reported very little or no training. At least 46% of teachers in all other schools—and 53% of teachers in racially diverse, predominantly minority schools—reported similar levels of training in racial/ethnic groups' learning styles. Thus, it seems that teachers in overwhelmingly white schools are the least prepared to understand the particular learning needs of the existing diversity in their schools, in addition to not being ready for the changing demographics that will soon affect almost all-white schools.

Table 13: Training in Different Learning Styles, by Percent White of Teacher's School

Training in different learning styles of different racial and ethnic groups		Percentage of students who are white: 0-25%	25-50%	50-75%	75-100%	Total
None/Very Little	Count	30	28	35	167	260
	%	22%	19%	19%	31%	26%
Some	Count	42	41	61	197	341
	%	31%	28%	34%	37%	34%
Quite a Bit/Great Deal	Count	62	79	85	168	394
	%	46%	53%	47%	32%	39%
Don't Know	Count	0	1	1	2	4
	%	0%	1%	1%	0%	0%
Total	Count	134	149	182	534	999

Source: Teaching in Multiracial Schools question 18i, NCES Common Core of Data, 2005-06.

There are stark differences in the level of training that teachers of different racial/ethnic backgrounds have in the learning styles of students of different races/ethnicities. Less than 14% of white teachers—who comprise approximately 85% of the entire teaching force—report that they have had a "great deal" of training in the learning styles of different racial groups. By contrast, more than 20% of Hispanic teachers and over one-third of black teachers believed that they'd had a "great deal" of training in different learning styles. Although a small group of

teachers in this sample (N=23), nearly half of mixed-race teachers reported that they had had a great deal of training in the different learning styles of racial/ethnic groups.

Table 14: Training in Different Learning Styles by Teacher's Race/Ethnicity

Training in different learning styles of different racial and ethnic groups		Teacher's Race Ethnicity								
		Hispanic	Non-Hispanic White	Black/ African-American	Asian/ Pacific Islander	Mixed Race	Other	Native American	Refused	Total
None/Very Little	Count	4	237	12	2	4	0	2	0	261
	%	10%	28%	21%	14%	17%	0%	33%	0%	26%
Some	Count	15	302	12	4	3	0	2	4	342
	%	38%	35%	21%	29%	13%	0%	33%	50%	34%
Quite a Bit/Great Deal	Count	21	311	32	8	16	2	2	3	395
	%	53%	37%	56%	57%	70%	100%	33%	38%	40%
Don't Know	Count	0	2	1	0	0	0	0	1	4
	%	0%	0%	2%	0%	.0%	0%	0%	13%	0%
Total	Count	40	852	57	14	23	2	6	8	1002

Source: Teaching in Multiracial Schools questions 18i, 47a & 47b.

More teachers in schools where 95% or more of teachers were white reported that they had little or no training in different learning styles (139) than did teachers who reported a substantial amount of training in different learning styles (131). Approximately half of teachers on faculties that had the greatest percentages of nonwhite teachers reported either "quite a bit" or a "great deal" of training (Table B-5 in Appendix B).

There is a pronounced difference among teachers' training in different learning styles by their length of employment at their current schools. As seen above on other types of training, teachers who have been at their current school less than three years are the most likely to have substantial training in the learning styles of different racial/ethnic groups, and teachers who have been at their school at least twenty years are the least likely to have such training (just over one-third of these teachers). In fact, among the longest tenured teachers, the number of teachers reporting very little training in this area was almost equivalent to the number reporting a substantial amount (see Appendix Table B-6).

Less than one-third of teachers in the Northeast and Midwest—regions with high student segregation—reported substantial training in the learning styles of different races/ethnicities. In fact, 40% of teachers in the Northeast said they'd had very little or no such training. By contrast, nearly half of teachers in the South reported substantial amounts of training about the different learning styles of students (see Appendix Table B-7).

Training for ELL students

In addition to the increasing racial diversity of students, there are a growing percentage of ELL students in the public schools. In 2005-06, there were more than 4.2 million students who were not native English speakers, which represented 9.6% of the total enrollment.[7] Issues of linguistic diversity are affecting more schools: one estimate of ELL students suggested that nearly half of all public schools enrolled English Language Learners (Zehler et al, 2003). NCES Common Core Data does not report the number of ELL/LEP students at the school level, and therefore it was impossible to link teachers' responses about ELL strategies in this survey to the number of ELL students in their schools. In this section, we briefly explore a few interesting patterns among teachers' reported training and use of strategies to help ELL students achieve. Given the fact that so many schools have English Language Learners, this is clearly a topic related to teaching in diverse schools that is important to investigate further beyond the few related questions in this survey (see Gandara, Maxwell-Jolly, 2005).

More than one in three teachers in this sample reported very little or no training in strategies to help English Language Learners (ELL). The percentage of teachers with little training was much higher in the Northeast—almost half of teachers—while only one in six teachers in the West had such little training. There were also significant differences by teacher race/ethnicity: more than one-third of white and black teachers had very little or no training in strategies to help ELL students while just over one-tenth of teachers of all other racial/ethnic backgrounds had such little training. Finally, not surprisingly, schools with at least 10% ELL students had twice as many teachers who reported extensive training in strategies to help ELL students achieve (51%) than schools with less than 10% ELL students (24% of teachers).

There were substantial grade-level differences in how regularly teachers employed strategies targeted to help ELL students achieve. Nearly three out of four elementary school teachers reported using such strategies regularly while just over half of middle and high school teachers used strategies for ELL students to such an extent.

[7] Five states did not report the number of ELL/LEP students.

Table 15: Use of strategies for ELL students, by Grade Level Taught

Use strategies and materials designed to help English language learners achieve		Elementary, Middle, High Grade Taught			Total
		Elementary School Grade	Middle School Grade	High School Grade	
Do Not Use	Count	16	4	3	23
	%	5.0%	2.9%	1.7%	3.6%
Rarely	Count	12	11	13	36
	%	3.7%	7.9%	7.3%	5.6%
Occasionally	Count	57	45	57	159
	%	17.6%	32.4%	31.8%	24.8%
Regularly	Count	236	78	105	419
	%	73.1%	56.1%	58.7%	65.4%
Don't Know/Refused	Count	2	1	1	4
	%	.6%	.7%	.6%	.6%
Total	Count	323	139	179	641
	%	100.0%	100.0%	100.0%	100.0%

Source: Teaching in Multiracial Schools questions 2 & 17f.

Higher percentages of teachers in schools with more low-income students report regularly using strategies to help ELL students succeed. In schools with the lowest percentage of poor students, just over half of teachers report regularly using strategies to help ELL students achieve. In addition, one-fourth of teachers in these schools say they use these strategies rarely or not at all. By contrast, three out of four teachers in schools with a majority of poor students report regularly using strategies and materials to help ELL students achieve.

Table 16: Use of strategies for ELL students, by Percentage of Low-Income students

Use strategies and materials designed to help English language learners achieve		Percentage of students from low-income families:				Total
		0-10%	10-25%	25-50%	50-100%	
Do Not Use	Count	9	5	3	5	22
	%	12.0%	3.6%	1.4%	2.6%	3.6%
Rarely	Count	9	7	10	8	34
	%	12.0%	5.1%	4.8%	4.2%	5.6%
Occasionally	Count	14	34	62	36	146
	%	18.7%	24.8%	29.7%	18.8%	23.9%
Regularly	Count	41	89	134	142	406
	%	54.7%	65.0%	64.1%	74.3%	66.3%
Don't Know/Refused	Count	2	2	0	0	4
	%	2.7%	1.5%	.0%	.0%	.7%
Total	Count	75	137	209	191	612
	%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Teaching in Multiracial Schools question 17f, NCES Common Core of Data, 2005-06.

There were similar patterns by white percentage of students. These findings suggest that ELL students in schools with few students of color and/or poor students—which also tend to have fewer ELL students—may be in schools where few teachers neither have the training nor regularly employ strategies that are designed to help these students achieve.

Teacher preparation for diverse classrooms is not limited to training about certain techniques. Many on-going opportunities for professional development around issues of diversity are available to educators at their schools. This next section explores the ways in which teachers are exposed to or take advantage of those learning opportunities.

School-Based Learning Opportunities about Diversity

Did Orientation Include Information on the Community the School Serves?

Teacher orientation is a standard practice in school districts across the country. Though the length of time may vary, orientation generally occurs during the week prior to the beginning of the school year. It is an important professional development opportunity for returning teachers, and it should serve as an introduction to the school and its surrounding community for new educators. There is little other structured opportunity for this information to be presented to new teachers during the hectic weekdays of the school year.

Given the significance of teachers' orientation, it is important to note that the highest percentage of teachers who report that their orientation included information on the community that the school serves were teachers at schools with the highest percentage of white students. Taking into account the high percentage of white teachers in 75-100% white schools—schools with 20% or fewer black and Latino students had an average of more than 90% of teachers who were white—these teachers may be the teachers who need such orientation the least. Given the high isolation of white teachers surveyed in terms of their own schooling experiences and faculty diversity (Frankenberg, 2006, pp. 22-23), teachers in more diverse schools may be more in need of orientation about their diverse students and the community their schools serve.

Table 17: Orientation about School's Community, by White Percentage of Students in Teacher's School

Orientation included information on school's community		Percentage of white students in teacher's school: 0-25%	25-50%	50-75%	75-100%	Total
Yes	Count	72	79	94	318	563
	%	54%	53%	52%	60%	56%
No	Count	57	63	88	201	409
	%	43%	42%	48%	38%	41%
Don't Know	Count	4	7	0	14	25
	%	3%	5%	0%	3%	3%
Total	Count	133	149	182	533	997
	%	13%	15%	18%	54%	100%

Source: Teaching in Multiracial Schools question 19, NCES Common Core of Data, 2005-06.

