Does Race Matter?: How High School Teachers Perceive

Students' Ability and Behavior

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Abstract

There has been a growing racial diversity in South Bend, Indiana. This means that the schools are equally becoming more racially diverse. This study focuses on teachers' opinions about white verses non-white students in the classroom. Despite the small sample, this study does show that some of the teachers claim to see a difference in white verses non-white students' academic ability and behavior. The participants' responses were slit up by years of experience but it did not seem to play much of a difference in the responses.

In the United States every child is entitled to have an equal opportunity at a free and quality education from kindergarten, through high school. As communities throughout the United States grow more diverse, it becomes crucially important to recognize and accommodate diversity inside the classroom. Throughout this paper the terms minority and non-white will be used interchangeably to identify people's race that do not identify themselves as white. I will also use the term "white" when discussing people who identify themselves as white. Based on my analysis of other researcher's data, I predicted that there would sometimes be a difference in the interactions between white teachers and minority students inside the classroom. Teachers within two South Bend Community Public High School's were surveyed for this study. The racial minority population has drastically increased in South Bend. Therefore, if the racial minority population continues to grow, it will be important for schools and education to grow and develop with it. This paper will discuss past literature, critical race theory, an in depth structure of the methodology that was used for the data collection process, and the complete findings. Increasing racial diversity of students influences the social dynamics of public high school classrooms.

LITERATURE REVIEW

Teachers should obtain diversity training no matter their race, gender, or years of experience when teaching in a culturally diverse classroom. Diversity training will better provide equality within the classroom. Past researchers have examined the way minority students feel about white teachers in the classroom and the way teachers feel about their minority students. The research questions examined were: Do teachers perceive a

difference between white and non-white students in the classroom? Do teachers see behavior differences in white verses non-white students? Do teachers see difference in academic ability between white and non-white students?

Teacher's evaluations of students

Downey and Pribesh (2004) examined teachers' evaluations of students' behavior within the classroom. They did a comparison of kindergarten and eighth grade teachers. Their study found that teachers typically rate black students poorer than white students in behavior and overall performance (Downey and Pribesh (2004). Therefore, Downey and Pribesh (2004) conclude that race does have an impact in the classroom which typically favors white students over black students. For example, they found that, according the teachers, black students externalize problems by arguing, fighting, or disrupting class more frequently than white students.

Another researcher, Housee (2008), conducted a study which included interviewing university lecturers and hosting focus groups with students. Housee's (2008) study found that race and ethnicity between lecturers and students do shape the social dynamics of both the learning and teaching experience. According to both Housee (2008) and Downey and Pribesh (2004) race does have an impact on both the teachers and the students in the classroom.

Additionally, Santoro (2007) conducted a content analysis based on interviews of non-white teachers. She found that non-white teachers were better able to use their experiences as 'outsiders' to better relate to minority students. Basically, according to Santoro's (2007) study, non-white teachers relate better with non-white students and vice

versa. Santoro (2007) believes that teacher education programs which search for new ways to prepare 'mainstream' (white) teachers to teach in ethnically diverse classrooms would be more beneficial to both teachers and students.

By contrast, Leeman (2006), found that though teachers do notice differences between culture and race, teachers tended to focus more on similarities rather than differences, of students. The teachers were careful not to categorize or label an ethnic group of students. Thus, behavior or social problems within the classroom would be based on individuals rather than race or ethnicity. Leeman (2006) also found that race and ethnicity did not significantly have an influence on the social dynamics within the classroom.

