

Team Project: Measuring Attitudes and Actions toward School Diversity

Statisticians Team

Erroll Garrett
Ashley Lowman
Steven Van Hook

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EDUC 8437: Data Analysis in Educational Research

Dr. Marilyn Simon, Instructor

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Introduction

In partial fulfillment of the course requirements for Walden University's EDUC 8437, our *Statisticians* team was assigned a group project to prepare a research paper that explains the topic investigated, the research questions and hypotheses in the study, a brief review of the literature, the study instrument used, the results obtained and the conclusions drawn. This project, respectfully submitted, seeks to meet those conditions.

The Study

This study was initiated following recent incidents involving issues of diversity at a middle school located in Santa Barbara, California. La Cumbre Middle School received four negative newspaper articles in a recent month regarding its failure to meet state standards, and the massive transfer of white students out of the (now) primarily Latino student body. In 1980, the ratio was 42% minority students. In 2002, it was 85%. Of the 400 white middle school students that live in the attendance area, only 70 attend the school. So far this school year, 135 students have received student transfers to other middle schools. After a recent report detailing the failure of La Cumbre to meet standards, another 10 students requested transfer to another middle school, as is their right under the No Child Left Behind Act. There appeared to be a schism in the faculty regarding efforts (or lack of efforts) to bridge the diversity gap, and town hall meetings of parents have turned raucous. While the administration and faculty have spoken out for diversity, they seem to have taken few steps to remedy the problem.

Due to the sensitivity and intense scrutiny of the diversity issue in Santa Barbara, it would not have been wise to administer a survey in the school district at this time. Instead, the study focused on related diversity issues in other school districts of the team partners, including schools in Virginia and Texas (respectively, Arlington Traditional School, and Central Middle School).

Research Question

The study methodology and analyses sought to address the relation between attitudes and actions in diversity issues. The research question posed: What is the relationship between teachers' attitudes toward diversity and their efforts toward achieving diversity?

Hypotheses

The study claim is that there exists a relationship between the degree of a participant's support for classroom diversity, and the participant's efforts towards developing diversity. The null hypothesis is there is no relationship between the degree of a participant's support for classroom diversity, and the participant's efforts towards developing diversity.

Methodology

Given the complicated and sensitive nature of diversity issues, this study drew both on quantitative and qualitative methods of analysis for a fuller consideration of the matter. The team first turned to the COAIP aspects of statistics data processes as detailed in the course syllabus (Collecting, Organizing, Analyzing, Interpreting, and making Predictions). As the team finalized the research question and methodologies, a survey instrument (Appendix 3) was prepared and submitted to 31 instructors and administrators at primary and middle schools in Virginia and Texas.

The survey instrument included 24 questions gathering nominal, ordinal, and interval data. Analysis of the survey data included processes as described by Triola (2001), including the application of frequency tables, relative frequency measurement, and cumulative frequency. The study analysis also drew on Triola's described normal distribution of probability data, with the *bell curve* representation of the mean and

standard deviation normal distribution of probabilities. The study included a correlation and regression analysis to determine if the survey data indicated a relation between participants' attitudes and efforts towards diversity.

The survey process was enhanced by qualitative interviews of school officials, as well as qualitative analysis and interpretation of the gathered data. The team drew on the work of Merriam (1998), Creswell (1998), Leedy and Ormrod (2001), and Glesne (1998) for methodology in collecting and interpreting both qualitative and quantitative data.

Survey Results

The survey instrument (see Appendix 3) posed an assortment of questions to measure the correlation of a participant's relative position between assessing the importance of diversity, and the participant's efforts toward achieving diversity. Much of the survey relied on Likert-type questions to provide data measured on an interval scale of 1-to-5. The two survey items most relevant to the study question are analyzed below. The Analytical Question 1 measures the degree of importance of diversity to the responding participant as it relates to the participant's school. A response of "not at all" was scored as 1, ranging through "highly important" scored as 5.

