GSE Assessment Fair 2015

Bilingual Teacher Pathway Program
Question: How do BTP teacher candidates construct their understanding of teaching for social justice?: An exploration of BTP teacher candidates’ development and change over time.
Data Collection Tools/Methods:

1. **Fall 2013**
   Teaching for Social Justice (TSJ) Survey to Cohort 15 BTP Students

2. **Coursework 2013-2015**
   BTP Core Classes + ESOL Classes + Student Teaching

3. **Spring 2015**
   Disposition Self-Report & the TSJ Survey to Cohort 15 BTP Students.
4) Good teaching incorporates diverse cultures and experiences into classroom lessons and discussions.

7) Part of the responsibilities of the teacher is to challenge school arrangements that maintain societal inequities.

Analysis/Conclusions: At the beginning of their program, BTP teacher candidates had strong understandings about “good teaching”, as well as a teachers’ responsible stance toward social justice.
The BTP teacher candidates had to work to uncover deficit beliefs that they had internalized about assimilating immigrants and they grew to understand how teacher expectations could impact their students.

6) It's reasonable for teachers to have lower classroom expectations for students who don't speak English as their first language.

Analysis/Conclusions: The BTP teacher candidates had to work to uncover deficit beliefs that they had internalized about assimilating immigrants and they grew to understand how teacher expectations could impact their students.
Advocacy for Fairness and Respect

I started a Latino parent group similar to a PTA at a middle school in order to give those families a platform to be heard and for them to learn how the school culture works.

I have worked to make sure I call on all different groups of students to avoid only calling on white males, for example.

I have confronted students who used homophobic slurs or micro-aggressions in the classroom.

I promote and encourage fairness and respect in the school playground by helping students include others...

I allow students to tell or draw rather than write an answer, so they can show what they know even if they are not strong writers.

I treat everyone with respect in an unbiased manner and provide accommodation for students that need them. I strive for equity and fairness in the school setting.

Analysis/Conclusions: From the DISPOSITIONS self-report Survey, BTP Teacher Candidates could identify and provide examples of how they advocate as part of their social justice stance (Spring 2015).
Action steps:
1) Continue to collect data on the BTP teacher candidates development.
2) Add to & collect interview data
3) Work with an evaluator to explore the statistical story in the pre/post data of the students for both the Teaching for Social Justice & the Disposition Self Report Surveys.