Racial mistrust

Teachers' evaluations of students are important because it could influence behavior and academics within the classroom. Basit, McNamara, Roberts, Carrington, Maguire, and Woodrow (2007) examined students at Initial Teacher Training (ITT) universities through a combination of surveys, interviews, and focus groups. They found that the majority of ethnic students (teacher trainees) dropped out of the program which left only a small percentage of non-white students to complete the program. They discovered that, after analyzing interviews with both white and non-white students, the ethnic minority students received less personal attention than white students. Additionally, some of the ethnic minorities were told that they were not capable of teaching solely based on ethnicity or accent. Therefore, because of the teachers' negative opinions towards the ethnic minorities, only a small group completed the program. Thus,

continuing the cycle of white superiority in education. This finding shows why there is a gap between the number of white and non-white perspective teachers that could actually move on to become teachers.

Similarly, Morris (2005) also found that the teachers tended to favor students of their own race or ethnicity through an ethnographic study of middle school students. For example, white teacher would favor white students and black teacher would favor black students. Consequently, race plays in effect and creates an unfair gap between the students who excel quickly and those that do not. Morris (2005) stated that whiteness automatically signals a middle class status therefore, racial minority groups may feel inferior or not equal to whites.

Dickar (2008) found, students valued both black and white teachers equally when it came to classroom activities and dynamics within the classroom. The study found that although black students related better to black teachers on a personal level, students felt fairly equal in the classroom setting. The non-white students did not feel as if they were being treated any differently than the white students therefore race had little impact in the classroom.

Students' feelings about teachers

Academic achievement and behavior of students sometimes compares with students feelings about teachers. Albertini (2004) found that racial mistrust between minority students and white teachers interfered with a student's natural curiosity and innate love of learning, which in turn creates a gap in accomplishments between whites and non-whites. The researchers explained, in order to have a positive classroom

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structure for all students the stigma of racially diverse students would need to be eliminated.

Likewise, Pane and Salmon (2009) explored past research and conducted a longitudinal study which involved tracking participants over a period of nine years. They found that, over the years, African American students have been disproportionately racialized and are often disproportionately more likely to be diagnosed with behavior and learning disabilities. As a result, they believe students feelings about being racialized have not changed much from past to present research.

Additionally, Brown and Dobbins (2004) conducted two studies that expressed different findings. With the first group of participants they sampled, Brown and Dobbins (2004) found that students preferred to work with someone who is ethnically similar to them. They found, with the second group, that the students were more culturally tolerant and viewed themselves as equals.

Ali, Rohindra, and Coll (2008) found few differences in student's attitudes towards teachers when they were in the same education system. They found that students typically felt the same way about their teachers not matter their race or ethnicity.

White Privilege

Solomon, Portelli, Daniel, and Campbell (2005) conducted a nine month qualitative study in which a diverse group of candidates were enrolled in a post bachelor degree program where they learned equality and working with diverse students. They found that many of the white candidates were unaware of issues in race and racism. They suggested making future teacher candidates aware of racial privilege and oppression.

Similarly, Jayakumar, Howard, Allen, and Han (2009) found racial privilege amongst whites based on a higher retention rate of white teachers and a higher satisfaction rate with white teachers. They explained that white faculty benefit from institutional racism no matter if they support racist attitudes or oppose them.

Picower (2009) examined a group of white teachers in a multicultural education program in their last semester of a teaching program. Ironically, she found that white participants saw themselves as the victims in racial privilege to minorities based on affirmative action. Picower (2009) concludes that whites often feel attacked when discussing issues of race which, in the long run, can hurt racially diverse classrooms more. They found that one semester of a multicultural course is not enough time to teach about racial privilege and issues of race.

THEORY

Critical Race Theory

The United States is rapidly becoming more and more racially diverse. As a result, public schools are also becoming more diverse. Indeed, in some schools, minorities are now the numerical majority. Despite their numerical majority, minority students still face inequalities in the educational system. Critical race theory explores why racial inequalities happen. More specifically, critical race theory can be used to understand the relationships between teachers and students and explore how race influences inequalities in classrooms. This paper will examine the foundation of critical race theory and argue that critical race theory helps us to understand racial inequalities in education in the United States.