Analytical Question 1: How critical to you is the question of cultural diversity at your school?

n = 31
Mean = 3.4839
Median = 3.0000
Variance = 1.1247
Standard Deviation = 1.0605

Confidence level for population mean:

Margin of error, E = 0.3733

95% confident that the population mean, μ , is within the range $3.1106 < \mu < 3.8572$

To contrast the difference in the assessment of diversity's importance, and the participant's level of effort towards diversity, a second question was culled and analyzed from the survey. Analytical Question 2 measures the participant's self-assessed effort in promoting diversity in his/her own classroom. A response of "strongly disagree" was scored as 1, ranging through "strongly agree" scored as 5.

Analytical Question 2: I am very active in promoting diversity in my classroom and school.

n = 31
Mean = 3.9032
Median = 4.0000
Variance = .95699
Standard Deviation = .97826

Confidence level for population mean:

Margin of error, E = 0.3444

95% confident that the population mean, μ , is within the range $3.5588 < \mu < 4.2476$

A correlation and regression analysis of the data collected through Question 1 and Question 2 above supports the claim that there exists a relationship between the degree of a participant's support for classroom diversity, and the participant's efforts towards developing diversity. This relationship will be further assessed in the qualitative analyses that follow.

Null Hypothesis: There is no relationship between the degree of a participant's support for classroom diversity, and the participant's efforts towards developing diversity.

n = 31
Correlation coefficient, r = .55308
Reject the null hypothesis.

Sample provides evidence that the populations are correlated.

There may be a disconnect between the participants' perception of diversity in general, compared to a specific application. An interesting contrast question indicates the survey participants have a higher belief that diversity is more important (mean = 4.2258, $s = .99028$) to a general learning environment, than that diversity may be important to their particular school, as indicated in Question 1 above (mean = 3.4839, $s = 1.0605$).

Contrast Question: Diversity is important to a successful learning environment.

n = 31
Mean = 4.2258
Median = 4.0000
Variance = .98065
Standard Deviation = .99028

Confidence level for population mean:

Margin of error, $E = 0.3486$

95% confident that the population mean, μ , is within the range $3.8772 < \mu < 4.5744$

Though there may be a greater rating of importance in general of diversity over the importance of diversity in a specific school setting, nonetheless there is an indicated connection between the related survey responses. A correlation and regression analysis of the survey responses to the Analytical Question 1 ("How critical to you is the question of cultural diversity at your school?") and the Contrast Question above ("Diversity is important to a successful learning environment") indicates there is a positive relationship between the two responses.

Null Hypothesis: There is no relationship between the degree of a participant's support for diversity in general, and the participant's support for specific school diversity.

n = 31
Correlation coefficient, $r = .38779$
Reject the null hypothesis.

Sample provides evidence that the populations are correlated.

Survey Analysis
(Conducted by Erroll Garret of survey results at Central Middle School)

My name is Erroll Varin Garrett Sr., of African descent, 42 years of age and I am currently the principal of Central Middle School in Galveston, Texas. Central consists of grades 6 thru 8. I have been principal of Central since 2000. Cultural diversity can be interpreted in different ways. The meaning of cultural diversity is also dependent on the beliefs and values of the person that is defining the issue. One common definition of cultural diversity is the value that is placed on having all ethnic and economic groups being fairly and consistently represented in all matters that impact them. The staff at Central Middle School is committed to creating a school environment that establishes, creates, maintains and values cultural diversity. I have been the principal of Central Middle School for 3 years and have expounded the values of cultural diversity, being a member of a minority group. I am very interested in analyzing and interpreting the results of the survey.

Central Middle School is located in Galveston, Texas. The campus consists of students grades 6 through 8 and currently has an enrollment of 706 students. The student demographics of Central are as follows: African Americans 60%, Hispanics 35% and Whites 5%. The campus is located in a low-income area. Many of the students live in the 3 projects or low-income housing that surrounds the campus. Central has a veteran faculty that average over 15 years of experience. The staff consists of 45 teachers.

Table 1. Shows the demographic, ethnicity, gender and teaching area of the respondents. The average age of the respondents was 48.73, the total number of years at Central is 12 years and the average number of total years teaching was 22.06 years.