The fact that most teachers are from middle-class backgrounds suggests that teachers might lack understanding about the particular needs and context of low-income students and their families, which would make it important for orientation to include information about low-income communities. Teachers in schools of concentrated poverty (where at least half of students are from low-income families) were the least likely to have orientation that included information about the school's community—less than half of teachers in such schools received that training. The highest percentage of teachers who learned about their community during orientation were teachers in schools with the fewest percentage of poor students: 64% of teachers in schools with less than 10% low-income.[8]

Table 18: Orientation about School's Community, by Low-Income Percentage of Students in Teacher's School

Orientation included information on school's community		Percentage of students in schools from low-income families:				Total
		0-10%	10-25%	25-50%	50-100%	
Yes	Count	80	129	187	139	535
	%	64%	57%	61%	50%	57%
No	Count	40	91	118	131	380
	%	32%	40%	38%	47%	40%
Don't Know	Count	6	7	2	8	23
	%	5%	3%	1%	3%	2%
Total	Count	126	227	307	278	938

Source: Teaching in Multiracial Schools question 19, NCES Common Core of Data, 2005-06.

Interestingly, both newer teachers and teachers who are new to their school report at the highest level that their orientation included information about the communities their school served, 63.5% and 68.7% respectively. Likewise, less than half of teachers who had taught for 20 years or more or who had been at their current school for at least 20 years indicated that they had had such information during their orientation. This suggests a positive trend that more schools may be offering teachers information about their surrounding community when they first begin working.

Table 19: Years of Teaching Experience and at Current School

		Years of Teaching Experience				Total	Years at Current School			
		1-3	4-10	11-20	More than 20		1-3	4-10	11-20	More than 20
Yes	Count	70	132	195	169	566	171	201	130	63
	%	64%	57%	61%	50%	57%	69%	54%	54%	48%
No	Count	27	99	101	182	409	76	164	106	62
	%	32%	40%	38%	47%	40%	31%	44%	44%	47%
Don't Know	Count	1	5	8	11	25	1	10	7	7
	%	5%	3%	1%	3%	2%	0%	3%	3%	5%
Total	Count	98	236	304	362	1000	248	375	243	132

Source: Teaching in Multiracial Schools questions 1a, 1b, & 19.

[8] There was not poverty information for all teachers' schools. Thus, throughout this report, the Ns for any tables where data are disaggregated by students' poverty status will be lower than in other tables.

Finally as seen throughout this report, the percentage of teachers whose orientation included information about the community differed substantially by the grade level of students served. Nearly three-quarters of elementary school teachers (71.4%) reported that their orientation included information about the school's community while only a little over half of middle school teachers had learned about their school's community when they joined their school's faculty. Interestingly, teachers in high schools—which tend to serve larger geographic areas—reported learning about their school's community at a higher rate than middle schools (Table B-8 in Appendix).

Even for teachers (and schools) that report higher rates of learning about their community, additional questions remain: How do schools continue to disseminate the information, including to teachers who have been in their current schools for many years? Do teachers need follow-up information about the community at certain intervals? What is the best way for teachers to be aware of changing demographics in communities going through rapid transition?

Observation of Teacher who Excels in Diverse Classrooms[9]

Observing effective teachers in racially diverse classrooms is a crucial component of professional development for preservice and inservice teachers. These observations serve both to dispel any preconceived notions that competent teaching in these classrooms is impossible, and also to help teachers envision what good teaching practices for multiracial students might look like (Sleeter, 2007).

Teachers with the highest percentage of white students are the least likely to report having had the opportunity to observe a skillful teacher in diverse classrooms. Less than two-thirds (65.6%) of teachers in 75-100% white schools had had such an opportunity. Three-quarters of teachers in more diverse schools (schools with 25-75% white students), however, had been able to observe teachers who excel in diverse classrooms.

Table 20: Opportunity to observe a skillful teacher in diverse classrooms, by Percentage of White Students

Opportunity to observe a skillful teacher in diverse classrooms		Percentage of White Students:				Total
		0-25%	25-50%	50-75%	75-100%	
Yes	Count	67	103	133	124	427
	%	71%	75%	76%	66%	72%
No	Count	26	35	43	65	169
	%	28%	25%	24%	34%	28%
Total	Count	93	138	176	189	596

Source: Teaching in Multiracial Schools question 20, NCES Common Core of Data, 2005-06.

Teachers with the lowest percentage of poor students were the least likely to have had the opportunity to observe a skillful teacher of diverse students, which is in contrast to the trends of

[9] This question was only asked of teachers who estimated that there were at least 10% of students from two or more racial/ethnic groups (coded as "diverse" for sampling purposes), N=600.

providing community information during orientation discussed above. Less than two-thirds of teachers, or 62.5% of teachers with the lowest percentage of poor students, have observed teachers in diverse classrooms (table 19). It should be noted that there are a small number of teachers (40) in schools that are both diverse and with a low percentage of poor students.

Table 21: Opportunity to observe a skillful teacher in diverse classrooms, by Percentage of Low-Income Students

Opportunity to observe a skillful teacher in diverse classrooms		Percentage of Students from Low-Income Families:				Total
		0-10%	10-25%	25-50%	50-100%	
Yes	Count	25	84	146	159	414
	%	63%	74%	71%	73%	72%
No	Count	15	30	59	58	162
	%	38%	26%	29%	27%	28%
Total	Count	40	114	205	217	576

Source: Teaching in Multiracial Schools question 20, NCES Common Core of Data, 2005-06.

A higher percentage of novice teachers, or those with 1-3 years of teaching experience, have had the opportunity to observe a teacher who is skilled in teaching diverse students than have more experienced teachers. More than three-fourths of novice teachers (76%) have had such an observation experience (Table B-9 in Appendix), which may suggest an encouraging trend.

In contrast to the trends regarding orientation including information about a school's community, teachers with the most longevity at their current school reported the opportunity to observe a teacher in a diverse classroom to a higher extent. Almost 80% of teachers who had been at their school for at least 20 years had been given the opportunity to observe a teacher in a diverse classroom. By contrast, only 68% of teachers who had been at their current school for less than three years had had similar observation opportunities.

Table 22: Opportunity to observe a skillful teacher in diverse classrooms, by Years at Current School

Opportunity to observe a skillful teacher in diverse classrooms		Years At Current School:				Total
		1-3	4-10	11-20	More than 20	
Yes	Count	113	167	100	49	429
	%	68%	71%	74%	79%	72%
No	Count	52	67	36	13	168
	%	31%	29%	27%	21%	28%
Total	Count	165	234	136	62	597

Source: Teaching in Multiracial Schools questions 1b & 20.

Once again, more elementary school teachers report that their preparation included the opportunity to observe teachers who excelled in diverse classrooms—nearly three-quarters of elementary school teachers responded that they had observed teachers in diverse classrooms. The lowest percentage of teachers who reported such observation opportunities were middle

school teachers; only two-thirds of middle-school teachers observed skillful teachers (Table B-10 in Appendix). Middle school teachers seem to be less likely to have learning opportunities for diversity as seen here and above.

Exposure to model teachers in diverse classrooms also differs by the *faculty* diversity present in a teacher's school. In schools with higher percentages of teachers of color, higher shares of teachers also report the opportunity to observe a skillful teacher in diverse classrooms. For example, for schools in which more than half of teachers are minorities, 77% of teachers report that they were able to observe a teacher in a diverse classroom. By contrast, only 69% of teachers in schools in which more than 95% of the faculty were white had such an opportunity.

Table 23: Opportunity to observe a skillful teacher in diverse classrooms, by Percentage of White Teachers

		0-50% white	50-80% white	80-95% white	95-100% white	Total
Yes	Count	47	128	158	94	427
	%	77%	74%	70%	69%	72%
No	Count	14	44	67	42	167
	%	23%	25%	30%	31%	28%
Total	Count	61	172	225	136	594

Source: Teaching in Multiracial Schools questions 10 & 20.

In other words, teachers at schools that have fewer poor and minority students tend to have fewer opportunities to observe teachers who are effective in diverse classrooms. This is a matter of concern given the demographic trends of students.

Learning About Diversity from Others

Did Teachers Turn to Others to Learn about Race/Ethnicity?

Relying on fellow faculty and community members for information about the population of students that educators are serving is a valuable and important way to inform the teaching process. "Turning to" other educators or to the families of students might take the form of conversation and dialogue and may lead to recommendations for additional resources or better teaching practices. Across all teachers, high percentages of educators report that they have turned to others to learn about race, ethnicity, or other cultures, though the extent to which they turn to others—and who they turn to—differs by teacher characteristics and school context.

Similar to other trends in the preparation section, teachers with fewer years of teaching experience and with few years at their current school are more likely to be concerned about the need to learn more about race/ethnicity. When asked whether teachers turned to others to learn about race/ethnicity, the highest percentage of novice teachers and teachers new to their current school said that they had turned to others, 87.8% and 86.3% respectively. By contrast, less than 80% of veteran teachers with at least 20 years of teaching experience said that they turned to anyone, including only 75% of teachers who had been at the same school at least 20 years.

Table 24: Turning to Others to Learn About Race by Years of Teaching Experience and at Current School

		Years of Teaching Experience				Total	Years at Current School			
		1-3	4-10	11-20	More than 20		1-3	4-10	11-20	More than 20
Yes	Count	86	199	258	283	826	215	309	201	99
	%	87.8%	84.3%	84.9%	77.7%	82.4%	86.3%	82.2%	82.7%	75.0%
No	Count	12	36	45	78	171	33	65	40	33
	%	12.2%	15.3%	14.8%	21.4%	17.1%	13.3%	17.3%	16.5%	25.0%
Don't Know	Count	0	0	1	2	3	1	0	2	0
	%	.0%	.0%	.3%	.5%	.3%	.4%	.0%	.8%	.0%
Refused	Count	0	1	0	1	2	0	2	0	0
Total	Count	.0%	.4%	.0%	.3%	.2%	249	376	243	132

Source: Teaching in Multiracial Schools questions 1a, 1b, & 28.