Throughout the history of the United States racism has been evident at the levels of both institutions and individuals. The United States government has upheld laws encouraging racism and racist actions including slavery (1619-1965), forcing Japanese into internment camps (1946), and Arizona's 2010 law on immigration. Originally, the purpose of critical race theory was for legal studies in which the goal was to eliminate racial oppression in the United States. Critical race theory exposed inequalities in the legal system and purposely sought to change the laws to make them fair for people of all race and ethnicities.

"Critical race theory begins with the notion that racism is normal in American Society" (Landson-Billings 1998:7). Racism may happen anywhere and at anytime in the American society. Although the development of critical race theory began in the latter half of the Twentieth-Century, "most people in the USA fist learned of critical race theory when Lani Guinier (1998), a University of Pennsylvania Law Professor, became a political casualty of the Clinton administration" (P. 10). Critical race theory developed and expanded into other academic fields of study, such as sociology, woman's studies, and history.

William F. Tate (2005) and Gloria Ladson-Billings (1998) related critical race theory with the inequalities in education.

> Critical race theory framework for education is different from other CRT frameworks because it simultaneously attempts to foreground race and racism in the research as well as challenge the traditional paradigms, methods, texts and separate discourse on race, gender, and class by showing how these social constructs intersect to impact on communities of color (Solorzano 2001:63).

In education, critical race theory, challenges the dominate ideology of white superiority. Critical race theory has been developed from listening to the voice to minorities.

> Critical race theorists…integrate their experiential knowledge, drawn from a shared history as 'other' with their ongoing struggles to transform a world deteriorating under the albatross of racial hegemony. Thus, the experience of oppressions such as racism or sexism has important aspects for developing a CRT analytical standpoint (Landson-Billings 1998:11).

Researchers often use qualitative data, such as storytelling or interviews, to fully identify the feelings of minorities. This qualitative style of collecting data allows participants to give their opinion and ideas about racism but, most importantly, it allows participants to share personal experiences. Critical race theorists gather data from minorities that have experienced racism in any form, from blatant racism to more subtle behaviors. Any form of racism will have a negative effect on the individuals that are targeted (Landson-Billings 1998). Critical race theorists want to know what minorities are experiencing and then work to close the gap in the racial inequalities, institutional racism, or personal racism (Solorzano 2001, Landson-Billings 1998). Through the stories about personal experience, critical race theorists can determine the implicit problems with race and discrimination in the United Sates.

Critical race theory also identified problems associated with microaggressions. Soloranzo (2001) defines microaggressions as, "subtle insults (verbal, nonverbal, and/or visual) directed toward people of color, often automatically or unconsciously" (P. 60). These insults, in education, students whether conscious or unconscious, may deeply

affect an individual or group of people. Students may feel invisible, stereotyped, or

singled out. "Ongoing negative interactions with faculty seemed to instill a sense of self-

doubt in some of the African American students we interviewed" (Solozano 2001:66).

Even subtle insults can be internalized by the individual receiving the insults. "Members

of minority racial groups internalize the stereotypic images that certain elements of

society have constructed in order to maintain their power" (Landson-Billings 1998: p.

14). If these microaggressions occur in a school setting, it could affect the self-esteem of

children and young teens. If students are on the receiving end of microaggressions from

teachers, the result could be lower grades, less motivation to learn, and a greater

possibility of dropping out. With regard to microaggression in schools, Solozano (2001)

says, "Students' struggle with feeling of self-doubt and frustration as well as isolation"

(P.69).

Some critiques about critical race theory are on the method of data collection,

arguing that using qualitative data, such as storytelling, may not be reliable. Critical race

theorist use a qualitative data because racism cannot easily be measured so qualitative

research gives them rich data. William Tate (2005) argues, "The elements that

characterize CRT are difficult to reduce to discrete descriptions, largely because critical

race theorists are attempting to integrate their experiential knowledge into moral and

situational analysis of law" (P. 210). Critical race theory cannot explain all of the

problems with other major discrimination in the American society such as gender

inequality and social class inequality. However, critical race theory can be used to

understand the impact of students' race on teacher behaviors in a diverse classroom.