Ages	Years @ School	Years Total Teaching	Education	Ethnicity	Subject	Gender
42	8	15	B.A.	A. A.	Math	Male
48	13	17	B.S.	A.A	Sp. Ed Math	Female
54	7	21	B.S.	W	Math	Female
66	35	42	M.Ed.	A.A	Sp. Ed Science	Male
43	16	18	B.A.	A.A	Math	Female
64	5	39	M.S	W	Reading	Female
31	3	8	M.S.	A.A.	Language Art	Female
47	3	20	M.A.	A.A.	Reading	Female
60	16	30	B.A	A.A.	English	Male
31	5	7	B.S.	A.A.	Business	Male
37	3	11	B.S.	A.A.	Sp. Ed Math	Female
53	26	31	B.S.	A.A.	Science	Female
49	24	26	B.BA.	W	Career & Tech	Male
51	2	15	M.Ed.	W	Sp. Ed	Female
55	14	31	B.A.	A.A.	Social Studies	Female

The data indicate that the teachers at Central teachers believe the most important issue of the 4 issues measured in the survey instrument is performance standards. That is a very interesting finding particularly with the emphasis on testing and accountability.

The state of Texas uses an accountability system AEIS created by Texas Education Agency. Primarily the test scores of 4 categories of students determine the rating system. Those categories are White, African- American, Hispanics and Economically Disadvantage. I also find this finding to be in tune with the national agenda and President Bush’s national “No child left behind” educational program. The cornerstones of his

program are qualified teachers and state test scores. It would be interesting to see if teacher from other states would rank performance standards the number one issue.

Teacher training and student and teacher diversity were tied for the second most important issue. I was surprised because the teaching experience of the respondents. I would have thought that veteran teachers would not select training because of the longevity in their profession. I was impressed that my teachers still see they value of training and remaining current in their profession.

The fact that stood out for me regarding student and teacher diversity is the 3 respondents selected it as the most important but 3 also selected it as the least important. If the question stated is teacher diversity important or is student diversity important I believe the ratings may have been different. Student diversity is probably a desirable goal for most teachers but it is a factor that they cannot influence. Whatever students come to that campus are the students they have to teach. Teachers usually are good citizens and see value in a campus that is representative of all groups. Many teachers at Central have attended diversity workshops.

The fact that faculty diversity was ranked highly by the faculty at Central did not surprise me. The staff at Central is a very diverse group. The staff is approximately 60% female and approximately 50% minority. The administrative staff is 100% minority. There is a family atmosphere, professional and personal camaraderie at the school. Central has a diverse staff and that diversity is acknowledged and appreciated.

Budget cuts was ranked as the least important issue on the list. This is what amazes me about teachers that even with less they are committed to helping students achieve. Every district in Texas was forced into budget cuts because of the poor performance of the state's economy. The state provides a significant amount of funding

to every public school district in Texas. I can attest that administrators would have ranked budget cuts much higher. Teachers tend to focus on the elements and factors they can change.

Classroom size was tied with student and teacher diversity as the second to least important issue. Classroom size has been attributed to academic achievement. The theory goes that the smaller the class size the more effective the teacher can be. Texas mandates that all elementary classes maintain a teacher student ratio of 22 to 1. One of the selling points for private and charter schools is smaller class sizes. Public school teachers continue to show that in spite of tremendous obstacles they continue to produce students that we can be proud of.

Table 2. Represents the number of times each issue was selected and the importance it was given by the respondents.

Importance of Issues	Classroom Size					Budget Cuts					Teacher Training					Student & Teacher Diversity					Performance Standards				
1. most 5. least	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Times selected	1	4	2	2	3	1	1	3	2	5	3	2	2	5	0	3	3	3	0	3	4	2	2	3	1

As I reviewed the 5 resubmitted surveys I found 2 that had change their number 1 choices. I had a theory about why they changes were made but I decided to ask the participants. The participants were not aware that they had changed their ranking but after finding out both stated that it was probably due to some recent occurrence at school. The surveys were given 1 week after the original survey. The changes were all just one position.

Table 3 shows the number of questions on the survey and the number of participants that answered that question either strongly agrees or strongly disagrees. I will provide my interpretation of those survey responses and any correlation to the ranking of the issues.

