

Teacher Survey

CBETT: Culture-Based Education Teacher Tool

Mahalo for participating in this survey. We understand that your time is valuable, and we are grateful for your support. This survey covers the types of teaching strategies you use and the various ways you may incorporate Hawaiian culture in your students' learning. Some items may be more applicable to the subject you teach and your teaching style than others. There are no wrong answers. Please answer all questions to the best of your ability, and feel free to write in the margins if you would like to elaborate. Remember that all responses will be kept **strictly confidential**. Again, mahalo for your valuable time and insights!

1. Study ID number:

 2. What kind of school or educational program do you teach in? *(Please check all that apply.)*

| | |
|---|--|
| <input type="checkbox"/> Hawaiian language medium program | <input type="checkbox"/> Conversion charter school |
| <input type="checkbox"/> Hawaiian-focused charter school | <input type="checkbox"/> Other public school |
| <input type="checkbox"/> Start-up charter school | <input type="checkbox"/> Kamehameha Schools campus |

 3. What subject(s) do you teach? (e.g., mathematics, Hawaiian studies, chemistry, physical education)
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SECTION 1

The following section asks you to rate a variety of instructional approaches by how frequently you use these approaches in general, across all of the classes you teach.

| | Almost daily | | Weekly | | Monthly | | 2 or 3 times a semester | | 1 or 2 times a year | | Rarely/never | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Generally speaking, how often do you use the following instructional approaches? | | | | | | | | | | | | |
| 1. I encourage students to use vocabulary from the content of the class to express their understanding of the course material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I speak and display Hawaiian language in the learning environment, using phrases and limited language exchanges | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I use my verbal exchanges with students to support their language development by listening respectfully, asking questions, modeling appropriate language, and restating their points | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I have students help plan community-based activities for my class..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. In addition to my students, I also talk to family and community members to better understand the values, norms, knowledge, and experiences that make this community special. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I lead class discussions that give individual students a chance to be heard when called on..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Generally speaking, how often do you use the following instructional approaches? | Frequency | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Almost daily | Weekly | Monthly | 2 or 3 times a semester | 1 or 2 times a year | Rarely/never |
| 7. I embed Hawaiian knowledge, practices, values, behaviors, language, and spirituality into the content and materials of my class..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I talk with my students about their home lives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I invite students' family members into the learning environment to create a sense of 'ohana (family) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I create opportunities for students to engage in community service and/or service learning beyond the activities already organized by the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I use the community as a setting for student learning that is responsive to community needs and grounded in the Hawaiian knowledge, practices, and history associated with a place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I use small-group activities to enhance student learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. I develop homework assignments and activities that require the active participation of family members.... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I encourage students to teach and learn from each other..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. I teach and communicate with my students in 'olelo Hawai'i (Hawaiian language)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. I use readily available curricula and materials and try to interject Hawaiian or "local" examples where relevant | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. I use textbook-based lectures and discussions in my class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. I use hands-on learning activities outside the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. I have students engage in community service and/or service learning as part of their required coursework..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. I get to know my students, their families, and their community through interactions outside of school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. I facilitate student discussions and group interactions using a free-flowing, "talk story" structure that is collaborative in nature..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Generally speaking, how often do you use the following instructional approaches? | Frequency | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Almost daily | Weekly | Monthly | 2 or 3 times a semester | 1 or 2 times a year | Rarely/never |
| 22. I create opportunities for intergenerational learning, where students learn from each other, from teachers, and from <i>kūpuna</i> (elders)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. I relate my coursework and content to the local (but not necessarily Hawaiian) community..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. I use culturally appropriate curricula and materials that include some Hawaiian cultural content | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. I integrate Hawaiian practices, rituals, and protocol as part of the learning experience for my students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. I use Hawaiian language materials in my teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. I use simple Hawaiian words and/or songs to expose my students to Hawaiian language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. I provide students' family members with information about ways they can support their child's learning at home | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. I develop students' literacy and language skills by using writing activities in my class (regardless of subject)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. I help students connect what they learn in my class to their experiences at home and in the community. . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. I use vendor-developed textbooks and materials for my class to ensure that the content and quality meet state standards or other benchmarks and guidelines | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. I create opportunities for my students to apply what they have learned to community settings..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. I integrate 'ohana (family), community members, and <i>kūpuna</i> (elders) into the learning experience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

34. If you answered at least "1 or 2 times a year" to Question 33, please use the space below to share some specific examples of how you integrate 'ohana and *kūpuna* into the learning experience.