Elementary school teachers are more likely than teachers of older students to turn to others to learn about race/ethnic issues. Nearly 87% of elementary school teachers report having turned to others, while under 80% of both middle school and high school teachers have similar relied on others (Table B-11 in Appendix). Perhaps this is at least partially a result of more opportunities for this in elementary school due to more team teaching, cooperative activities, and/or shared planning.

Teachers who work with higher percentages of white students report being less likely to turn to others as resources for diversity issues. Teachers across all schools turn to others at a high percentage rate, but teachers in schools where at least three-quarters of students are white turn to others at the lowest rate (79%). In contrast, those with less than a quarter of white students turn to others to learn about race and other cultures at the highest rate (87%). Teachers in schools with the highest percentage of white students are also the most likely to be white themselves, have faculty composition that is heavily white, and have had little exposure to non-white students in their own elementary schooling experience (Frankenberg, 2006). Those trends of white teacher isolation coupled with a sense of lessened need to turn to others suggest a lack of concern on the part of teachers in heavily white schools about race/ethnicity issues.

Table 25: Student Racial Composition and Turning to Others about Race

Turn to Others as Resource on Issues Related to Race/Ethnicity/Other Cultures		Percentage of White Students in School: 0-25%	25-50%	50-75%	75-100%	Total
Yes	Count	116	128	155	424	823
	%	86.6%	85.9%	85.2%	79.4%	82.4%
No	Count	18	20	27	106	171
	%	13.4%	13.4%	14.8%	19.9%	17.1%
Don't Know	Count	0	1	0	2	3
	%	.0%	.7%	.0%	.4%	.3%
Refused	Count	0	0	0	2	2
	%	.0%	.0%	.0%	.4%	.2%
Total	Count	134	149	182	534	999

Source: Teaching in Multiracial Schools question 28, NCES Common Core of Data, 2005-06.

The patterns of turning to others as a resource for learning about race/ethnicity are a bit more complex by faculty racial composition than they are by student racial composition. Teachers in schools where 95% or more teachers are white are the least likely to turn to others to learn about racial/ethnic issues (77%). By contrast, teachers with the most diverse faculties (50-95 percent white) are the most likely to turn to others (over 86%). Teachers where the faculty was predominantly minority were less likely to turn to others. Perhaps this indicates that teachers on more diverse faculties see their teaching colleagues as resources to cross racial/ethnic lines.

Table 26: Faculty Racial Composition and Turning to Others about Race

Turn to Others as Resource on Issues Related to Race/Ethnicity/Other Cultures		Percentage of Teacher's Faculty that is White: 0-50%	50-80%	80-95%	95-100%	Total
Yes	Count	76	164	260	322	822
	%	82.6%	86.3%	87.0%	77.4%	82.4%
No	Count	16	25	38	91	170
	%	17.4%	13.2%	12.7%	21.9%	17.1%
Don't Know/ Refused	Count	0	1	1	3	5
	%	.0%	.5%	.3%	.7%	.5%
Total	Count	92	190	299	416	997

Source: Teaching in Multiracial Schools questions 10 & 20.

Which Teachers Turn to Teachers of the Group they're trying to learn about?

Next, we examine *who* teachers turn to in order to learn about other groups. In particular, if teachers report a high likelihood to turn to teachers across racial/ethnic lines, it would suggest the need to focus on efforts to create racially diverse faculties.[10] In fact, 87% of teachers report

[10] This question was only asked to a subset of teachers, those who responded that they turned to others.

turning to teachers of the group they are trying to learn about, suggesting that diverse faculties might help teachers' learning opportunities for diversity.

Among teachers who turn to others to learn about other groups, teachers in schools with the lowest percentage of white students overwhelmingly (95%) report that they turn to teachers of the group they are trying to learn more about. By contrast, teachers with the highest percentage of white students, at least 75%, are the least likely (83%) to turn to other teachers of the target group. This could, of course, be due to the lack of diversity on faculties in those teachers' schools and/or district.

Table 27: Turning to Other Teachers as a Resource by Student Racial Composition

Teachers who are part of group you are trying to learn about		Percentage of White Students in School:				Total
		0-25%	25-50%	50-75%	75-100%	
Yes	Count	110	116	138	352	716
	%	94.8%	90.6%	89.0%	83.0%	87.0%
No	Count	6	12	17	71	106
	%	5.2%	9.4%	11.0%	16.7%	12.9%
Refused	Count	0	0	0	1	1
	%	.0%	.0%	.0%	.2%	.1%
Total	Count	116	128	155	424	823

Source: Teaching in Multiracial Schools question 29b, NCES Common Core of Data, 2005-06.

There is a similar gap by student poverty composition as to whether teachers turn to teachers of other groups to learn about different race/ethnicity/culture. Ninety-two percent of teachers in schools of concentrated poverty (where at least 50% of students were poor) viewed teachers of other groups as an educational resource, while only 81% of teachers in schools with the fewest percentage of poor students felt the same way (Table B-12 in Appendix).

As discussed above, teachers in schools where their faculty colleagues are overwhelmingly white were the least likely to turn to others to learn about differences in race, ethnicity or culture. Among those teachers who *do* turn to others, teachers in schools with extremely white faculties are also less likely to turn to other teachers as a resource (77%). By contrast, over 90% of teachers on more diverse faculties report turning to other teachers. These differences might indicate one drawback to having such extremely white faculty.

Table 28: Turning to Other Teachers as a Resource by Faculty Racial Composition

Teachers who are part of group you are trying to learn about		Percentage of faculty that is white:				Total
		0-50%	50-80%	80-95%	95-100%	
Yes	Count	72	156	241	247	716
	%	94.7	95.1	92.7	76.7	87.1
No	Count	4	8	19	74	105
	%	5.3	4.9	7.3	23.0	12.8
Refused	Count	0	0	0	1	1
	%	.0	.0	.0	.3	.1
Total	Count	76	164	260	322	822

Source: Teaching in Multiracial Schools questions 10 & 29b.

Teachers in the Northeast, where black and Latino student isolation is stark and the percentage of white teachers is the highest (93% in this sample), are substantially less likely (75%) than teachers in any other part of the country to turn to teachers of another group as a resource. By contrast, teachers in the South, where the faculty is most diverse (77% white), are the most likely to turn to teachers of other groups to learn more (Table B-13 in Appendix).

The numbers suggest that there is considerable value in consciously creating diverse faculties. Teachers who work in these settings are much more likely to turn to one another for support and for resources, increasing the likelihood of a productive learning environment for students.

Teachers are exposed to a number of different opportunities to learn about diversity, in training and as part of their professional development. The next section of the report examines which strategies teachers found to be most effective in helping them work with diverse populations of students.

Most Effective Way to Learn about Diversity

Across all racial/ethnic backgrounds, teachers report that students and families of the group they are trying to learn about are the most effective way to learn about race, ethnicity and culture. However, the racial/ethnic background of a teacher still plays a significant role in how helpful they perceive students and families to be.

White (46%) and Latino (41%) teachers are the least likely to believe that students and families are the best way to learn about issues of diversity while substantial majorities of black, Asian, and mixed race teachers find students and families to be very effective resources. Latino teachers favor teachers who are part of the group they're trying to learn about as resources (34.5%) as do white teachers (20%) who also favor other teachers (15%). Over 10% of Latino teachers also report that their own family is their best resource for learning about diversity issues.

African American teachers are likely (63.3%) to look to students and families when trying to learn about issues of race and diversity, but not nearly as likely as Asian (75.0%) and mixed race teachers (84.2%) Since mixed race and Asian teachers are most likely to be products of integrated schools themselves (Frankenberg, 2006, p. 26), these numbers might suggest that if a teachers' own educational experience provided him/her with a certain amount of exposure to diverse cultures, they are more comfortable looking to families and students of diverse backgrounds for support in understanding race and ethnicity. On the other hand, given that white, Latino and African American students tend to be highly segregated in American schools, (Orfield & Lee, 2007) teachers from those racial/ethnic groups may be somewhat less at ease seeking cross-cultural support and advice from students and families of different backgrounds.

Very few teachers—and no nonwhite teachers—thought university, print/online materials, and various support staff were effective resources. With the university-school partnerships that are being developed in many communities, it is worth exploring whether this reflects teacher disillusionment or whether teachers, particularly nonwhite teachers, feel that nobody can understand their experiences unless they are directly associated with their particular school.

These findings are consistent with earlier studies in which teachers found interaction with colleagues in their school to be more helpful sources of learning (broadly, not solely about diversity issues) because "they provide knowledge about practice that is specific to particular problems and teaching situations and because they are more personal, available, and immediate" (Smylie, 1989, p. 552 describing findings from Zahorik, 1987). In addition, Smylie's (1989) survey of almost 1800 teachers found that they rated consulting with fellow teachers as much more effective sources of learning than building administration.

Table 29: Teacher Race/Ethnicity and Learning about Diversity

Most Effective Way to Learn About Race/Ethnicity/Cultural Issues		Teacher's Race/Ethnicity							Total
		Hispanic	Non-Hispanic White	Black/ African-American	Asian/ Pacific Islander	Mixed Race	Native American	Refused	
Students/families of groups you are trying to learn about	Count	12	321	31	9	16	3	4	396
	%	41.4%	45.9%	63.3%	75.0%	84.2%	50.0%	66.7%	48.2%
Teachers who are part of group you are trying to learn about	Count	10	142	7	1	0	0	1	161
	%	34.5%	20.3%	14.3%	8.3%	.0%	.0%	16.7%	19.6%
Other teachers	Count	1	105	4	0	1	1	0	112
	%	3.4%	15.0%	8.2%	.0%	5.3%	16.7%	.0%	13.7%
School administrators	Count	0	11	1	0	0	0	0	12
	%	.0%	1.6%	2.0%	.0%	.0%	.0%	.0%	1.5%
School counselors	Count	0	23	2	1	0	0	1	27
	%	.0%	3.3%	4.1%	8.3%	.0%	.0%	16.7%	3.3%
Members of the community	Count	2	37	2	0	1	0	0	42
	%	6.9%	5.3%	4.1%	.0%	5.3%	.0%	.0%	5.1%
Your own friends and family	Count	3	22	2	0	0	0	0	27
	%	10.3%	3.1%	4.1%	.0%	.0%	.0%	.0%	3.3%
Someone else	Count	0	3	0	0	0	0	0	3
	%	.0%	.4%	.0%	.0%	.0%	.0%	.0%	.4%
Don't Know/Refused	Count	0	15	0	1	0	0	0	16
	%	.0%	2.1%	.0%	8.3%	.0%	.0%	.0%	1.9%
University/College	Count	0	5	0	0	0	0	0	5
	%	.0%	.7%	.0%	.0%	.0%	.0%	.0%	.6%
ELL/ESL Social Workers/Specialists	Count	1	7	0	0	0	1	0	9
	%	3.4%	1.0%	.0%	.0%	.0%	16.7%	.0%	1.1%
Print Materials/Online	Count	0	3	0	0	0	0	0	3
	%	.0%	.4%	.0%	.0%	.0%	.0%	.0%	.4%
Support Staff	Count	0	4	0	0	0	1	0	5
	%	.0%	.6%	.0%	.0%	.0%	16.7%	.0%	.6%
Total	Count	29	698	49	12	18	6	6	818

Source: Teaching in Multiracial Schools questions 30b, 47a & 47b.