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Strongly Agree	4	2	3	10	2	9	2	6	0	12	3	5	2	2	4
Strongly Disagree	0	1	2	0	5	0	3	0	6	0	3	0	1	3	2

Question 4. Diversity is important to a successful learning environment. This question was selected by 10 of the participants as strongly agree. Teachers realize that diversity is not limited to students or teachers. Central Middle School with the student population and faculty demographics has benefited as an organization I would expect the teachers at Central to have ranked this question highly.

Question 6. I am very active in promoting diversity in my classroom. I would anticipate that most teachers would have selected strongly agree with this question. The teachers at Central and teachers in general value and recognize diversity. It would be inconsistent for them to answer the question any other way. Teachers are certainly aware of diversity in their classrooms and make instructional adjustments based on that diversity, including academic history and success.

Question 10. Standards are important for improving our schools. 12 of the 15 respondents answered strongly agree. Teachers understand the importance of standards and how they fit into the educational system. Not many professions have more accountability than public school educators.

Overview of Survey Results. The rankings of the survey questions were very consistent with the way the participants rated the educational importance of the issues.

Weaknesses of the survey and results. The survey sample was too small to generalize the findings for the entire school district or teachers in Texas. It would have been beneficial to see if subject area teachers, inexperienced teachers, and private school teachers would have come up with the same survey results.

Summary of results. Teachers at Central value cultural diversity, understand the importance of standards, and believe diversity is important in the educational setting.

Interview

(Conducted by Ashley Lowman with an Assistant Principal at Arlington Traditional School)

1. *How important is the issue of diversity to your school and faculty?*

We live in a diverse community, so we respond to and adapt to the reality that presents. We are focused on student achievement.

2. *How active are your school and faculty in working toward diversity?*

We work for student achievement 100%. We respond to needs of diverse population.

3. *How do you define diversity?*

Difference between people due to race, economics, politics, nationality, sex, religion, etc. that affect behavioral communication.

4. *What, if any, are the largest obstacles to achieving diversity?*

Is diversity the goal? Here, we are diverse according to whoever enrolls that is the parent's choice.

5. *How does diversity rank in the range of issues facing your school (e.g., budget cuts, teacher training, classroom size, etc.)?*

Classroom comparison is important. In the school, other wise not an issue. We do respond to system-wide directions.

6. *Is diversity an issue schools should be concerned with? Why?*

Yes, consequences and results of diversity affect programs, economic support, and teacher quality. VPI program if the trend continues 20% of our school will be of

students from the VPI program. VPI is free and reduced lunch group (mostly immigrants with LEP limited English proficiency,

7. Is the school district and the community supportive of diversity efforts? How might they be involved?

Yes, minority achievement is a priority goal in the APS strategic plan. We have diverse population in several neighborhoods and schools implement special programming targeting those populations in need of ESOL HILT. “At-risk” population is targeted for Y.E.S. club, minority achievement, grants, mentoring programs throughout Arlington. Peer Mediation and conflict resolution are priorities in Arlington and Fairfax schools.

References

- Creswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Glesne, C. (1998). *Becoming qualitative researchers*. New York: Addison Wesley.
- Leedy, P., & Ormrod, J. (2001). *Practical research: Planning and design*. Upper Saddle River, NJ: Prentice-Hall.
- Merriam, S. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Triola, M. (2001) *Elementary statistics*. New York: Addison-Wesley.

Appendix 1: IRB Approval Form

Walden University
 155 Fifth Avenue South
 Minneapolis, MN 55401

Request for Approval to Conduct Research in a Course

Note: This form and human subjects approval process are an abbreviated version of the official form and process that is required of all students at the dissertation stage of their program. This form and process are to be used only for non-published research within the context of an approved Walden University course.

General Directions

- If this research is a group project, the group contact person or chair is to submit one form on the part of the group, with all group members attesting to it as described under **Submission and Approval**.
- Save and submit this form and all attachments in Rich Text Format (RTF). To do so, see your word processor for directions.
- No data may be collected until you have received your instructor’s approval of this form.

Part I: Identifying Information

Enter project title:

Relationships between teacher attitudes and performance towards achieving diversity.
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Identify the course within which this research is conducted

Course Number and Title	EDUC 8437-FRS Data Analysis in Educational Research
Academic Year and Quarter	Fall 2003
Instructor	Dr. Marilyn Simon

List student investigator’s name and e-mail address (If this is a group project, the names and e-mail addresses of all members of the group must be listed and one group member must be indicated as chair or contact person.)

