GSE Assessment Fair 2015

Curriculum and Instruction: 
*Early Childhood Education Specialization*
What does the CI 576 Equity and Cultural Diversity in ECE Rubric tell us about inter-rater reliability of our key assignment for Winter 2012, ’13 and ‘14 students and what can we glean from the overall data across three years?
Data Collection Tools/Methods:

- TK20 assessment data
- Evaluated by “Blind” Scorer (outside of course context)
- Key Assignment from CI 576 Equity and Cultural Diversity in ECE
  - Syllabus
  - Main Objectives of Assignment
  - Rubric for Key Assignment
- Focus group discussion by ECE Program Subcommittee and via email to whole committee
Main Objectives of Key Assignment:

Cultural Background and Family History, Your Personal Story and the Images We Keep

• Select multiple images from the media (or in your own drawings, or other artistic or creative forms) that represent your thoughts about your own childhood and current conceptualization of self identity.

• Consider the Questions:
  – How did you grow up? What encounters did you have around bias as you grew up?
  – What messages did you get from your family about differences, equality, and treatment of others?
  – What values do you currently hold from your family? What have you let go of?
  – What and who has shaped your identity and how you see yourself today?

• Share with us using images, artifacts, etc. which evoke memories or make us think about the way you came to be who you are. “My Social Identities Portrait” on page 31 of Anti-Bias Education may help frame your thinking.

Cultural History Assignment Purpose/Goals

• To explore your cultural identity (past & present) and how this identity influences your experiences with, and approaches to, teaching and learning

• To recognize the challenges and rewards of bringing your identity with integrity (wholeness) to your educational work

• To examine the ways in which your personal gifts and limits are (and will be) negotiated in classrooms and work sites with multi-cultural, multi-dimensional learners, co-workers, families, and communities
Rubric Measurements

Lift to view Rubric
<table>
<thead>
<tr>
<th>(2-1) Culture competence: Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>No Evidence</th>
</tr>
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<tbody>
<tr>
<td>Comments reflect comfort in sharing and listening to other’s stories; student conveys a sense of affirmation of other’s and self throughout the process; internal synthesis of diversity upon entering the discussion.</td>
<td>Comments reflect a previous awareness or self-applied understanding of diversity and stereotypes. May include discomfort in sharing, reflective of internal process in discussion.</td>
<td>Comments reflect new awareness of other cultures and basic differences. Clearly affected by the discussion; may be missing self reflection or integrated ideas, or working with generalities of culture.</td>
<td>Comments reflect lack of reflection or understanding of the meaning behind discussion, may include biased assumptions or strong discomfort.</td>
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| (2) Build Family/community relations: Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. | Strong synthesis of topics: power, stereotypes, institutionalized oppression, culture and difference; draws conclusions and addresses implications for the classroom community. | Addresses all topics: power, stereotypes, institutionalized oppression, culture and difference; understands meaning of topics and can connect the ideas. | Begins to use terminology of topics: power, stereotypes, institutionalized oppression, culture and difference; focus is on self-culture; lacks connections between topics. | Writing lacks reference to topics: power, stereotypes, institutionalized oppression, culture and difference; writing lacks reference to self or others in discussion group. |

| They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning. | Has multiple clear examples of how to address bias with families, example is well thought out and clearly explained; demonstrates links between anti-bias goals and their practice. | Has clear example of how to address bias with families, example is well thought out and clearly explained. | Attempts to address bias with families but lacks specific ideas or authentic examples. | No mention of anti-bias curriculum components. |

| 4b) Use developmentally effective approaches: Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence young children’s development and learning. | Has multiple clear examples of how to address bias with kids, example is well thought out and clearly explained; demonstrates links between anti-bias goals and their practice. | Has clear example of how to address bias with kids, example is well thought out and clearly explained as an anti-bias curriculum component. | Attempts to address bias with kids but lacks specific ideas or authentic examples. | No mention of anti-bias curriculum components. |

| Demonstrate the commitment to work for equity and fairness across race, ethnicity, class, gender and sexual identification, language, religion, ability, or any other group identification which advantages or disadvantages a person based on group identity. | Demonstrates a very strong commitment to work for equity and fairness in a most or all areas of equitable reference including: race, ethnicity, class, gender and sexual identification, language, religion, ability, and any other group identification which advantages or disadvantages a person based on group identity. | Demonstrates the commitment to work for equity and fairness in one or two areas of equitable reference including: race, ethnicity, class, gender and sexual identification, language, religion, ability, or any other group identification which advantages or disadvantages a person based on group identity. | Shows sensitivity to and may or may not commit to equity and fairness across race, ethnicity, class, gender and sexual identification, language, religion, ability, or any other group identification which advantages or disadvantages a person based on group identity. | Does not show sensitivity nor commitment to equity and fairness across race, ethnicity, class, gender and sexual identification, language, religion, ability, or any other group identification which advantages or disadvantages a person based on group identity. |