SECTION 2

In the next section, please rate the following statements by how well they describe the way you teach or the philosophies that govern your teaching.

| Generally speaking, how well do these statements describe the way you teach or the philosophies that govern your teaching? | Very well | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | Somewhat well | | | Not at all |
| | Not very well | | | |
| 35. My ultimate goal in working with students is to preserve and perpetuate Hawaiian culture for generations to come..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. I define and direct my students' roles and responsibilities..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. My primary goal in teaching is to improve students' academic achievement..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. I use multiple-choice and other paper-and-pencil tests to assess students..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. I incorporate Hawaiian culture in my teaching to better engage students..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. I contact family members (e.g., by phone, in person, by email) when their children are having problems in my class .. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. I work closely with 'ohana (families) to support their children's growth and success in and out of school..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. My teaching is grounded in the belief that all students should have a basic level of competency in the Hawaiian language..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. I encourage my students to initiate and lead community projects to promote greater community well-being..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. I frequently contact family members about a variety of student matters, both good and bad..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. I design my class to support the diverse cultural backgrounds of my students..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. I use portfolios of student accomplishments to assess and grade students..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. In my teaching, I incorporate universal values, using Hawaiian terms such as 'ohana (family) and lōkahi (unity, harmony)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. I am responsible for ensuring that my students have a strong cultural identity and value of place..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. I expect my students to recognize and carry out their roles and responsibilities on their own..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. I assess my students by having them engage in projects or performances that demonstrate a meaningful understanding of the material, including the ability to problem-solve and creatively adapt knowledge to different situations..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Generally speaking, how well do these statements describe the way you teach or the philosophies that govern your teaching? | Very well | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | Somewhat well | | | Not at all |
| | Not very well | | | |
| 51. The learning environment and daily practices of my class grow from my fundamental Hawaiian beliefs and native spirituality..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. I try to keep my class neutral and free of cultural references so that no students feel left out | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. I assess my students by having them engage in projects or performances that require a range of knowledge and skills..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. Most of my contact with students' families occurs through Open Houses and school events..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 55. I am just as responsible for my students' social and emotional growth as I am for their academic achievement..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. I teach my students to recognize their responsibilities and the importance of their roles..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 57. My teaching is grounded in the belief that all students should be proficient in the Hawaiian language to achieve our vision for a Hawaiian-speaking community..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 58. My teaching methods and delivery have little to do with Hawaiian culture, practices, values, or beliefs..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 59. I assess my students by having them engage in projects or performances that are culturally purposeful and useful (i.e., have real value to the community and to Hawaiian culture)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

60. If you answered "Very well" or "Somewhat well" to Question 59, please use the space below to share some specific examples of the culturally purposeful and useful assessments that you have used successfully.

SECTION 3

61. Drawing on your experience in education, what kinds of strategies would you recommend to other teachers to help them better reach their students?

62. What kinds of support would help you and your school make a difference in students' lives?

SECTION 4

Finally, please tell us a little about yourself.

63. What is your gender? male female

64. What year were you born? 19 __ __

65. How long have you lived in Hawai'i? _____ years

66. Which of the following describe your ethnic background? *(Please check all that apply.)*

- | | | |
|--|---------------------------------------|---|
| <input type="checkbox"/> Hawaiian, part-Hawaiian | <input type="checkbox"/> Chinese | <input type="checkbox"/> Native American |
| <input type="checkbox"/> Samoan | <input type="checkbox"/> Filipino | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> Tongan | <input type="checkbox"/> Japanese | <input type="checkbox"/> Guamanian/Chamorro |
| <input type="checkbox"/> Other Pacific Islander | <input type="checkbox"/> Korean | <input type="checkbox"/> Other (specify below): |
| <input type="checkbox"/> Black/African American | <input type="checkbox"/> Vietnamese | _____ |
| <input type="checkbox"/> Caucasian | <input type="checkbox"/> Asian Indian | |
| <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> Other Asian | |

67. Counting this school year, how many years have you taught at your current school, including part-time teaching? (Write the number of years to the nearest half-year, 1 digit per box. For example, write in "02.5" for 2 ½ years, or "05.0" for 5 years.) _ _ . _

68. What is the highest level of education you have completed? (Please check one box.)

- | | |
|---|--|
| <input type="checkbox"/> Some high school or less | <input type="checkbox"/> Some graduate school, no degree |
| <input type="checkbox"/> High school diploma or GED | <input type="checkbox"/> Master's degree |
| <input type="checkbox"/> Some college, no degree | <input type="checkbox"/> Doctorate |
| <input type="checkbox"/> Associate's degree | <input type="checkbox"/> Other (specify): |
| <input type="checkbox"/> Bachelor's degree | |

69. Have you ever completed a postsecondary (i.e., college-level or higher) course in Hawaiian language or Hawaiian studies? Yes No

a. If yes, was your postsecondary major or minor in Hawaiian language or Hawaiian studies? Yes No

70. In which of the following activities do you participate and/or have skills?

- Carpentry
- Chant
- Cooking Hawaiian food
- Drawing, painting, crafts
- Farming
- Fishing
- Hawaiian arts
- Ho'oponopono
- Hula
- Hunting
- Jogging/running
- La'au lapa'au
- Lauhala weaving
- Lei making
- Paddling
- Photography
- Piano
- Quilt making
- Sewing
- Singing
- Studying genealogy
- Studying native plants and wildlife
- Surfing or boogie boarding
- Swimming
- Team sports (e.g., soccer, basketball)
- Ukulele or guitar
- Woodworking
- Other (specify below):