Name/Names	E-mail Address/Addresses
Steven R. Van Hook (contact)	svanhook@waldenu.edu
Ashley Lowman	alowman@waldenu.edu

Indicate projected inclusive dates of project

Projected Start Date	Monday, October 6, 2003
Projected End Date	Friday, October 24, 2003

Part II: Project Description

Thirty faculty members in researchers’ school districts will be surveyed regarding instructor attitudes and performance towards achieving diversity. Approximately 30 teachers and administrators will be given the questionnaire during the week of October 6, and 10 of the initial participants will be selected to partake in the questionnaire during the week of October 19 to test the reliability and validity of the survey instrument.

1. Data collection tools

A. Indicate which data collection tools you will use and how many different forms of each you will use. [For example, if this is a group project and the group will use one survey and each group member will conduct an interview using the same interview protocol, then you would indicate “Survey - 1” and “Interview - 1.” If the group will use one survey but each of the four group members will use a different interview protocol, then you would indicate “Survey - 1” and “Interview – 4.”]

Tool	Number
Survey	1
Interview	2
Focus Group	
Observation	
Other (describe)	

B. **Attach** a copy of each different survey or protocol (interview, focus group, observation) that will be used to gather data. [For example, attach the survey items, interview questions, focus group prompts, or observational formats.]

1. Abstract/lay summary

Provide a short description of the task(s) subjects will be asked to complete. Use language that can be understood by a person unfamiliar with the area of research. Jargon should be avoided or explicitly explained.

The participants in this study will be asked to complete a questionnaire that involves questions pertaining to their attitudes and efforts toward achieving diversity in their school settings. An interview will be conducted with a key person who is knowledgeable in the survey topic.

2. Description of study group

For each item below, be sure to include all subjects included in the study. Be as precise as you can in your numbers. Where you are not sure, use a best estimate. [For example, if you are surveying 30 college seniors and have no idea how many males and females will be in the sample, you might estimate 15 males and 15 females with the usual age range of 21-22. If in addition, you are conducting a focus group of their parents, you would again estimate a distribution by gender and an age range. For clarity, if different groups of participants involved, such as in the study just described (surveying college seniors and conducting a focus group with their parents), it would be best to enter each group on a separate line and then total. If your sample is drawn from the same group, such as might be if you are surveying college seniors and then conducting a focus group with college seniors, you could enter the total once as there is only one group, Group 1]

A. Gender

Group 1: Male 2 Female 13 Total 15
 Group 2: Male 5 Female 10 Total 15
 Group 3 Male Female Total
 TOTAL Male 7 Female 23 Total 30

B. **Age Range**

Group 1: 27 to 55

Group 2: 27 to 65
 Group 3: _____ to _____

- C. Location of Study Group/s (Elementary/secondary schools, university, public institution, hospitals and clinics, private institution, other)

Group 1: Arlington Traditional School (elementary school), Arlington VA
 Group 2: La Cumbre Middle School, Santa Barbara, CA
 Group 3: _____

- D. Special characteristics of subjects (Check all that apply)

inpatients
 prisons/halfway houses
 patient controls
 normal volunteers (adults)

- E. Institutional permission

If research is conducted through community agencies, such as schools, you must obtain permission to conduct research within their institution. **Attach** evidence of approval/cooperation, usually a letter from such agency (school, etc.), to this form.

NOTE: If you do not have the permission document in a format that can be attached to an e-mail message, you may FAX or mail it to your instructor.

- F. Describe how subjects will be identified or recruited.

The participants of this survey are all certified educators and a staff members of the schools detailed in section C above. The available participants (through the necessity and limitations of this study, a convenience group) will be selected through the assistance and permission of the school administration, will be provided with copy of the participant agreement form in Addendum 3, as well as a copy of the survey instrument. The interview participant will be selected based on criteria of knowledge on survey topic, as well as availability.

