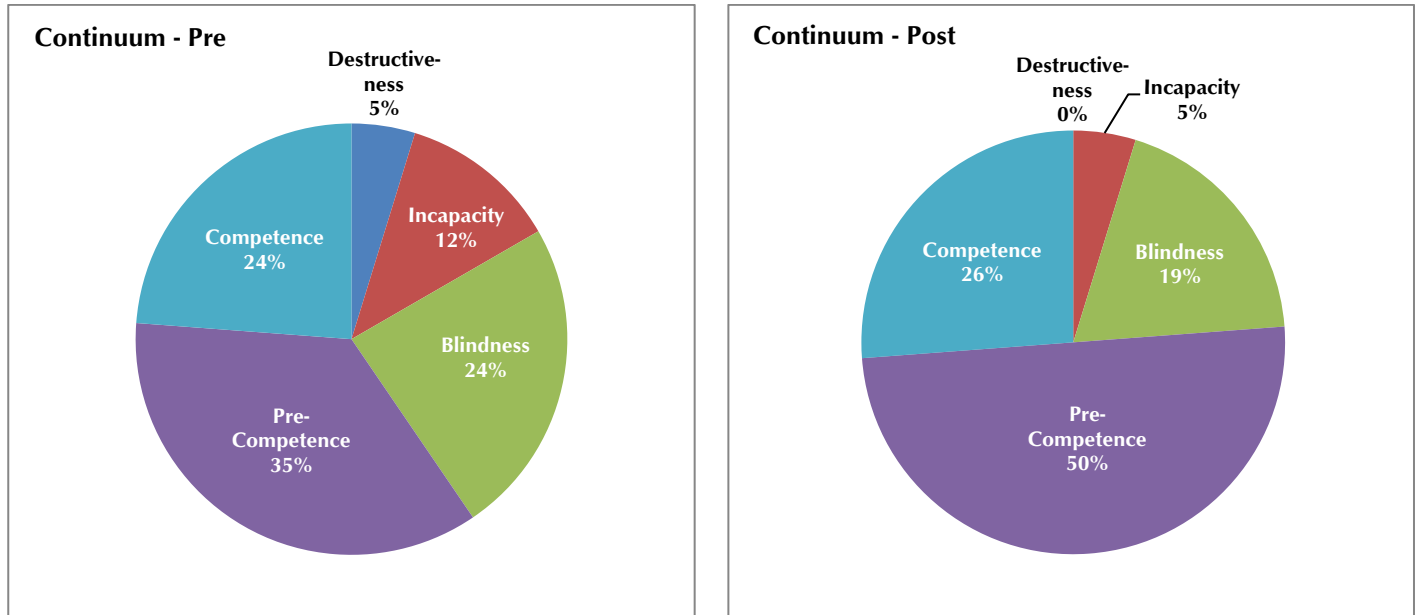


Sample Organizational Pre/Post-Assessment Analysis

Professional Development – ReachOut Cultural Competency Training

Series Results: August 2008 – June 2009



Professional Development Outcomes

CONTINUUM MOVEMENT	Destructiveness – Incapacity	Incapacity – Blindness	Blindness – Pre-Competence	Pre-Competence – Competence
<i>GROWTH</i>	5%	7%	17%	2%

SKILL AREA	Self-Awareness	Knowledge of Others	Knowledge Applied in Practice	Understanding of Privilege & Oppression
<i>Maximum Possible</i>	12	16	12	16
<i>PRE Assessment</i>	67%	66%	40%	54%
<i>POST Assessment</i>	68%	77%	53%	68%
<i>OVERALL MOVEMENT</i>	+ 1%	+ 11%	+ 13%	+ 14%

QUALITATIVE SUMMARY	<i>Strengths</i>	<i>Opportunities</i>
<i>How has the school improved (overall)?</i>	<ul style="list-style-type: none"> • Access and support has improved for Spanish-speaking and Vietnamese-speaking students and their families. • Gained more information and understanding about working with different populations. • Put up signs “welcome” many languages to make the physical environment more inviting. 	<ul style="list-style-type: none"> • Move some from thinking about cultural competency towards more action (in the classroom and school) • Continue to provide opportunities for challenging and celebratory conversations about identity and culture • Move forward with the knowledge that integrating cultural competency into the school is a work in progress
<i>What has been done in classrooms or in positions?</i>	<ul style="list-style-type: none"> • Increased investment in teacher-student relationship building • Increased opportunities for students to express themselves in a safe environment. • Teachers engaged in increased self-awareness and self-education to broaden personal perceptions and skills. 	<ul style="list-style-type: none"> • Increase access to more multicultural books and other media. • Investigate more classroom tools and provide more training to review and gain even more information and skills. • Dedicate time towards addressing culturally respectful behavior and interactions with students
<i>Biggest “Ah-Ha’s”</i>	<ul style="list-style-type: none"> • Implementing bias intervention techniques such as transferring focus from a student who is being targeted. • Understanding the importance of a culturally safe and identity-positive school environment. • Acknowledging the need to view expectations and issues from a student’s perspective (as well as our own). 	<ul style="list-style-type: none"> • Work (continuously) to decrease the negative and deterring impacts of bias upon student learning, safety, and growth. • Consider how further support can be offered to students and families to decrease language as a barrier. • Continue gaining specific and personal knowledge of individual students in order to increase learning connections.
<i>Resources for continuing work</i>	Included in Opportunities Column	