METHODOLOGY

This study focuses on the effects that race and ethnicity has within a high school classroom. The purpose of this study is to recognize any differences, such as academic ability and behavior that race may play on students and teachers in the classroom based only on the teachers' perspective. This study will attempt to find any differences race may play on students and teachers in the classroom from the teacher's perspective. After looking closely at previous research and critical race theory, I predicted to find an achievement gap between white and non-white students. I also expected to find that some teachers favor students of their own race over students of another race.

Procedures and Materials

The participants were obtained though a staff directory on the high school's websites. The teachers that were selected to participate teach the core subjects. The Core subjects are those that all students must take for two or more years or more in order to graduate from high school. They include English, Math, Science, and Social Studies.

The survey and the consent forms were prepared and obtained on www.surveymonkey.com. A link of the survey and a short description of the study were sent to the participants through their South Bend Community School Corporation email addresses. The teachers selected, were each sent two emails as an attempt to maximize my participation rate. The participants were able to take the survey in any location that they could access their South Bend Community School Corporation email account. The questions in the survey attempted to determine if student's race has an impact in a public high school classroom in South Bend, Indiana based on the teacher's perspective. The

teachers that chose to participate answered eighteen questions. The survey consisted of four questions regarding the demographics of the teachers and fourteen questions regarding their feelings on white verses non-white students. A complete copy of the survey is attached in the appendix.

Sample

Eighteen teachers participated in this study and completed the survey. To obtain participants for this study, a convenient sample was used based on a public record of email addresses and subject taught. Only teachers from two South Bend public high schools were asked to participate. All of the participants identified themselves as white. About two thirds of the participants stated they were from high school A whereas one third stated they were from high school B. All eighteen of the participants said they were full time teachers. The average age of the teachers was 43.6 years old. The average total years the teacher taught was 15.7 years.

Weaknesses

A major drawback for this study was the lack of responses. The low response rate could have been due it being busy time of year for the participants; race being a sensitive subject, or lack of interest in the topic. A limitation for the study included not being about to ensure how many people were willing to take the survey. There is limited space for personal feelings and elaboration on questions as to why the participant chose a particular response. There was no rapport built with participants or the high school teaching community. Ideally, the best way to go about this study would be to use a combination of surveys, interviews, and observations. Additionally, The Internal

Revenue Board (IRB) stated that the survey should not contain too many demographic or personal questions due to confidentiality purposes.

Strengths

I could distribute a large number of surveys at a low cost and the responses were completely anonymous. The surveys could have been accessed from any location that the participants could view their South Bend Community School Corporation email accounts. The surveys were not time consuming for the participants and should have only taken approximately five to ten minutes. The survey used both open ended and close ended questions for more rich data. Despite the low response rate the participants showed an interesting pattern of responses.

FINDINGS

The goal of this study was to find out if there were any differences in teachers' opinions on white verses non-white students. Despite the small sample, the data did represent some differences in white verses non-white students that could be backed up by previous research such as who excels faster in the classroom and who has more behavior problems. In each of the following tables, the participant responses were split up between teachers that have less than ten years of total teaching experience and teachers that have had ten years or more of total experience teaching. I initially expected to find a difference in years of experience but according to my findings, years of experience did not make much of an impact on the participant responses.

The percentages shown in table 1; shows that 27.8 percent of the teachers said that their white students excelled faster in the classroom than their non-white students.

Zero percent of the teachers said that their non-white students excelled faster in the classroom. The majority of the teachers (72.2 percent) said that their students excel at the same rate.

Table 1: Students that Excel Faster in the Classroom.

