

ID# _____
 (Please use the last four digits of your SSN)

Team: LRC UNCC UNCP UNCW WCU

Date : _____

Crosswalks Assessment of Knowledge, Skills and Instructional Strategies (CAKSKIS)

Thank you for supporting the Crosswalks project by completing this measure. Your responses will be kept confidential and will be used solely to increase our capacity to serve your community. Please ask if you have any questions.

I. Your Current Level of Knowledge about Children and Families who are Culturally and Linguistically Diverse

Please read the following statements. Indicate your current level of knowledge in that area by circling one number to the right of the statement. Use the following 6-point scale when making your ratings: 0 = no knowledge, 1 = low knowledge, 2 = low/medium knowledge, 3 = medium knowledge, 4 = medium/high knowledge, or 5 = high knowledge.	Your Current Knowledge Level					
1. General Knowledge	None	Low	Medium	High		
1.1 Knowledge of my own cultural traditions, attitudes, interaction styles and use of language.	0	1	2	3	4	5
1.2 Knowledge of how my own cultural traditions, attitudes, etc., differ from or are similar to the cultures of others.	0	1	2	3	4	5
1.3 Knowledge of the important role language and culture hold for children and families.	0	1	2	3	4	5
1.4 Knowledge of the impact of the dominant or mainstream culture on shaping research and practice in early childhood education and early intervention.	0	1	2	3	4	5
1.5 Knowledge of specific legal issues and precedents related to cultural and linguistic diversity.	0	1	2	3	4	5
2. Supporting Child Learning	None	Low	Medium	High		
2.1 Knowledge of how culture impacts the development and learning of each child.	0	1	2	3	4	5
2.2 Knowledge of effective approaches (curricula, strategies, and resources) for supporting the learning of culturally and linguistically diverse young children.	0	1	2	3	4	5
2.3 Knowledge of how to design relationships and experiences with the environment, activities, and other children/families so that children learn or are exposed to multiple cultures and languages.	0	1	2	3	4	5
2.4 Knowledge of how to adapt teaching and intervention methods to meet the needs of culturally and linguistically diverse children and families.	0	1	2	3	4	5
2.5 Knowledge of effective approaches for supporting the transitions of culturally and linguistically diverse young children between early childhood programs (e.g., transition to kindergarten).	0	1	2	3	4	5

Please read the following statements. Indicate your current level of knowledge in that area by circling one number to the right of the statement. Use the following 6-point scale when making your ratings: 0 = no knowledge, 1 = low knowledge, 2 = low/medium knowledge, 3 = medium knowledge, 4 = medium/high knowledge, or 5 = high knowledge.	Your Current Knowledge Level					
3. Families	None	Low	Medium		High	
3.1 Knowledge of the different preferences, priorities and child-rearing practices of families who are culturally and linguistically diverse.	0	1	2	3	4	5
3.2 Knowledge about practices, supports and resources that are responsive to the cultural and linguistic characteristics and preferences of families and their communities.	0	1	2	3	4	5
3.3 Knowledge of the importance of helping children to honor, preserve and celebrate their home language and culture.	0	1	2	3	4	5
4. Assessment	None	Low	Medium		High	
4.1 Knowledge about culturally responsive approaches to gathering information from diverse families.	0	1	2	3	4	5
4.2 Knowledge of non-discriminatory assessment practices and tools.	0	1	2	3	4	5
4.3 Knowledge of second language acquisition processes and application to the assessment process.	0	1	2	3	4	5
4.4 Knowledge of how to conduct assessments with careful consideration of the current situation, previous interventions, and the learners' cultural and linguistic background.	0	1	2	3	4	5
4.5 Knowledge of ways to provide verbal and written feedback to families that focuses on the strengths of the child and family, including parent observations and qualitative descriptions and examples of the child's abilities.	0	1	2	3	4	5
5. Collaboration	None	Low	Medium		High	
5.1 Knowledge about how to collaborate effectively with team members who have expertise in second language acquisition and/or culturally and linguistically diverse children and families.	0	1	2	3	4	5
5.2 Knowledge about how to access available campus/community resources and supports related to cultural and linguistic diversity.	0	1	2	3	4	5
5.3 Knowledge of how to engage and support the participation of interpreters, cultural mediators and/or translators.	0	1	2	3	4	5

II. Your Current Level of Skill Related to Working with and/or Teaching Children and Families who are Culturally and Linguistically Diverse

