GSE Assessment Fair 2014

MA/MS in Curriculum & Instruction
Question: How do our students use a critical perspective to examine curriculum, power relations and issues of social justice?

(MA/MS Program Standard 3; GSE Conceptual Framework Standard 1)
Collect Data

Data Collection Tools/Methods:
- Reviewed two years of student data from CI567 Curriculum and Culture

Key Assignment: Curricular Text Analysis

Students selected a textbook or curriculum and examined for representations of cultural content.

- How does the content affirm diversity?
- What cultural groups or diverse notions of identity are omitted? How might this omission affect students?
- How does the content depict/represent ethnic/gender/race/disability/class/sexual orientation/cultural stereotypes or roles?
Data:
Curricular Text Analysis 2011-2013  n=53

Analysis/Conclusions:
- All students were either proficient or exemplary at identifying when curricular content affirms diversity.
- Candidates were more able to identify stereotypes than deal with omissions.
- Trend of scores is improving over time.
Action steps:

- Meet w/ CI 567 faculty in Spring 2014
- Discuss student data: Are improvements due to improved instruction? Candidate growth? Caliber of candidates?
- Review and revise rubric
- Score sample papers for inter-rater reliability
- Follow up meeting in Winter 2015 to reflect on impact of changes
Reliability and Validity plan:

Validity:
● Review wording on rubric for clarification and revise accordingly.
● Ensure that questions are written to evaluate candidates.

Reliability:
● Read and score sample student work.
● Share scores, resolve discrepancies by refining language on rubric.