Teaching Experience	White	Non-White	They excel at the same rate	Total
Less than10 years	2 (28.6%)	0 (0.0%)	5 (71.4%)	7 (100.0%)
10 years or more	3 (27.3%)	0 (0.0%)	8 (72.7%)	11 (100.0%)
Total	5 (27.8%)	0 (0.0%)	13 (72.2%)	18 (100.0%)

The percentages in table 2 shows 31.6 percent of the teachers believed to find more behavior problems in their non-white students than their white students. 52.6 percent of the participants said that the behavior problems between their white and non-white students were equal. When asked to explain in an open ended question three of the respondents said that they notice more behavior problems in non-white students based on experience or observation. One of the participants said, "Statistically, they break rules more often." One participant stated, "I usually have more non-white students so it stands to reason they would account for more of the behavior problems." Likewise, only one participant stated that their white students cause more behavior problems in the classroom. For the participants that said their students have equal behavior problems

within the classroom stated that behavior problems have more to do with parents

involvement, social class, or other personal issues that the students may have.

Table 2: Behavior Problems in the Classroom

Teaching Experience	White	Non-White	equal	no behavior problems	Total
Less than10 years	0 (0.0%)	2 (28.6%)	5 (71.4%)	0 (0.0%)	7 (100.0%)
10 years or more	1 (9.1%)	4 (36.4%)	5 (45.5%)	1 (9.1%)	11 (100.0%)
Total	1 (5.3%)	6 (31.6%)	10 (52.6%)	1 (5.3%)	18 (100.0%)

The participants were asked if background knowledge about both white and non-

white students was important to teach a culturally diverse class. Again, the years of total

experience the teachers did not seem to play a difference in the sample. Regardless, 61.1

percent of the participants agreed that background knowledge about white students does

help teach a culturally diverse class. Only 16.7 percent disagreed as seen in table three.

However, Table 4 shows that 72.2 percent of the participants agree that background

knowledge about non-white students helps teach a culturally diverse class. Only 11.2

percent of the participants disagreed. Exactly three more of the participants agreed that it

is necessary to have background knowledge about non-white than white students.

Table 3: Background Knowledge about White Students is Important to Teach a

Culturally Diverse Class.

Teaching Experience	Strongly Agree	Agree	Somewhat Agree	Neutral	Somewhat disagree	Disagree	Strongly Disagree	Total
Less than10 years	1 (14.3%)	1 (14.3%)	2 (28.6%)	1 (14.3%)	0 (0.0%)	2 (28.6%)	0 (0.0%)	7 (100.0%)
10 years or more	3 (27.3%)	1 (9.1%)	3 (27.3%)	3 (27.3%)	0 (0.0%)	1 (9.1%)	0 (0.0%)	11 (100.0%)
Total	4 (22.2%)	2 (11.1%)	5 (27.8%)	4 (22.2%)	0 (0.0%)	3 (16.7%)	0 (0.0%)	18 (100.0%)

Table 4: Background Knowledge about Non-White Students is Important to Teach

a Culturally Diverse Class.

Teaching Experience	Strongly Agree	Agree	Somewhat Agree	Neutral	Somewhat disagree	Disagree	Strongly Disagree	Total
Less than10 years	2 (28.6%)	1 (14.3%)	3 (42.9%)	0 (0.0%)	0 (0.0%)	1 (14.3%)	1 (14.3%)	7 (100.0%)
10 years or more	3 (18.2%)	2 (18.2%)	3 (27.3%)	3 (27.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (100.0%)
Total	5 (22.2%)	3 (16.7%)	6 (33.3%)	3 (16.7%)	0 (0.0%)	1 (5.6%)	1 (5.6%)	18 (100.0%)

The participants were asked how much they actually know about their students'
personal background. Table 5 shows that half of the participants (50 percent) said that do
know a lot about their students personal background. Similarly, table 6 shows that half
(50.1) percent of the participants said that they also know a lot about their non-white

students personal background. In table 5, 33.4 percent of the participants disagreed that they know a lot about their white students. Table 6 shows that 45.5 percent of the participants disagreed that they know a lot about their non-white students' personal background. In tables 5 and 6, total years of experience as a teacher did seem to make a slight difference on the participants' responses. A little less than half of participants "B", ten years or more of experience, said that they disagree when it comes to knowing a lot about both their white and non-white students personal background.