When examining teachers' responses by the percentage of white students in their classroom, we find that homogeneous white classrooms disadvantage teachers in terms of limiting their use of

families, students and teachers of the group they are trying to learn more about. Teachers in classrooms where at least three-fourths of their students are white are the least likely to report that the most effective way to learn about diversity issues is through students and families (41.6%) or teachers (15.3%) of the groups they are trying to learn about. By contrast, over half of teachers in diverse, majority white classrooms believe that students and their families of the group they are trying to learn about are the most effective way to learn about diversity. These teachers are also the most likely to report that teachers of the target group are the most effective way to learn about race, ethnicity and other cultures.

Table 30: Most Effective Way to Learn about Diversity Issues by Percentage of White Students in Teacher's Classroom

Most Effective Way to Learn About Race/Ethnicity/Cultural Issues		Percentage of White Students in your classroom				Total
		0-25%	25-50%	50-75%	75-100%	
Students/families of groups you are trying to learn about	Count	57	60	67	57	241
	%	46.7%	49.6%	50.8%	41.6%	47.1%
Teachers who are part of group you are trying to learn about	Count	30	27	34	21	112
	%	24.6%	22.3%	25.8%	15.3%	21.9%
Other teachers	Count	14	16	14	23	67
	%	11.5%	13.2%	10.6%	16.8%	13.1%
School administrators	Count	3	4	1	3	11
	%	2.5%	3.3%	.8%	2.2%	2.1%
School counselors	Count	5	1	1	10	17
	%	4.1%	.8%	.8%	7.3%	3.3%
Members of the community	Count	2	5	6	9	22
	%	1.6%	4.1%	4.5%	6.6%	4.3%
Your own friends and family	Count	5	4	1	4	14
	%	4.1%	3.3%	.8%	2.9%	2.7%
Don't Know/Refused	Count	4	2	4	1	11
	%	3.3%	1.7%	3.0%	.7%	2.1%
University/College	Count	1	0	0	1	2
	%	.8%	.0%	.0%	.7%	.4%
ELL/ESL Social Workers/Specialists	Count	1	0	3	2	6
	%	.8%	.0%	2.3%	1.5%	1.2%
Support Staff	Count	0	2	0	3	5
	%	.0%	1.7%	.0%	2.2%	1.0%
Total	Count	122	121	131	134	509

Source: Teaching in Multiracial Schools questions 9 & 29b.

Learning about diversity through orientation, observations of fellow teachers and by turning to educators and families for advice are important steps in the process of preparing teachers to serve in racially diverse classrooms. Beyond garnering appropriate training and preparation, however, teachers must be able to access curriculum and materials that will enable the transfer of training into practice. The following section of this report deals with the availability of these all too critical resources for educators working in diverse schools.

Resources for Teaching in Diverse Schools

Finding and using appropriate resources that fairly represent the history and cultures of a diverse group of students is a critical component of effective teaching in multiracial classroom environments. Curriculum used in these classrooms should address and maximize the challenges and benefits inherent in bringing students with many different perspectives together (Hawley, 2007). Materials from organizations like Teaching Tolerance and Facing History help teachers design lessons that are representative of many different cultures and groups. Research suggests that providing students with examples of people who reflect their own racial or ethnic background is a critical part of both their learning process and identity development (Nieto, 2004; Delpit, 1995). Teachers should be prepared to use resources that are already available to them, in addition to finding and supplementing existing curriculum with materials that reflect the country's increasingly varied racial and ethnic makeup in order to better prepare students for living in this diverse society.

Importance of using materials that address racial/ethnic diversity

Nearly two-thirds of all teachers believe that using materials in their classroom to address racial/ethnic diversity is very important and another 30% believe it is at least somewhat important. White teachers were the least likely of teachers from any racial/ethnic group to report that using materials to address racial/ethnic diversity was "very important," with 62% of white teachers giving that response. African-American teachers reported the highest percentage of teachers that value the use of racial/ethnic materials at 83%--and *all* black teachers believed that using such materials was at least somewhat important.

Table 31: Teacher Race and Use of Materials About Racial/Ethnic Diversity

Using Materials That Address Racial and Ethnic Diversity		Teacher's Race Ethnicity								Total
		Hispanic	Non-Hispanic White	Black/ African-American	Asian/ Pacific Islander	Mixed Race	Other	Native American	Refused	
Not at all Important	Count	2	3	0	0	0	0	0	0	5
	%	5.0%	.4%	.0%	.0%	.0%	.0%	.0%	.0%	.5%
Not too Important	Count	1	31	0	0	1	0	1	1	35
	%	2.5%	3.6%	.0%	.0%	4.3%	.0%	16.7%	12.5%	3.5%
Somewhat Important	Count	9	281	10	4	4	0	1	4	313
	%	22.5%	33.0%	17.5%	28.6%	17.4%	.0%	16.7%	50.0%	31.2%
Very Important	Count	28	527	47	10	18	2	4	3	639
	%	70.0%	61.9%	82.5%	71.4%	78.3%	100.0%	66.7%	37.5%	63.8%
Don't Know	Count	0	10	0	0	0	0	0	0	10
	%	.0%	1.2%	.0%	.0%	.0%	.0%	.0%	.0%	1.0%
Total	Count	40	852	57	14	23	2	6	8	1002

Source: Teaching in Multiracial Schools questions 33, 47a & 47b.

Given the earlier discussed patterns of elementary teachers being more willing to turn to others to learn about race/ethnicity, it is not surprising that they also report at a higher rate that using materials to address racial/ethnic diversity is "very important". Seventy-two percent of elementary school teachers believe this is very important, while just over half of high school teachers (52%) place similar importance on using materials that address racial/ethnic diversity. Further, almost ten percent of high school teachers view using racial/ethnic materials as "not at all important" or "not too important".

Table 32: Using Materials that Address Racial/Ethnic Diversity by Grade Level Taught

Using Materials That Address Racial and Ethnic Diversity		Elementary School Grade	Middle School Grade	High School Grade	Total
Not at all Important	Count	2	2	1	5
	%	.4%	.9%	.4%	.5%
Not too Important	Count	6	5	24	35
	%	1.2%	2.2%	8.7%	3.5%
Somewhat Important	Count	125	82	106	313
	%	25.1%	36.1%	38.3%	31.2%
Very Important	Count	358	137	144	639
	%	71.9%	60.4%	52.0%	63.8%
Don't Know	Count	7	1	2	10
	%	1.4%	.4%	.7%	1.0%
Total	Count	498	227	277	1002

Source: Teaching in Multiracial Schools questions 2 & 33.

Textbooks include racial/ethnic viewpoints

Nearly three out of four teachers report that their textbooks include racial/ethnic viewpoints, though teachers varied in their perception of the textbooks used. For example, teachers with fewer years of teaching at their current schools—teachers who are likely newer to the textbooks being used—were less likely to think (only 65%) that the texts incorporated racial/ethnic viewpoints. By contrast, four-fifths of teachers with more than ten years at their current school thought that racial/ethnic views were included in the texts. Similar patterns were seen among teachers by years of teaching experience (see Table B-14 in Appendix).

Table 32: Textbooks include racial/ethnic viewpoints, by years at current school

		Years at Current School:				Total
		1-3	4-10	11-20	More than 20	
Yes	Count	161	270	192	106	729
	%	64.7%	71.8%	79.0%	80.3%	72.9%
No	Count	73	86	40	24	223
	%	29.3%	22.9%	16.5%	18.2%	22.3%
Don't Know	Count	14	16	8	2	40
	%	5.6%	4.3%	3.3%	1.5%	4.0%
Total	Count	248	372	240	132	992

Source: Teaching in Multiracial Schools questions 1b & 31.

Higher percentages of white teachers (73%), and mixed race teachers (96%), believed that their textbooks represented racial/ethnic viewpoints. Two-thirds or fewer teachers who are Latino, black, and Asian thought that their textbooks included racial/ethnic viewpoints. These differences could reflect differences in the textbooks available to teachers of different races/ethnicities—due to the segregation of teachers—or it could be indicative of differences in how white teachers and teachers of color view the incorporation of racially diverse viewpoints.

Table 33: Textbooks include racial/ethnic viewpoints, by Teacher Race/Ethnicity

		Hispanic	Non-Hispanic White	Black	Asian	Mixed Race	Other/ Refused	Total
Yes	Count	27	625	36	9	22	11	730
	%	67.5%	73.4%	63.2%	64.3%	95.7%	68.8%	72.9%
No	Count	13	181	19	5	1	5	224
	%	32.5%	21.2%	33.3%	35.7%	.4%	31.3%	22.3%
Don't Know	Count	0	38	2	0	0	0	40
	%	5.6%	4.3%	3.3%	1.5%	0	0	4.0%
Total	Count	40	852	57	14	23	16	994

Source: Teaching in Multiracial Schools questions 31, 47a & 47b.