| (1.2) Honor, value and demonstrate consideration and respect for diverse patterns and expectations of learning and communication. | Honors, values and demonstrates respect for diverse patterns and expectations of learning and communication through impactful life-stories. | Honors, values and demonstrates respect for diverse patterns and expectations of learning and communication through what has been learned (may not connect back to own past). | Shows sensitivity to and honors and values diverse patterns and expectations of learning and communication but may not demonstrate respect nor connect to own life. | Does not honor, value or demonstrate respect for diverse patterns and expectations of learning and communication. |
Data:

While there was a tremendous amount of narrative data collected through the focus group, this section of our report focuses on five key elements uncovered as “key” data points in the three-year cycle of data reported:

(see the next two slides)
1. Scoring for the 2012-2013 year show 100% demonstrated proficiency in cultural competency. In the second year, half of the participants demonstrated proficient and half of the participants demonstrated exemplary status. In the third year, a 'blind' scorer assessed to help inform reliability in scoring. The results for 2014 were 36% exemplary and 64% proficient, more closely aligned to winter 2013. The scores show a high percentage at proficiency status and above over the three years. The blind scorer shares that for proficiency, students had to display an understanding of diversity and a sensitivity to self-reflection. This scorer stated that all candidates demonstrated this in their papers and that some demonstrated an internal synthesis of diversity understanding and enacting cultural sensitivity. This moved them to exemplary status in the scorer’s thinking.

2. The indicator, Building reciprocal respectful relationships with families offered unique statistical data to consider in that all three years found a good deal of scores in the emerging category. In the first two years participants were in the 60 percentile in emerging and in the third year they were 44% emerging. A committee recommendation came out of these findings in relation to the assignment. Through conversation, it appears that alignment of scoring was more closely reliable between scorers.

3. Standard four: Use developmentally appropriate approaches. Year three results: 33% emerging, 55% proficient and 11% exemplary. Compared to years one and two many more participants have moved to proficiency and exemplary status. This may mean that the program has done its job in requesting explicit information in the student's papers. This indicator/category is trending upward. 'Blind' scorer reports that “if a student writes of at least one clear example of addressing bias with children, through anti-bias curriculum, they met proficiency. If there were multiple clear examples, they were marked exemplary”. As confirmed, the program had informed students to write more explicitly about examples of anti-bias work with children, thus demonstrating more proficiency over time.
4. Dispositions indicator: Demonstrate commitment to and work for equity and fairness across race, ethnicity, class, gender, and sexual identification, language, religion, ability or any other group identification. Emerging 11% proficiency 55% exemplary 33%. There were very few participants in the emerging category, the majority showed exemplary and proficiency status. The 'blind' reviewer adds that “the program is showing majority proficiency and exemplary status and students are performing well in this standard category. Students had to demonstrate a commitment to work for equity in order to demonstrate proficiency and a large majority are doing just that.”

5. Disposition two: Showing valuing and honor of diversity in learning and communication. 11% were emerging, 66% proficient and 22% exemplary. The majority were proficient or above and the blind reviewer states that “In order to be proficient they had to demonstrate respect and honor for learning and communication. Those who had a strong or longer story that was impactful about honoring diversity found their work at the exemplary status.”
Analysis:

• Focus group focused on how raters approach scores and understand ratings. This data discussion process was completed with a blind reviewer/scorer (a non-instructor) as an opportunity to create greater consistency between raters for inter-rater reliability.

• Focus group pointed to an opportunity to strengthen disposition indicators in the rubric—there were too many indicators and too much variability in indicators.

• Focus group indicated a need for more direct relationship between NAEYC standard (used as an indicator) and the key assignment protocols—Making better alignment between assignment and rubric.
**Action Steps:**

- The program committee recommends that we review the assignment and include the language “creating respectful, reciprocal relationships with the families” as part of the criteria for student reflection.
- The program committee suggests that we continue to monitor the disposition scores over the next two years to see how they change.
- As well, some disposition indicators need a review and update on the rubric.

**Take Action:**
Rubric will be reviewed and improved for disposition indicators. Program will continue to offer blind 2nd scoring and opportunities to learn together how to consider scores and rating.