- G. If subjects are school children and class time is used to collect data, describe in detail the activity planned for any non-participants. Who will supervise those children? (**Note:** Include this information as well in relevant consent documents.) (**Note:** For course based research, you should avoid research involving subjects which may be members of protected classes, such as children.)

This does not apply to the data collection for this study.

3. Confidentiality of data

The data collected as part of this course project may not be used in publication or presentations outside of Walden University. It is the student’s responsibility to maintain the confidentiality of all study participants and to utilize procedures that do so. Any tape recordings or videotapes must be safeguarded for confidentiality. Written consent is required for recordings. The consent form should include information regarding confidentiality of data. (**Note:** While there is no stipulation for keeping data collected as part of a course requirement, know that, when you get to the dissertation stage, Walden University expects that data collected in the dissertation phase will be retained for at least 5 years after the dissertation is approved.)

4. Informed consent process

Simply giving a consent form to a subject does not constitute informed consent. You must acquire assent of the participant by explaining the nature of the study in developmentally appropriate language.

For research conducted as part of a course, this explanation may be delivered orally or in writing, as explained in item 6, below.

5. Consent statements/letters to subjects

Attach statements read or distributed to study subjects prior to data collection, including any cover letters or cover sheets accompanying survey instruments. See <http://www.waldenu.edu/forms/printable/consent.html> for an example of a consent form that will provide the information that should be included in obtaining informed consent, whether the information is delivered orally or in writing.

Participant signatures are not usually required for data collection conducted for the purposes of meeting a course requirement where the research does not involve subjects who may be members of protected classes. (**Note:** Signed consent forms from all participants will be required when you are conducting your dissertation research.)

Part III: Submission and Approval

1. Assurances

A. Submission of this form indicates that:

- As a student enrolled in a Walden course, you will act in a professional manner to implement stipulations described in this Request for Approval to Conduct Research in a Course
- The information provided with and on this form is correct
- Unexpected or otherwise significant adverse events in the course of this study will be promptly reported to the Course Instructor
- Any significant new findings which develop during the course of this study and which may affect the risks and benefits to participation will be reported in writing to the Course Instructor and to the subjects
- Data collection may not and will not be initiated until final approval is granted by the Course Instructor. This research, once approved, is subject to continuing review and approval by the Course Instructor and Associate Vice President for Academic Affairs.
- Each student involved in this research project will maintain complete and accurate records of this research.

- B. Each student involved in this research project will individually send the Course Instructor an email specifically attesting to compliance with the stipulations described in this form and with the assurances itemized in A, immediately above.

The Subject line of this e-mail is to read:

Course ID, Quarter, Initials, Group Name (if group project), Human Subjects, Attestation and Assurance

EXAMPLE: EDUC 8437, F00, LC, Group 1, Human Subjects, Attestation and Assurance

Approval will not be given until this e-mail is received from all students involved in this research project.

E-mail approval of the course instructor for this request is required before data collection can be conducted.

2. Submission

The individual student investigator or, if a group project, the group chair or contact person is to:

- Ensure that this form and all attachments are saved in RTF format
- Prepare an e-mail to the Course Instructor with the following as the Subject line:

Course ID, Quarter, Initials or Group Name (if group project), Human Subjects, Submission

EXAMPLE: EDUC 8437, F00, Group 1, Human Subjects, Submission

- Attach the following to the e-mail message:
 - This form with all relevant sections completed
 - All data collection tools (Part II, 1, B)
 - If working with an agency or institution, evidence of approval/cooperation. This item may be FAXed or mailed, if necessary. If doing so, please indicate that in the message portion of the e-mail. (Part II, 3, E)
 - All consent statements (whether oral or written or whether or not requiring a signature), cover letters and/or cover sheets.
- Send the e-mail message with all attachments to your Course Instructor

3. Approval

Your Course Instructor will notify you of approval by return e-mail message. If this is a group project, the approval will be sent to the group chair/contact person.

No data may be collected until this approval is received.

Appendix 2: Participant Consent Form

Course Requirement for EDUC8437 Student Research Project

You have been invited to participate in a study to learn more about attitudes and efforts towards diversity in educational settings. Steven R. Van Hook, Ashley W. Lowman, and Erroll Garrett, who are enrolled at Walden University in Minneapolis, Minnesota will conduct this study. This research project is a part of the course requirements for Ph.D. candidate student in EDUC8437. Dr. Marilyn Simon is the course instructor. Her directory information is provided below if you would like to contact her.