Please read the following statements. Indicate your current level of skill in that area by circling one number to the right of the statement. Use the following 6-point scale when making your ratings: 0 = none, 1 = low skill, 2 = low/medium skill, 3 = medium skill, 4 = medium/high skill, or 5 = high skill levels.	Your Current Skill Level					
6. Child Learning	None	Low	Medium		High	
6.1 Skill in designing strategies for addressing different learning styles of individuals including those from culturally and linguistically diverse backgrounds	0	1	2	3	4	5
6.2 Skill in using a variety of effective approaches (curricula, strategies, resources) for supporting the learning of culturally and linguistically diverse young children.	0	1	2	3	4	5
6.3 Skill in finding ways to develop and sustain learning environments that facilitate learning about cultural and linguistic diversity and support positive intercultural experiences.	0	1	2	3	4	5
7. Families	None	Low	Medium		High	
7.1 Skill in using a variety of strategies for eliciting family stories.	0	1	2	3	4	5
7.2 Skill in working with diverse families and team members to develop shared priorities and plans.	0	1	2	3	4	5
7.3 Skill in sharing information with culturally and linguistically diverse families.	0	1	2	3	4	5
7.4 Feel competent and confident in my abilities to work with all diverse families.	0	1	2	3	4	5
8. Assessment	None	Low	Medium		High	
8.1 Skill in collaborating respectfully with families in the assessment process and determine with them how they want to be involved (e.g., full participant to observer).	0	1	2	3	4	5
8.2 Skill in utilizing effective strategies for asking questions and gathering information about culturally and linguistically diverse children and their families.	0	1	2	3	4	5
8.3 Skill in using assessment results to support an effective process for identifying and planning supports and services for families.	0	1	2	3	4	5
9. Collaboration	None	Low	Medium		High	
9.1 Skill in implementing strategies for effectively using available school and community resources related to cultural and linguistic diversity.	0	1	2	3	4	5
9.2 Skill in finding and appropriately using interpreters, translators and cultural mediators.	0	1	2	3	4	5

III. Your Current Level of Knowledge and/or Skill Regarding Instructional Strategies and Resources

Please read the following statements. Indicate your current level of knowledge and skill in that area by circling one number to the right of the statement. Use the following 6-point scale when making your ratings: 0 = no knowledge/skill, 1 = low knowledge/skill, 2 = low/medium knowledge/skill, 3 = medium knowledge/skill, 4 = medium/high knowledge/skill, or 5 = high knowledge/skill.	Your Current Knowledge or Skill Level					
	None	Low	Medium	High		
10. Knowledge and Skill Regarding Instructional Strategies and Resources						
10.1 Knowledge of how adult learning principles apply to culturally and linguistically diverse learners (students, families).	0	1	2	3	4	5
10.2 Skill in self-reflection on my abilities related to cultural and linguistic diversity (e.g., attitudes, knowledge, skills).	0	1	2	3	4	5
10.3 Skill in adapting my methods of teaching and training in order to support the participation of culturally and linguistically diverse students as adult learners.	0	1	2	3	4	5
10.4 Skill in supporting the participation of culturally and linguistically diverse family members in my teaching and training practices (e.g., co-instructing, planning, evaluating).	0	1	2	3	4	5
10.5 Engage and support the participation of community partners who are culturally and linguistically diverse.	0	1	2	3	4	5
10.6 Skill in orchestrating dialogue within courses and among students regarding issues related to cultural and linguistic diversity (e.g., bias, prejudice, privilege).	0	1	2	3	4	5
10.7 Skill in using a variety of instructional strategies to support critical reflection about issues of race, class, gender, power and privilege as they relate to working with diverse children and their families.	0	1	2	3	4	5
10.8 Skill in using a variety of interactive techniques (e.g., cooperative learning, role-playing) for instructional purposes.	0	1	2	3	4	5
10.9 Skill in using a variety of instructional resources (e.g., activities, videos) to support student learning related to working with culturally and linguistically diverse children and their families.	0	1	2	3	4	5
10.10 Skill in finding instructional resources (e.g., readings, texts, videos, activities) that support learning about cultural and linguistic diversity.	0	1	2	3	4	5
10.11 Skill in finding instructional strategies and instructional resources on cultural and linguistic diversity.	0	1	2	3	4	5
10.12 Skill in using instructional strategies and instructional resources on cultural and linguistic diversity.	0	1	2	3	4	5

Are there other instructional resources or approaches that you would be interested in learning more about?

Thank you for your time and effort!