Table 5: The Participant knows A Lot about Their White Students' Personal Background.

Teaching Experience	Strongly Agree	Agree	Somewhat Agree	Neutral	Somewhat disagree	Disagree	Strongly Disagree	Total
Less than10 years	0 (0.0%)	4 (57.1%)	1 (14.3%)	1 (14.3%)	0 (0.0%)	0 (0.0%)	1 (14.3%)	7 (100.0%)
10 years or more	1 (9.1%)	2 (18.2%)	1 (9.1%)	2 (18.2%)	1 (9.1%)	4 (36.4%)	0 (0.0%)	11 (100.0%)
Total	1 (5.6%)	6 (33.3%)	2 (11.1%)	3 (16.7%)	1 (5.6%)	4 (22.2%)	1 (5.6%)	18 (100.0%)

Table 6: The Participant knows A Lot about Their Non-White Students' Personal Background.

Teaching Experience	Strongly Agree	Agree	Somewhat Agree	Neutral	Somewhat disagree	Disagree	Strongly Disagree	Total
Less than10 years	0 (0.0%)	4 (57.1%)	1 (14.3%)	1 (14.3%)	0 (0.0%)	0 (0.0%)	1 (14.3%)	7 (100.0%)
10 years or more	1 (9.1%)	1 (9.1%)	2 (18.2%)	2 (18.2%)	1 (9.1%)	4 (36.4%)	0 (0.0%)	11 (100.0%)
Total	1 (5.6%)	5 (27.8%)	3 (16.7%)	3 (16.7%)	1 (5.6%)	4 (22.2%)	1 (5.6%)	18 (100.0%)

DISCUSSION

Similar to my previous prediction some of the participants stated that their non-white students had more behavior problems in the classroom. Approximately, 31.6 percent of the participants stated that their non-white students tend to have more behavior problems in the classroom than their white students. Downey and Pribesh (2004) also found the teachers experienced more behavior problems with black students such as fighting, acting out, or disturbing class. Slightly over half of the participants in this study stated that their white and non-white students' behavior problems were equal.

Despite the small sample size, approximately 27.8 percent of the participants stated that their white students excelled faster in the classroom than their non-white students. This could be linked with the critical race theory. For example, critical race theory argues that there is a white superiority in society. If a belief white superiority flows inside the classroom it could lead to disadvantages of non-white students. This

finding could also be linked with what previous researchers have said. For example, Downey and Pribesh (2004) found that teachers tend to rate black students academically poorer than white students.

Furthermore, several previous researchers have explored the challenges and barriers that students may face in the classroom, due to white privilege, teachers' perceptions of students, and students' perceptions of teachers. Likewise, this study shows possible advantages that white students may have over non-white students based on teachers' perceptions of students. Consequently, like previous studies, the findings here revealed that race does sometimes have an impact in the classroom. Although a majority of the teachers see the students as equal, some teachers still believe that there are academic and behavioral differences between white and non-white students. Some of the teachers based their opinions on observations through years of experience or statistics. Other teachers stated that race has little to nothing to do with behavior and academic ability. They stated that social class and parent's involvement with their children has more to do with behavior and academic achievement.

Critical race theory sates that minorities are seen as the 'other'. This study took critical race theory within the classroom and attempted to recognize if teachers see non-white students any differently than white students. The questionnaire asked teachers a series of questions which attempted to identify how teachers feel about their non-white students in comparison to their white students. As previously stated, Solorzano (2001) related microaggressions to critical race theory. He defined microaggressions as subtle insults which can be verbal, non-verbal, or visual. They are often directed towards

minorities and are usually automatic or unconscious actions. Since some teachers

identify race with behavior problems and learning ability, microaggressions could be a

problem within in the classroom. For example, some non-white students may feel

uncomfortable or like they have not been treated fairly. Future researchers may benefit

from testing or examining data that shows how often microaggressions occur within the

classroom.

