GSE Assessment Fair 2014

Bilingual Teacher Pathway Program
Question: How do BTP teacher candidates construct their understanding of teaching for social justice?
Data Collection Tools/Methods:
1. Spring 2013 – Pilot TSJ Survey

2. Spring 2013 – BTP Focus Group Discussions (*to understand their responses to the survey*)

3. Summer 2013 – Revision Process

Data:  

Analysis/Conclusions: At the beginning of their program, BTP teacher candidates seemed uncertain about how to apply their ideals into classroom practices (Item 14) and also may be unaware of deficit thinking in their beliefs (Items 5 & 11).

Analysis/Conclusions: Toward the end of their first BTP Core Class, BTP teacher candidates found ways to express their understanding of how racism, discrimination, and broader social injustice impacts students they will be working with in the future.
Action steps:
1) Continue to collect data on the BTP teacher candidates development.

2) Work with statistician to understand the validity and reliability of the TSJ instrument.

3) Network with other researchers at University of North Carolina and Boston College using the TSJ instrument.