



Cultural Academic and Behavior Self-Assessment Survey

The purpose of the Cultural Academic and Behavior Assessment Survey (CABAS) is to identify key understanding of how culture impacts the educators' knowledge, skills and action in implementing social/emotional and academic preventive support structures for diverse students.

Note: Identify your responses based on if the situation arises you use this strategy or approach.



Cultural Academic Behavior Assessment Survey (CABAS)

Consciousness	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
1. I make a conscious effort to affirm and validate my students daily for their positive verbal interaction; respect with peers.					
2. I seek to look for students that have had negative encounters with the school rules and others on campus to acknowledge their presence when they are following the school's expectations.					
3. When I give feedback to my students it is clear and descriptive enough for other students to replicate my expectations.					
4. I'm purposeful, intentional and deliberate in "catching" students being respectful and displaying effort in my class and out in the hallways.					
Section Rating					
Commitment					
1. I overtly teach situational appropriateness and "code switching" to my students.					
2. I openly acknowledge my faults to my students when I'm unclear in my instruction and directions to them.					
3. I'm known as an advocate for my students and their family in un-covering the hidden rules and curriculum in my school.					
4. When I'm unfamiliar with community language and behaviors being displayed by my students, I ask them to explain them to me.					
Section Rating					





Congruency					
1. I understand the importance of consistency of rules, however I have the skills to differentiate my expectations to meet the needs of my students.					
2. As a member implementing behavior strategies, I use qualitative and quantitative data to make instructional decisions and actions.					
3. Based on observational data, I can make immediate adjustment to re-direct student behavior without compromising the school rules and expectations.					
4. I use what I know is of interest to my students' and culture (after 3:00 pm) to design strategies to empower my students.					
					Section Rating
Caring					
1. I use verbal affirmation as a primary means of incentives to my students in and out of class.					
2. I am able to interact with my families with respect and kindness even when the parent is frustrated with the school.					
3. I provide frequent "peacock moments" for my students in and out of class for positive behavior and effort.					
4. I am able to leverage my relationship with students to empower them to be successful in school.					
					Section Rating



School Wide and Classroom Survey Question Examples

The following examples are school wide and classroom examples to assist in helping the surveyor understand the questions on the survey. *For example: Consciousness 1 corresponds to survey question Consciousness 1.*

Consciousness
1. Being mindful every day and act on giving students positive words or nonverbal cues when I hear them speaking in a respectful way or tone with other students.
2. Know or have been provided a list of students that are experiencing conflict with the school rules and make a conscious effort to provide positive comments when the student(s) is following the rules.
3. When I'm in class or outside of class, I use clear and precise language that my students can understand and follow.
4. I aggressively look for students to demonstrating behavioral expectations or showing effort to comply with classroom and school rules.
Commitment
1. I incorporate in my class instruction, via structured oral language and vocabulary development, how to take community language and bridge it to academic language. I also overtly show the students when different types of behaviors are used in different environments.
2. I reflect and share with my students when I'm wrong or unclear, and I have given them the language to respectfully interrupt me when they are unclear about my direction/instruction.
3. My students and families can come to me anytime to get clarification of rules that are unclear or have various interpretations.
4. I ask my students to teach me aspects of their community and culture so I can better understand and teach them.





Congruency

1. I can apply school wide and classroom rules in different ways with consideration of the students' needs, without other students feeling I am showing favoritism.
2. I use observational and achievement data to make recommendations for improving students' behavior.
3. I watch my students intently, to be preventive when I see possible behavioral/discipline issues.
4. I ask my students to share their interests with me to develop teacher/student relationships, and I use their information as academic and behavior data.

Caring

1. I give my students positive descriptive feedback as a means to developing genuine student/teacher relationships in and out of class
2. Despite a parent being frustrated, I still look to interact with the parent to find positive solutions for their child.
3. Through my classroom instruction and preventive interaction with students, my students are provided caring comments that make them feel "special" and their joy is visible to the peers and others
4. I use my relationship with my students to lead them to the next level of academic and behavioral performance.



Cultural Academic Behavior Assessment Survey (CABAS) Rubric

Beginning 16-26	Emerging 27-39	Applying 40-69	Innovating 70-80
I am un-sure of how culture impacts the learning and behaviors needs of my students.	I believe the academic and behavioral levels of students are predetermined by their home culture.	I have the ability to influence certain students' willingness to adapt to the expectations/rules of my classroom and the school.	I believe that the academic and behavioral levels of my students are malleable (able to grow), and that I have the ability to transform fixed to growth mind-set in myself and my students.
I use from pre-written lessons for my teacher editions (textbook series) to teach my students even if the lessons lack cultural experiences of my students.	When I lesson plan I take into account my students' culture when the curriculum and behavioral expectations dictates it.	I understand that my students' culture has an impact/effect on lesson planning and delivery, however I need to be more conscious about accessing student culture in planning.	Consideration of students' cultures drives my lesson planning and delivery. This is especially crucial for students whose culture differs from my own. I use my culture and that of my students to ensure my students can successfully access academic and behavioral standards.
Students should enter school understanding the expectations of school and classroom behavior.	I maintain a learning environment in which my students understand the behavioral expectations of the class/school, and classroom rules are clearly stated.	I develop a learning environment for my students that allows them to demonstrate flexibility to self-regulate behavioral challenges.	I cultivate a learning environment in which students feel safe to take intellectual risks. I am willing to learn from my students' cultural and community norms of behavior.
There is a universal level of respect and my students should enter school knowing and can demonstrate this universal understanding.	I teach my students to be respectful to me and their peers both in and out of class.	I am purposeful in teaching what respect looks like both in and out of my class, and the importance of using verbal and non-verbal communication styles.	I am conscious in developing academic language to provide my students the skills to respectfully question and/or engage me when they encounter academic and behavioral challenges. The students use those verbal skills (vocabulary) to mitigate peer to peer conflict.
I am not conscious in providing validation and affirmation to my students for their learning and behavior efforts.	I am patient with my students who have academic and behavioral challenges and provide incentives for my students that demonstrate positive behavior.	I am conscious in "catching" my students demonstrating positive behaviors in and out of class. I use verbal incentives to make the student(s) feel empowered to replicate those behaviors.	I am purposeful daily in validating, affirming and bridging my students' academic and behavioral efforts, and conscious in providing positive descriptive feedback for students which have had behavioral challenges in the past.



Overall Rating

Beginning	Emerging	Applying	Innovating
Points 16-26	Points 27-39	Points 40-69	Point 70-80

Consciousness

Beginning	Emerging	Applying	Innovating
Points 1-5	Points 6-9	Points 10-17	Point 18-20

Culture

Beginning	Emerging	Applying	Innovating
Points 1-5	Points 6-9	Points 10-17	Point 18-20

Commitment

Beginning	Emerging	Applying	Innovating
Points 1-5	Points 6-9	Points 10-17	Point 18-20

Caring

Beginning	Emerging	Applying	Innovating
Points 1-5	Points 6-9	Points 10-17	Point 18-20