Marilyn K. Simon, Ph.D.
Faculty Mentor, Education
Walden University
15050 Rancho Real
Del Mar, CA 92014
858-259-0345 office/fax

If you decide to participate in this study you will be asked to complete and return a survey which will ask you questions related to professional practice, age, gender, ethnicity, years of practice, and your opinions regarding diversity in an educational setting.

Participation in this study and completion of the survey should only take 20 to 25 minutes of your time. Results of your survey are confidential and according to the guidelines for this project, the data collected as part of this course project will not be used in publication or presentations outside of Walden University.

There are no risks involved in this study beyond those of everyday life. Although you will not receive any direct benefits from your participation, you will be helping graduate students complete course requirements and this research may help them in identifying faculty attitudes and efforts towards achieving diversity.

Because you are a volunteer for this research study project you may refuse to participate at any time. Should you have concerns about this study or the students involved in this project you should contact the course instructor, Dr. Marilyn Simon, whose name and directory information are included on this page.

You may have a copy of this consent form to keep. Please fill out the information below and sign and date the document if you would like to participate in this study. Thank you for assisting us in our team research project.

Agreement to Participate

Print Name and Provide Signature

Date

Appendix 3: Survey Instrument

**Student Research Project
Walden University**

Survey Questions

Gender: Male _____ Female _____

Predominant Ethnic Background:

- American Indian or Alaska Native _____
- Asian _____
- Black or African American _____
- Hispanic _____
- Native Hawaiian or Other Pacific Islander _____
- White (non-hispanic) _____
- Other _____

Teaching Specialty: _____

Age _____

Grade(s) Taught _____

Education Level (Terminal Degree) _____

Years at current school _____

Total years spent teaching _____

Please rank 1 through 5 the relative importance of these issues to you (1 being the most important, 5 the least):

- Classroom Size _____
- Budget Cuts _____
- Teacher Training _____
- Student and Faculty Diversity _____
- Performance Standards _____

(Please circle your answer for the remaining questions)

How critical to you is the question of cultural diversity at your school?

Not at all Minimally important Somewhat important Important Highly important

How hopeful are you that the decline of cultural diversity could be improved?

Not at all Minimally hopeful Somewhat hopeful Hopeful Very hopeful

How much of an impact (if any) has the No Child Left Behind Act has had on the diversity issue at your school?

No Impact Minimal impact Some impact Considerable impact High impact

Diversity is important to a successful learning environment.

Strongly disagree Mildly disagree No opinion Mildly agree Strongly agree

Diverse populations of students in the classroom can create conflict.

Strongly disagree Mildly disagree No opinion Mildly agree Strongly agree

I am very active in promoting diversity in my classroom and school.

Strongly disagree Mildly disagree No opinion Mildly agree Strongly agree

Encouraging diversity is not an important issue when I prioritize my work.

Strongly disagree Mildly disagree No opinion Mildly agree Strongly agree

I wish I could do more to promote classroom diversity.

Strongly disagree Mildly disagree No opinion Mildly agree Strongly agree

Educational standards are applied fairly across states and school districts.

Strongly disagree Mildly disagree No opinion Mildly agree Strongly agree

Standards are important for improving our schools.

Strongly disagree Mildly disagree No opinion Mildly agree Strongly agree

Standards are force educators and students to focus on narrow test performance rather than broad learning.

Strongly disagree Mildly disagree No opinion Mildly agree Strongly agree

The responsibility for increasing school diversity is a community problem.

Strongly disagree Mildly disagree No opinion Mildly agree Strongly agree

The responsibility for increasing school diversity is an administrative problem.

Strongly disagree Mildly disagree No opinion Mildly agree Strongly agree

The responsibility for increasing school diversity is a faculty problem.

Strongly disagree Mildly disagree No opinion Mildly agree Strongly agree

The responsibility for increasing school diversity is a student/family problem.

Strongly disagree Mildly disagree No opinion Mildly agree Strongly agree