For future researchers interested in the same topic, I would suggest that they aim for a

much larger sample. Also, be aware that race is a sensitive topic and some people do not

feel comfortable discussing it. Be cautious not to offend or insult the participants in

wording the survey. When race is involved, be careful not to ask too many personal

questions so the participants feel assured that they could not be identified. It may have

also been more beneficial to ask question about the amount and type of diversity training

each teacher has had.

If someone were to do the same study in another location or school they may receive

different results. Despite the growth of the non-white population in South Bend, the

students from the two schools studied are still the numerical minority. The south Bend

area has become more racially diverse in the past twenty years therefore teachers that

have taught longer than twenty years have foreseen changes that newer teachers may not

have experienced.

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APPENDIX

Survey Questions

"Social Dynamics in the Classroom"

1. Please select the school you currently work at.
    a. Adams
    b. Clay
2. Do you work Part time or full time?
    a. Part time
    b. Full Time
3. If you are part time and teacher at more than one school, Please identify any school you work at in addition the one you stated above. (Optional)
4. What is your race/ethnicity?
    a. White
    b. Non-White
    c. Multi-Racial or Bi-Racial including both white and non-white
5. How Many years you have been a licensed teacher at the current high school you work at.
6. Briefly explain any previous experience you have had being a licensed teacher. (city/town and state that the school is located in, number of years worked, and grade.)
7. Students are getting left out of the full learning process in your classrooms.
    a. Strongly Disagree
    b. Disagree
    c. Somewhat disagree
    d. Neutral
    e. Somewhat Agree
    f. Agree
    g. Strongly Agree

8. Do you believe that the white or non-white students excel faster in the classroom?

    A. White

    B. Non-White

    C. They both excel at the same rate

9. I notice a difference between students that come from the suburbs verses students that come from working class families?

    A. All of the time

    B. Some of the time

    C. Occasionally

    D. Don't know

    E. No opinion

10. I feel that there is a language barrier between the students that speak English as a second language and me.

    a. Strongly Disagree

    b. Disagree

    c. Somewhat disagree

    d. Neutral

    e. Somewhat Agree

    f. Agree

    g. Strongly Agree

11. I feel that there is a language barrier between black students from lower class backgrounds and me?

    a. Strongly Disagree

    b. Disagree

    c. Somewhat disagree

    d. Neutral

    e. Somewhat Agree

f. Agree

g. Strongly Agree

12. Do you find more behavior problems in white students or non-white students?

    A. White Students

    B. Non-White students

    C. They are equal

    D. No behavior problems

13. In reference to the previous question, why did you choose your answer?

14. Background knowledge about non-white students helps me better teach a culturally diverse classroom.

    a. Strongly Disagree

    b. Disagree

    c. Somewhat disagree

    d. Neutral

    e. Somewhat Agree

    f. Agree

    g. Strongly Agree

15. Background knowledge about white students helps me better teach a culturally diverse classroom.

    a. Strongly Disagree

    b. Disagree

    c. Somewhat disagree

    d. Neutral

    e. Somewhat Agree

    f. Agree

    g. Strongly Agree

16. I feel I know a lot about my non-white student's personal background.

    a. Strongly Disagree

    b. Disagree

    c. Somewhat disagree

    d. Neutral

    e. Somewhat Agree

    f. Agree

    g. Strongly Agree

17. I feel I know a lot about my white student's personal background?

    a. Strongly Disagree

    b. Disagree

    c. Somewhat disagree

    d. Neutral

    e. Somewhat Agree

    f. Agree

    g. Strongly Agree