

### Teacher Survey

The Multicultural Teaching Competency Scale (MTCS) was originally developed for K-12 classroom settings and includes teaching practices about which participants report their frequency of use. The MTC scale aims to provide insights into the classroom experiences and teaching practices. By using the MTCS to identify teacher's pedagogies around their cultural teaching approach, this focuses on validating, facilitating, liberating, and empowering minority students, emphasizing their cultural integrity, individual abilities, and academic success.<sup>1</sup> Our survey included 19 teachers from various schools within one district, covering multiple grade levels. Sixty three percent of these teachers reported having 10 plus years of teaching experience.

Culturally responsive teaching prioritizes students' culture in the learning process. When educators create classroom norms that are reflective of a student's native culture, they in turn help minimize the cultural mismatches between home and school. These approaches validate, facilitate and empower minority students and in turn aids academic success. As classrooms become increasingly diverse across Texas, the survey examines how teachers navigate cultural integration, language barriers, and educational support while facing limited resources.

In general, teachers reported that on average they usually agreed with statements indicating they possessed multicultural knowledge or skills. These teachers also identified that when it comes to finding help to

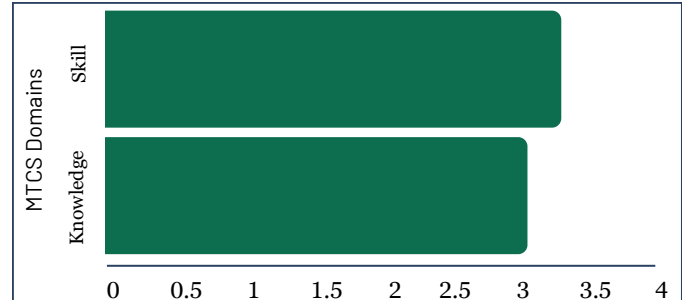


Fig. 1 Shows average Knowledge and Skill from teachers surveyed at around a 3 out of a 4-point scale indicating that the teachers surveyed have a slightly above average knowledge and skills of using pedagogy to cater to the diversity of the classroom.

support their teaching style and approach to supporting newcomer immigrant and EB/EL students, 53% rely on receiving that guidance and thought partnership with teachers within their own campuses. Practices that are typically incorporated into the classroom include activities to help students feel welcome, heard, and safe. These efforts are geared towards creating connections between the students and teacher. It is clear that there is a growing need for support and resources when it comes to teaching EB/EL students and newcomer students. Collaboration among educators is crucial in meeting this need.

The findings in this survey highlight both achievements and opportunities in supporting EB/EL and immigrant students in Texas classrooms. While teachers demonstrate positive knowledge and skill when it comes to multicultural engagement with immigrant families and attention to cultural representation, there may be a need for additional professional development and resources focused on increasing cross-cultural learning to be able to increase capacity to collaborate with immigrant students.

#### Citations

1- G. Gay, *Culturally Responsive Teaching: Theory, Research, and Practice*, Teachers College Press, U.S.A. 2000.



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