Easy to Find High-Quality diversity materials

In addition to expressing the desire to use materials that address racial/ethnic diversity, it is important that quality diversity materials are easily accessible to teachers given the many demands on a teacher's time. Thirty percent of veteran teachers, those with more than 20 years of teaching experience, don't think it is easy to find high quality diversity materials. Only twenty percent of novice teachers (1-3 years of teaching experience) disagree, which suggests that they may have encountered diversity materials in their preparation programs. Overall only 21% of teachers agreed strongly that it was easy to find high-quality diversity materials, an indication that there may be a need for more such materials given the rapidly increasing diversity.

Table 34: Ease of Finding High-Quality Diversity Materials by Years of Teaching Experience

Easy to find high-quality materials incorporating diversity themes		Years of experience:				
		1-3	4-10	11-20	More than 20	Total
Disagree	Count	20	67	83	107	277
	%	20%	28%	28%	30%	28%
Neither Agree nor Disagree	Count	14	20	35	47	116
	%	14.3%	8.5%	11.6%	13.0%	11.6%
Agree	Count	63	146	177	202	588
	%	64%	62%	59%	56%	59%
Don't Know	Count	1	3	6	4	14
	%	1.0%	1.3%	2.0%	1.1%	1.4%
Total	Count	98	236	302	361	997

Source: Teaching in Multiracial Schools questions 1a & 34a.

Elementary school teachers, in addition to believing that it is more important to use materials to address racial/ethnic diversity, also believe that it is easier to find diversity materials. Sixty-five percent of elementary school teachers agree that it is easy to find high-quality diversity materials. Just over half of high school teachers agreed about the ease of finding high-quality diversity materials, which might be due to the testing demands on high-school teachers or the lack of availability of age-appropriate diversity materials.

Table 35: Ease of Finding High-Quality Diversity Materials by Grade Level Taught

		Elementary School Grade	Middle School Grade	High School Grade	Total
Disagree	Count	126	72	79	277
	%	25%	32%	29%	28%
Neither Agree nor Disagree	Count	44	31	41	116
	%	8.9%	13.8%	14.9%	11.6%
Agree	Count	322	118	148	588
	%	65%	53%	54%	59%
Don't Know	Count	4	3	7	14
	%	.8%	1.3%	2.5%	1.4%
Total	Count	496	225	276	997

Source: Teaching in Multiracial Schools question 34a, NCES Common Core of Data, 2005-06.

A troubling finding is that teachers in the two areas with the most diverse student enrollments, the West and the South, are the least likely to "strongly agree" that it is easy to find high-quality diversity materials. Less than twenty percent of teachers in the South and West strongly agreed that it was easy to find such materials. Further, 32% of teachers in the West *disagreed* that it is easy to find materials. Perhaps this is because existing diversity materials do not adequately capture the multiracial diversity present in many western states.

Table 36: Ease of Finding High-Quality Diversity Materials by Region of the Country

Easy to find high-quality materials incorporating diversity themes		Region of the Country					
		Northeast	Border	South	Midwest	West	Total
Disagree	Count	29	23	49	81	90	272
	%	24%	22%	27%	28%	32%	28%
Neither Agree nor Disagree	Count	17	12	13	37	36	115
	%	13.8%	11.3%	7.3%	12.6%	12.6%	11.7%
Agree	Count	71	70	115	174	154	584
	%	58%	66%	64%	59%	54%	59%
Don't Know	Count	4	1	2	2	5	14
	%	3.3%	.9%	1.1%	.7%	1.8%	1.4%
Total	Count	123	106	179	294	285	987

Source: Teaching in Multiracial Schools question 34a, NCES Common Core of Data, 2005-06.

Supplement with materials about race/ethnic diversity

We asked teachers two questions about whether teachers often supplement their textbooks with materials for diversity. One question involved whether the supplements dealt directly with racial/ethnic diversity, and the other dealt with the use of culturally relevant materials.

White teachers, as discussed above, were the least likely to believe that it was very important to use racial/ethnic diversity materials; they are also the least likely to actually supplement their textbooks with additional materials. Only 36% of white teachers "agree strongly" that they supplement with additional race/ethnic materials. By contrast over half of black teachers report that they supplement, and 45% of Latino teachers.

Table 37: Teacher Race and Supplement with Racial/Ethnic Diversity Materials

You often supplement textbooks with materials that address racial and ethnic diversity		Teacher's Race/Ethnicity								Total
		Hispanic	Non-Hispanic White	Black/ African-American	Asian/ Pacific Islander	Mixed Race	Other	Native American	Refused	
Disagree	Count	3	101	5	3	1	0	0	2	115
	%	8%	12%	9%	21%	4%	0%	0%	25%	12%
Neither Agree nor Disagree	Count	1	105	6	2	1	0	2	0	117
	%	2.6%	12.4%	10.5%	14.3%	4.3%	.0%	33.3%	.0%	11.7%
Agree	Count	34	631	46	9	21	2	4	6	753
	%	89%	74%	81%	64%	91%	100%	67%	75%	76%
Don't Know	Count	0	7	0	0	0	0	0	0	7
	%	.0%	.8%	.0%	.0%	.0%	.0%	.0%	.0%	.7%
Total	Count	38	849	57	14	23	2	6	8	997

Source: Teaching in Multiracial Schools questions 34b, 47a & 47b.

Given that elementary school teachers believe it's important to use racial/ethnic diversity materials and they believe it is easy to find such materials, it is not surprising that elementary teachers are the most likely to agree (82%) that they supplement their textbooks with racial/ethnic diversity materials. By contrast, only 71% of middle school teachers and 66% of high school teachers agree. While it is important to note that majorities of all teachers report at least to some extent supplementing their textbooks, there again seems to be a gap between the beliefs and usage by elementary school teachers and teachers of older children.

Table 38: Supplement with Racial/Ethnic Diversity Materials by Grade Level Taught

You supplement textbooks with materials that address racial and ethnic diversity		Elementary, Middle, High School Grade Taught			
		Elementary	Middle	High	Total
Disagree	Count	32	30	53	115
	%	6%	13%	19%	12%
Neither Agree nor Disagree	Count	48	32	37	117
	%	9.7%	14.2%	13.4%	11.7%
Agree	Count	408	161	184	753
	%	82%	72%	67%	76%
Don't Know	Count	5	1	1	7
	%	1.0%	.4%	.4%	.7%
Total	Count	496	225	276	997

Source: Teaching in Multiracial Schools question 34b, NCES Common Core of Data, 2005-06.

Interestingly, the two regions of the country with the highest percentage of black students—and teachers—the South and the Border regions - are the two areas in which teachers were the most likely to agree (81%) that they supplemented textbooks with materials to address racial/ethnic diversity. Teachers in the Northeast were the least likely to supplement textbooks, with only 63% reporting that they added materials to address racial/ethnic diversity (Table B-15 in Appendix). Teachers in the Northeast were also the oldest, with only one-third of teachers in the region under 45.

Supplement with Culturally Relevant Materials

A positive finding is that over 80% of all teachers report supplementing their textbooks with culturally relevant materials. Almost 60% of teachers in schools with at least 90% black and Latino students strongly agreed that they provided culturally relevant materials in addition to the textbook, while only 41% of teachers in schools with 10% or fewer students agreed strongly.

White and Asian[11] teachers are the least likely to agree that they supplement texts with culturally relevant materials, about one out of five did not agree. By contrast, over three-quarters of black teachers agreed strongly (75.4%) and over 90% of Latino and mixed race teachers agreed to some extent that the supplemented texts with culturally relevant materials. Only 43% of teachers from each racial/ethnic group agreed strongly that they supplemented.

[11] Asian teachers make up a very small percentage of our sample, and of the teaching force generally.

Table 39: Supplement with Culturally Relevant Materials by Teacher's Race/Ethnicity

You supplement textbooks with materials that are culturally relevant to students		Teacher's Race/Ethnicity								Total
		Hispanic	Non-Hispanic White	Black/ African-American	Asian/ Pacific Islander	Mixed Race	Other	Native American	Refused	
Disagree	Count	3	75	2	1	0	0	0	1	82
	%	8%	9%	4%	7%	0%	0%	0%	13%	8%
Neither Agree nor Disagree	Count	0	84	1	1	0	0	1	1	88
	%	.0%	9.9%	1.8%	7.1%	.0%	.0%	16.7%	12.5%	8.8%
Agree	Count	35	680	54	11	23	2	5	6	816
	%	92%	80%	95%	79%	100%	100%	83%	75%	82%
Don't Know	Count	0	6	0	0	0	0	0	0	6
	%	.0%	.7%	.0%	.0%	.0%	.0%	.0%	.0%	.6%
Total	Count	38	849	57	14	23	2	6	8	997

Source: Teaching in Multiracial Schools questions 34c, 47a & 47b.

Consistent with earlier trends, 88% of elementary school teachers agreed to some extent that they supplemented their textbooks with materials that were culturally relevant for their students. Only 74% of high school teachers agreed. Further, 13% of high school teachers *disagreed* with the statement, while only 4% of elementary school teachers (Table B-16 in Appendix). This, combined with earlier results, indicates reluctance on the part of teachers of older-aged students to incorporate additional material to provide a more diverse, inclusive curriculum. Perhaps they feel that their texts are already diverse, or perhaps this is due to other pressures.

Over half of teachers in schools where a majority of students come from low-income backgrounds report that they supplement with culturally relevant materials while lower percentages of teachers in schools with fewer low-income students reported supplementing their textbooks. Conversely twice as many teachers in relatively wealthy schools (where less than 10% of students are poor) than concentrated poverty schools disagreed that they supplemented texts. These trends could be due to the fact that teachers of more low-income students believe that their students' backgrounds aren't adequately including in existing texts or it could also be driven by the fact that schools of concentrated poverty tend to have fewer, more outdated curriculum resources (Tomlinson, 1993; Anyon, 1997).

