GSE Assessment Fair 2012

MA/MS in Curriculum and Instruction
Ask a Question

Question:

To what degree are advanced candidates able to analyze, critique and assess a curriculum text for equity and diversity affirmation, omission and content representation?
Data Collection Tools/Methods:

Our CI 567 Curriculum and Culture course offers a mid-term assignment on curriculum text analysis. Students look for, critique and assess:

- How the content affirms diversity.
- What cultural groups or diverse notions of identity are omitted and how this omission affects students.
- How the content depicts/represents ethnic/gender/race/disability/class/sexual orientation/cultural stereotypes or roles.
- And, general Information: Title Author Publisher/Date/ISBN Grade Level/Subject if known
Data:
Across the board, scores were exemplary or proficient with only a minor representation of emerging scores shown in the diversity representation analysis area.
- 40% of all scores were exemplary.
- 58% of all scores were proficient
- 2% of all scores were emerging and only found in diversity representation analysis area.

Analysis/Conclusions:
Students show proficiency in reviewing curriculum text. With many exemplary scores and only a few emerging scores in the area of "content depicts and represents ethnic/gender/race/disability/class/sexual orientation/cultural stereotypes or roles," we find that the trend balances out. For the most part, students scored proficient and exemplary and demonstrate a strong analysis of curriculum in a culturally responsive way.

Analyze Data/Answer Question
Action steps:

We think this data set confirms our program's strong teaching around equity and cultural diversity in classroom curriculum as it relates to students’ ability to analyze, critique, and assess curriculum texts.

We will continue to watch for the trends as we analyze future data sets in years 2-3. As this course is taught quarterly by different faculty, we can begin to notice trends around score calibration and validity.

Take Action