Table 40: Supplement with Culturally Relevant Materials by Student Poverty Composition

You supplement textbooks with materials that are culturally relevant to students		Percentage of students in school who are poor: 0-10%	10-25%	25-50%	50-100%	Total
Disagree	Count	17	24	20	18	79
	%	14%	11%	7%	7%	8%
Neither Agree nor Disagree	Count	13	21	28	23	85
	%	10.3%	9.3%	9.2%	8.3%	9.1%
Agree	Count	95	178	253	234	760
	%	75%	79%	83%	84%	81%
Don't Know	Count	1	1	1	3	6
	%	.8%	.4%	.3%	1.1%	.6%
Total	Count	126	225	306	278	935

Source: Teaching in Multiracial Schools question 34c, NCES Common Core of Data, 2005-06.

A large majority of teachers across all schools agree at least to some extent that they supplement their textbooks with materials culturally relevant to their students, though teachers varied in the degree to which they agreed. Teachers on faculties with fewer white teachers are more likely to strongly agree that they supplement textbooks with culturally relevant materials for their students. Almost 60% of teachers in schools where the faculty was majority teachers of color agreed strongly compared with just over 40% of teachers in schools where white teachers were at least 95% of the faculty.

Table 41: Supplement with Culturally Relevant Materials by Faculty Racial Composition

You supplement textbooks with materials that are culturally relevant to students		Percentage of faculty in school who are white: 0-50%	50-80%	80-95%	95-100%	Total
Disagree	Count	7	20	20	35	82
	%	8%	11%	7%	8%	8%
Neither Agree nor Disagree	Count	5	15	26	41	87
	%	5.5%	7.9%	8.7%	9.9%	8.8%
Agree	Count	78	152	250	332	812
	%	86%	80%	84%	80%	82%
Don't Know	Count	1	2	1	2	6
	%	1.1%	1.1%	.3%	.5%	.6%
Total	Count	91	190	298	413	992

Source: Teaching in Multiracial Schools questions 10 & 34c.

More than half of teachers in the Border and South regions agreed strongly that they supplement textbooks with culturally relevant materials. In fact, 90% of teachers in the South at least somewhat agree that they supplement with culturally relevant materials. Less than 40% of teachers in the Northeast agreed strongly that they incorporated culturally relevant materials, and 16% disagreed that they supplemented their textbooks (Table B-17). Teachers in the Northeast then are the least likely to supplement their textbooks with culturally relevant or racial/ethnic

diversity materials, a region that happens to be one of the most segregated for black and Latino students.

The report began with an overview of the general preparation of teachers for diverse classrooms, and subsequently examined the resources available to educators serving diverse populations. The next section deals with the amount of time that teachers are realistically able to devote to multicultural lessons, given the increasing emphasis on testing in our public schools.

Standardized Testing Pressure

The highest percentage of teachers who felt like standardized testing pressure left them little time to incorporate multicultural issues in their teaching were teachers who taught in schools in which a majority of their students were from low-income families. Nearly three in four teachers in such schools agreed that they had little time for multicultural issues in their classrooms. On the other hand, more than one quarter of teachers in the schools with the lowest percentage of poor students disagreed with the statement that they were left with little time for multicultural issues. The fact that more than two-thirds of all teachers in this sample agreed to some extent that standardized testing pressure limited their ability to focus on multicultural issues is of concern. In schools that have racially isolated students and faculties these lessons may be some of the only ways in which students can learn about diversity.

Table 42: Standardized Testing Pressure Limits Focus on Multicultural Issues by Percentage of Low-income Students

Pressure from standardized testing leaves little/no time for dealing with multicultural issues in classroom		Percentage of students who are poor: 0-10%	10-25%	25-50%	50-100%	Total
Disagree	Count	33	52	62	47	194
	%	26%	23%	20%	17%	21%
Neither Agree nor Disagree	Count	13	26	41	28	108
	%	10%	12%	13%	10%	12%
Agree	Count	79	148	204	204	635
	%	63%	65%	66%	73%	68%
Don't Know	Count	1	1	1	0	3
	%	.8%	.4%	.3%	.0%	.3%
Total	Count	126	227	308	279	940

Source: Teaching in Multiracial Schools question 27d, NCES Common Core of Data, 2005-06.

As with differences by student poverty, more teachers in schools—almost 80% of teachers, in fact—with less than a quarter of white students than teachers in any other school agree that testing pressure leaves little time for multicultural issues.

Similar to the above patterns for percentage of white students in schools, the percentage of teachers who strongly agreed with the fact that standardized testing left little room for multicultural issues declined as the percentage of white students increased in their classroom.

Over 40% of teachers who had less than one in four students who were white agreed strongly that standardized testing limited their ability to address multicultural issues. By contrast, over 30% of teachers in classrooms where 75% or more of students were white disagreed with the notion that testing affected their ability to also address multicultural issues.

Table 43: Standardized Testing Pressure by Percentage of White Students

Pressure from standardized testing leaves little/no time for dealing with multicultural issues in classroom		Percent of White Students in your classroom				Total
		0-25%	25-50%	50-75%	75-100%	
Disagree	Count	18	21	33	50	122
	%	5%	6%	10%	10%	8%
Neither Agree nor Disagree	Count	14	15	21	16	66
	%	9.7%	10.9%	13.6%	9.8%	11.0%
Agree	Count	112	101	99	98	410
	%	77%	74%	64%	60%	68%
Don't Know	Count	1	0	1	0	2
	%	.7%	.0%	.6%	.0%	.3%
Total	Count	145	137	154	164	600

Source: Teaching in Multiracial Schools questions 10 & 27d.

Black and Latino teachers were the most likely to strongly agree that pressure from standardized testing left them little time for incorporating multicultural issues into their teaching. Over 40% of these teachers (45% of Latino teachers) agreed strongly that testing pressures limited multicultural issues. Only 28% of white teachers agreed so strongly, and even fewer percentage of Asian and mixed race teachers.

Table 44: Teacher Race, Standardized Testing, and Multicultural Education

Pressure from standardized testing leaves little/no time for dealing with multicultural issues in classroom		Teacher's Race/Ethnicity								Total
		Hispanic	Non-Hispanic White	Black/ African-American	Asian/ Pacific Islander	Mixed Race	Other	Native American	Refused	
Disagree	Count	4	177	13	1	5	1	2	1	204
	%	10%	21%	23%	7%	22%	50%	33%	13%	20%
Neither Agree nor Disagree	Count	4	103	2	5	2	0	1	1	118
	%	10.0%	12.1%	3.5%	35.7%	8.7%	.0%	16.7%	12.5%	11.8%
Agree	Count	31	570	41	8	16	1	3	6	676
	%	78%	67%	72%	57%	70%	50%	50%	75%	67%
Don't Know	Count	1	2	1	0	0	0	0	0	4
	%	2.5%	.2%	1.8%	.0%	.0%	.0%	.0%	.0%	.4%
Total	Count	40	852	57	14	23	2	6	8	1002

Source: Teaching in Multiracial Schools questions 27d, 47a & 47b.

Not only are there differences by an individual teacher's race, there are also differences regarding standardized testing pressure by the racial composition of a teacher's faculty as well (Table B-18 in Appendix). Teachers on predominantly nonwhite faculties were more likely than teachers on majority white faculties to agree—and agree strongly—that testing pressure left them with little time to address diversity issues.

In sum, these tables consistently show that teachers in schools with higher percentages of poor or minority students and/or teachers of color and teachers on faculties that are more diverse report feeling that pressure from standardized testing leaves little time for dealing with multicultural issues. The irony here is that these teachers would likely be those more inclined towards incorporating multicultural themes into their classroom if they didn't feel the pressure from standardized testing.

Discussion and Policy Implications

One of the central goals in the establishment of public schools in the United States was to educate children for their role as future citizens. Though we have added many other duties to the public education system, it is important not to lose sight of this fundamental responsibility that public schools are uniquely suited to accomplish. During the past quarter century, school reform efforts have focused on increasing accountability for schools, often measured through standardized testing. In some schools and districts this has led to an emphasis on a narrow curriculum focusing particularly on reading and math skills. Whatever may be the merits of this

focus,[12] issues relating to how to more effectively bring nonwhite young people into the American mainstream and how to prepare whites to be a successful minority in a multiracial society have been largely neglected. Previous research showed that it was possible to provide training and tools for teachers that would both improve race relations and academic achievement (see Orfield, 2007).

There are several findings that are worth revisiting. First, white teachers and teachers in schools with higher percentages of white and middle-class students were less likely to have preparation for racial diversity in the classroom. Demographic trends suggest that these schools may soon transition to more diverse student populations and are schools in which it will be important for teachers to have training in order to effectively educate all students. Additionally, in schools with homogeneous student enrollments, multicultural lessons are usually the only opportunity to try to educate students about the country's diversity and the contributions of these diverse groups to our society.

A positive trend noted in this study is that teachers with less years of experience reported more preparation. At the same time, they seemed to be more critical of their resources to teach about diversity (e.g., textbooks). Of course, retaining new teachers has proven challenging, and it would be important to investigate whether teachers who felt more prepared for diversity were more likely to stay in teaching and/or at diverse schools.

The survey asked teachers about their preparation in using one important proven method of improving both race relations and average achievement levels in diverse classrooms—integrated grouping of students for academic tasks. Preparation in this technique, extensively documented by Robert Slavin at Johns Hopkins, Elizabeth Cohen at Stanford, and others, is least common in heavily white schools, which is a warning sign about their readiness to deal with the rapid spread of diversity and threats of resegregation in large swaths of suburbia.

Another finding suggested that despite the relatively segregated contexts of most elementary schools, elementary school teachers are more likely to value the importance of diversity and adapt their teaching as a result. It is difficult from this survey to ascertain why this is the case, but one possible explanation is that better curriculum and materials addressing issues of diversity have been developed for students at that age level. Teacher educators and professional development coordinators need to consider infusing the training of teachers of all age levels with techniques for capitalizing on classroom diversity.

Finally, teachers were concerned about the effect of the emphasis on standardized testing in federal and state policy. Teachers in more heavily nonwhite schools, research shows, are most frequently sanctioned under these policies (Sunderman, Kim, & Orfield, 2005) and more of these teachers strongly agreed that standardized testing left little room for multicultural issues. Teachers were the least prepared to address these important issues in schools that were predominantly white, mostly middle-class, less likely to be sanctioned; and experiencing the least external testing pressure.

Policy implications that arise from these data include the following:

[12] See Sunderman, 2008 for an examination of the effectiveness of NCLB's emphasis on testing and accountability.

1) the urgent need for renewed efforts to recruit and retain more teachers of color, who consistently displayed more interest in, training for, and use of practices to teach about racial diversity and multicultural issues;
2) more recognition in schools of education and other teacher training institutions about the need to give priority to diversity and equity issues and to reflect this commitment in their own faculty;
3) the necessity for comprehensive training in multicultural education and in race relations techniques for all teachers in order to prepare educators for how to teach about these issues in both homogeneous and heterogeneous schools;
4) a serious effort to raise the priority of these issues in suburbia, where the most rapid racial change is occurring, since these data demonstrate that teachers in schools with few students of color or from low-income backgrounds feel least prepared to deal with this diversity; and
5) encouragement for districts and school leaders to recruit and assign teachers to produce more integration in the teaching force at the school level given the important role that a diverse faculty can play in educating both students and fellow teachers about these issues.

The rapidly shifting demographics of our country means teacher preparation must equip all teachers for the racial diversity of schools' current and future students. Issues of diversity can no longer be limited to teachers who are planning to teach in urban areas. This study highlights the need to take decisive policy action to ensure that teachers are not left behind in their training for multiracial classrooms. Teachers are the primary transmitters of knowledge in the American education system, and until their training and expertise reflect and meet the increasing demands of our changing society, students will suffer the consequences. In a swiftly changing landscape, teachers must be prepared to guide and instruct students in adapting to new racial realities.

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Appendix A: Survey and Sample[13]

In fall 2005, the Civil Rights Project, in collaboration with the Southern Poverty Law Center, Greenwald & Associates,[14] and a group of educational experts with expertise in school desegregation and teaching in diverse schools,[15] designed a survey to investigate teachers' beliefs and practices as they relate to race in their schools. The telephone survey consisted of 47 items, including background questions about teachers and the schools they taught in. Questions addressed teachers' training for working in diverse classrooms, school environments, racial attitudes, curricular resources available to address diversity, and teaching practices. Teachers were assured of the confidentiality of their responses in order to minimize any pressure to give what they perceived to be "correct" responses to questions about sensitive topics. The intent was to gain a more accurate understanding of the racial/ethnic factors that interact with teaching and learning in public schools at the beginning of the 21st century.

The survey was pilot tested by the Civil Rights Project in Cambridge, Massachusetts and by National Research,[16] and minor modifications to the survey instrument were made for clarity in response to teachers' feedback. National Research then conducted the survey by telephone during November and December 2005 using a sample list of teachers that was generated from the National Education Association (NEA) membership lists. The NEA provided a list of 25,000 teachers that were randomly selected from their membership lists. National Research randomly contacted teachers from the list, and an initial screening question ensured that the respondent was a classroom teacher.[17] In order to ensure proper sampling methodology, National Research made up to six attempts (at different times on different days, including weekends) by professional interviewers for each sample record. Seventy-seven percent of the NEA members that were contacted agreed to participate in the survey, and 48% were qualified and completed the survey.[18] Because of the subject of this study, there was a target of having 60% of teachers in the sample from diverse schools.

The final sample included responses from 1,002 public school teachers from 48 states.[19] Teachers' school characteristics (including information about the racial and poverty composition of the student body and total enrollment size) were obtained by merging each teacher's responses

[13] Taken from Frankenberg, 2006.
[14] Greenwald & Associates is a public opinion and market research company.
[15] The group of educational experts who helped develop the survey instrument included Linda Darling-Hammond, Stanford University; Patricia Gándara, University of California; Willis Hawley, University of Maryland; Christine Sleeter, California State University, Monterrey Bay; and William Trent, University of Illinois, Urbana-Champaign. Stanley Presser, University of Maryland, with expertise in survey methodology, also participated in the initial survey development meeting along with CRP, SPLC, and Greenwald & Associates staff.
[16] National Research is affiliated with Greenwald & Associates, and is a data-collection firm with experience in telephone interviewing.
[17] The first question asked, "In your current job, are you primarily responsible for providing classroom instruction to students?" If respondents answered "No," the call was terminated.
[18] The lower percentage of people completing the survey could be due to the fact that counselors, administrators, and support staff may also be members of NEA but no longer classroom teachers and therefore would have responded no to the initial screening question. The NEA has over 3 million members, which includes K-12 teachers, support staff, administrators, and higher education faculty.
[19] There are no teachers from Michigan or Pennsylvania in the dataset.

to the survey with data about their school as listed on their NEA record from the 2005-06 Public School Universe of NCES Common Core Data (CCD).[20]

Sample Description

In general, the characteristics of teachers in this sample are comparable to those of the entire public school teaching force; in particular, the racial and gender composition of teachers is similar to the public teaching population (see Table A-1). The teachers in the sample are drawn from urban, suburban, and rural districts, including some of the largest districts in the country. Teachers in the sample had more years of teaching experience, on average, and fewer teachers were new to their schools than the entire teaching force, however. Given the fact that the sample included more experienced teachers, on average, it is not surprising that there were a higher percentage of teachers with education beyond a bachelor's degree and with certification in the subject they were teaching in the sample than the entire teaching force.

Table A-1: Characteristics of Teachers in Sample and All Public School Teachers

	Sample	National
Years as a teacher (average)	16.9	14
Novice teachers (<3 years)	9.8%	17.8%
New at current school (<3 yrs)	24.9%	42.8%
Race[21]: Non-Hispanic White	85.0%	83.1%
Non-Hispanic Black	5.7%	7.9%
Hispanic	4.0%	6.2%
Multiracial	2.3%	0.7%
Asian	1.4%	1.3%
Age (average)	45.6	42.5
Female	79.5%	75%
Bachelors or less was highest degree	40.5%	51.9%
Certification in subject taught	96.2%	87.3%

Source: "Teaching in Multi-Racial Schools" survey questions 1a, 1b, 3, 45, 46, 47a, 47b, & 48; National numbers from 2003-04 Schools and Staffing Survey, NCES 2006-313.

The students taught by teachers in the sample are similar to all public school students. The racial composition of students taught by teachers in this sample is similar to the racial composition of students nationally, with a slightly higher percentage of white students taught by teachers in the sample and lower percentages of black and Hispanic students (Table A-2). Although virtually every school in the sample has students receiving free or reduced price lunch,[22] there is a slightly lower percentage of low-income students overall in our sample's schools than nationally. There

[20] Although one of the questions asked teachers to give an estimate of the racial composition in their school, in most tables below, we have relied on NCES data as a measure of the racial composition of the schools' student bodies unless otherwise noted.

[21] The racial/ethnic categories in this survey are different from how teachers were categorized by NCES's Schools & Staffing Survey. There were also 6 teachers that identified as Native American, 2 as other, and 8 refused to identify their race or ethnicity. Due to the small numbers of each, when analyzing responses by teacher race, these categories are not included below.

[22] Free/reduced price lunch is a commonly-used, publicly available measure of students from low-income families and will be used here as the indicator of low-income or family poverty.

are also a higher percentage of students who are English Language Learners (ELL), although the percentage of ELL students in the sample was estimated by teachers.

Table A-2: Characteristics of Students in Schools of Teachers in Sample and All Public School Students[23]

		Sample (%)	National (%)
Race:	Non-Hispanic White	60	57
	Non-Hispanic Black	15	17
	Hispanic	18	20
	American Indian/Alaskan native	1	1
	Asian/Pacific Islander	6	5
Schools receiving Title I funds		51	54.4
Schools participating in National School Lunch Program		97	95.0
Students receiving free or reduced price lunch		37	41.0
Students who are Limited English Proficient		15	9.6

Source: "Teaching in Multi-Racial Schools" survey, question 8; NCES Common Core of Data, 2005-06.

[23] Unless specified otherwise, any discussion of students or teachers in this report refers solely to those in public schools. The demographics of students and teachers in private schools differ, and are subject to different policies.

Appendix B: Supplementary Tables

Table B-1: Training in the Contributions of Diverse Cultures by Percentage of White Students in Teacher's Classroom

Training in including diverse cultures and their contributions to society in curriculum		Percentage of White Students in Teacher's classroom				Total
		0-25%	25-50%	50-75%	75-100%	
None/Very Little	Count	25	16	22	31	94
	%	17%	12%	14%	19%	16%
Some	Count	53	50	54	60	217
	%	37%	37%	35%	37%	36%
Quite a Bit/Great Deal	Count	67	71	78	72	288
	%	46%	52%	51%	44%	48%
Total	Count	145	137	154	163	599

Table B-2: Training in the Contributions of Diverse Cultures by Percentage of Low-income students

Training in including diverse cultures and their contributions to society in curriculum		Percentage of students who are poor:				Total
		0-10%	10-25%	25-50%	50-100%	
None/Very Little	Count	28	42	47	46	163
	%	22.3%	18.5%	15.2%	16.5%	17.3%
Some	Count	47	86	127	90	350
	%	37.3%	37.9%	41.2%	32.3%	37.2%
Quite a Bit/Great Deal	Count	50	99	134	143	426
	%	39.7%	43.6%	43.5%	51.3%	45.3%
Total	Count	125	227	308	279	939

Table B-3: Training in the Contributions of Diverse Cultures by Region of the Country

Training in including diverse cultures and their contributions to society in curriculum		Region of Country					Total
		Northeast	Border	South	Midwest	West	
None/Very Little	Count	25	11	27	59	49	171
	%	20.3%	10.3%	15.0%	19.9%	17.0%	17.2%
Some	Count	47	36	71	123	97	374
	%	38.2%	34.0%	39.4%	41.6%	33.8%	37.7%
Quite a Bit/Great Deal	Count	50	59	82	114	141	446
	%	40.7%	55.7%	45.5%	38.5%	49.1%	45.0%
Total	Count	122	106	180	296	287	991

Table B-4: Training in the Contributions of Diverse Cultures by Grade Taught

Training in including diverse cultures and their contributions to society in curriculum		Elementary, Middle, High Grade Taught			Total
		Elementary School Grade	Middle School Grade	High School Grade	
None/Very Little	Count	59	50	64	173
	%	11.8%	22.1%	23.1%	17.3%
Some	Count	177	85	115	377
	%	35.5%	37.4%	41.5%	37.6%
Quite a Bit/Great Deal	Count	262	92	97	451
	%	52.6%	40.6%	35.0%	45.0%
Total	Count	498	227	276	1001

Table B-5: Training in Different Learning Styles by Faculty Racial Composition

Training in different learning styles of different racial and ethnic groups		Percentage of the faculty that is white:				Total
		0-50%	50-80%	80-95%	95-100%	
None/Very Little	Count	17	36	69	139	261
	%	19%	19%	23%	33%	26%
Some	Count	30	58	106	146	340
	%	33%	31%	36%	35%	34%
Quite a Bit/Great Deal	Count	45	95	121	131	392
	%	49%	50%	41%	31%	39%
Don't Know	Count	0	1	3	0	4
	%	0%	1%	1%	0%	0%
Total	Count	92	190	299	416	997

Source: Teaching in Multiracial Schools question 10 & 18i.

Table B-6: Training in Different Learning Styles by Years at Current School

Training in different learning styles of different racial and ethnic groups		Years at Current School				Total
		1-3 years	4-10 years	11-20 years	More than 20 years	
None/ Very Little	Count	68	86	64	43	261
	%	27.3%	22.9%	26.4%	32.6%	26.1%
Some	Count	64	142	93	43	342
	%	25.7%	37.8%	38.3%	32.6%	34.2%
Quite a Bit/Great Deal	Count	116	145	86	46	393
	%	46.6%	38.6%	35.3%	34.9%	39.3%
DK	Count	1	3	0	0	4
	%	.4%	.8%	.0%	.0%	.4%
Total	Count	249	376	243	132	1000

Table B-7: Training in Different Learning Styles by Region of the Country

Training in different learning styles of different racial and ethnic groups		Region of the Country					
		Northeast	Border	South	Midwest	West	Total
None/Very Little	Count	49	30	39	87	54	259
	%	40%	28%	22%	29%	19%	26%
Some	Count	37	27	54	112	109	339
	%	30%	26%	30%	38%	38%	34%
Quite a Bit/Great Deal	Count	37	47	87	97	122	390
	%	30%	44%	48%	33%	43%	39%
Don't Know	Count	0	2	0	0	2	4
	%	0%	2%	0%	0%	1%	0%
Total	Count	123	106	180	296	287	992

Table B-8

		Elementary	Middle	High	Total
Yes	Count	279	122	165	566
	%	71.4%	55.9%	64.1%	100.0%
No	Count	204	103	102	409
	%	27.6%	41.9%	33.2%	50.0%
DK	Count	13	2	10	25
	%	1.0%	2.1%	2.6%	3.0%
Total	Count	496	227	277	1000

Table B-9: Categories of Years of Teaching Experience

		1-3 years	4-10 years	11-20	More than 20 years	Total
Yes	Count	51	100	137	142	430
	%	76.1%	69.0%	72.5%	71.4%	71.7%
No	Count	16	45	51	57	169
	%	23.9%	31.0%	27.0%	28.6%	28.2%
Total	Count	67	145	188	199	599

Table B-10: Able to Observe a Successful Teacher in Diverse Classroom, by Grade Taught

		Elementary	Middle	High	Total
Yes	Count	221	93	116	430
	%	74.4%	67.4%	70.3%	71.7%
No	Count	76	44	49	169
	%	25.6%	31.9%	29.7%	28.2%
Total	Count	297	137	165	599

Table B-11: Turning to Others about Race by Grade Level Taught

Turn to Others as Resource on Issues Related to Race/Ethnicity/Other Cultures		Elementary, Middle, High Grade Taught			Total
		Elementary School Grade	Middle School Grade	High School Grade	
Yes	Count	433	179	214	826
	%	86.9%	78.9%	77.3%	82.4%
No	Count	65	46	60	171
	%	13.1%	20.3%	21.7%	17.1%
Don't Know	Count	0	1	2	3
	%	.0%	.4%	.7%	.3%
Refused	Count	0	1	1	2
	%	.0%	.4%	.4%	.2%
Total	Count	498	227	277	1002

Table B-12: Turning to Other Teachers as a Resource by Student Poverty Composition

Teachers who are part of group you are trying to learn about		Percentage of students from low-income families:				Total
		0-10%	10-25%	25-50%	50-100%	
Yes	Count	84	156	217	219	676
	%	80.8	86.2	85.1	92.0	86.9
No	Count	20	25	38	19	102
	%	19.2	13.8	14.9	8.0	13.1
Total	Count	104	181	255	238	778

Table B-13: Turning to Other Teachers as a Resource by Region of the Country

Teachers who are part of group you are trying to learn about		Region of the Country					Total
		Northeast	Border	South	Midwest	West	
Yes	Count	72	74	141	209	216	712
	%	75.0	86.0	91.6	88.9	87.8	87.1
No	Count	24	12	12	26	30	104
	%	25.0	14.0	7.8	11.1	12.2	12.7
Refused	Count	0	0	1	0	0	1
	%	.0	.0	.6	.0	.0	.1
Total	Count	96	86	154	235	246	817

Table B-14: Textbooks Display Racial/Ethnic Viewpoints, by Years of Teaching Experience

		Years as a Teacher:				Total
		1-3 years	4-10 years	11-20 years	More than 20 years	
Yes	Count	59	165	226	280	730
	%	60.2%	69.9%	74.3%	76.9%	72.9%
No	Count	33	58	61	72	224
	%	33.7%	24.6%	20.1%	19.8%	22.4%
Don't Know	Count	6	11	12	11	40
	%	6.1%	4.7%	3.9%	3.0%	4.0%
Total	Count	98	234	299	363	994

Table B-15: Supplement with Racial/Ethnic Diversity Materials by Region of Country

You supplement textbooks with materials that address racial and ethnic diversity		Northeast	Border	South	Midwest	West	Total
Disagree	Count	21	9	19	28	38	115
	%	17%	9%	11%	10%	13%	12%
Neither Agree nor Disagree	Count	23	11	14	36	31	115
	%	18.7%	10.4%	7.8%	12.2%	10.9%	11.7%
Agree	Count	78	86	145	224	212	745
	%	63%	81%	81%	76%	74%	76%
Don't Know	Count	1	0	1	3	2	7
	%	.8%	.0%	.6%	1.0%	.7%	.7%
Total	Count	123	106	179	294	285	987

Table B-16: Supplement with Culturally Relevant Materials by Region of Country

You supplement textbooks with materials that are culturally relevant to students		Elementary, Middle, High Grade Taught			
		Elementary School	Middle School	High School	Total
Disagree Strongly	Count	6	11	13	30
	%	1.2%	4.9%	4.7%	3.0%
Disagree Somewhat	Count	14	14	24	52
	%	2.8%	6.2%	8.7%	5.2%
Neither Agree nor Disagree	Count	36	21	31	88
	%	7.3%	9.3%	11.2%	8.8%
Agree Somewhat	Count	190	78	89	357
	%	38.3%	34.7%	32.2%	35.8%
Agree Strongly	Count	244	99	116	459
	%	49.2%	44.0%	42.0%	46.0%
Don't Know	Count	4	1	1	6
	%	.8%	.4%	.4%	.6%
Total	Count	496	225	276	997

Table B-17: Supplement Texts with Culturally Relevant Materials, by Regions of the Country

You supplement textbooks with materials that are culturally relevant to students		Region of the Country					
		Northeast	Border	South	Midwest	West	Total
Disagree Strongly	Count	7	1	3	12	7	30
	%	5.7%	.9%	1.7%	4.1%	2.5%	3.0%
Disagree Somewhat	Count	12	3	8	10	19	52
	%	9.8%	2.8%	4.5%	3.4%	6.7%	5.3%
Neither Agree nor Disagree	Count	16	13	8	28	23	88
	%	13.0%	12.3%	4.5%	9.5%	8.1%	8.9%
Agree Somewhat	Count	39	33	68	111	104	355
	%	31.7%	31.1%	38.0%	37.8%	36.5%	36.0%
Agree Strongly	Count	48	56	92	128	127	451
	%	39.0%	52.8%	51.4%	43.5%	44.6%	45.7%
Don't Know	Count	1	0	0	2	3	6
	%	.8%	.0%	.0%	.7%	1.1%	.6%
Total	Count	123	106	179	294	285	987

Table B-18: Standardized Testing Pressure by Percentage of White Faculty

Pressure from standardized testing leaves little/no time for dealing with multicultural issues in classroom		faculty white %				Total
		< 50%	50-80%	80-95%	95-100%	
Disagree Strongly	Count	3	14	22	42	81
	%	3.3%	7.4%	7.4%	10.1%	8.1%
Disagree Somewhat	Count	9	28	32	51	120
	%	9.8%	14.7%	10.7%	12.3%	12.0%
Neither Agree nor Disagree	Count	10	28	33	47	118
	%	10.9%	14.7%	11.0%	11.3%	11.8%
Agree Somewhat	Count	34	66	118	162	380
	%	37.0%	34.7%	39.5%	38.9%	38.1%
Agree Strongly	Count	36	53	93	112	294
	%	39.1%	27.9%	31.1%	26.9%	29.5%
Don't Know	Count	0	1	1	2	4
	%	.0%	.5%	.3%	.5%	.4%
Total	Count	92	190	299	416	997