GSE Assessment Fair 2013

Secondary Dual Educator Program
SDEP
Program Coordinator: Barb Ruben
Question

Are SDEP teacher candidates prepared to be culturally responsive teachers?

As measured by these Oregon TSPC/INTASC standards:
Standard 2a Content: Content Knowledge (Critical Disposition)
(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

Standard 3c: Instructional Practices: Instructional Strategies (Essential Knowledge)
(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
Collect Data

Data Collection Tools/Methods:

Specific items have been extracted from each of the following data measures for the 2011-13 SDEP cohort in relation to the INTASC standards that address culturally responsive teaching.

- **Student self assessment data**
  *(SDEP's Multicultural Efficacy Scale administered at beginning and end of program)*

- **SPED cooperating teacher (CT) ratings of teacher candidates**
  *(Initial field experience evaluation, SPED field experience evaluations for practicum and student teaching)*

- **Content cooperating teacher (CT) ratings of teacher candidates**
  *(Initial field experience evaluation, GTEP student teaching evaluation for content student teaching)*
Oregon TSPC/INTASC standard

Standard 2a Content: Content Knowledge (Critical Disposition)

(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

Multicultural Efficacy Scale item 3: I can analyze instructional materials for potential stereotypical and prejudicial content. *(Baseline data – Fall 2011)*

<table>
<thead>
<tr>
<th>I am quite confident that this will be easy for me to do</th>
<th>I believe I could do this reasonably well if I had time to prepare</th>
<th>I could probably do this if I had to, but it would be very difficult/uncomfortable for me</th>
<th>I would not do this at all or I could not do it well</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>19%</td>
<td>52%</td>
<td>14%</td>
<td>14%</td>
<td>21</td>
</tr>
</tbody>
</table>

Multicultural Efficacy Scale item 4: I can examine my own prejudices and cultural assumptions. *(Baseline data – Fall 2011)*

<table>
<thead>
<tr>
<th>I am quite confident that this will be easy for me to do</th>
<th>I believe I could do this reasonably well if I had time to prepare</th>
<th>I could probably do this if I had to, but it would be very difficult/uncomfortable for me</th>
<th>I would not do this at all or I could not do it well</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>29%</td>
<td>48%</td>
<td>24%</td>
<td>0%</td>
<td>21</td>
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</tbody>
</table>
Oregon TSPC/INTASC standard

Standard 2a Content: Content Knowledge (Critical Disposition)

(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

**Initial Field Experience Evaluation item 4.1:** The candidate honors, values and demonstrates consideration for cultural patterns and expectations.

(December 2011 measure rated by SPED CT and December 2012 measure rated by Content CT)

<table>
<thead>
<tr>
<th></th>
<th>Emerging</th>
<th>Proficient</th>
<th>Exemplary</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2011</td>
<td>10%</td>
<td>80%</td>
<td>10%</td>
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</tr>
<tr>
<td>December 2012</td>
<td>0%</td>
<td>35%</td>
<td>60%</td>
<td>20</td>
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</table>

**Initial Field Experience Evaluation item 4.2:** The candidate demonstrates a commitment to work for equity and social justice across race, class, ethnicity, language, sexual orientation, religion, and handicapping conditions.

(December 2011 measure rated by SPED CT and December 2012 measure rated by Content CT)

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<thead>
<tr>
<th></th>
<th>Emerging</th>
<th>Proficient</th>
<th>Exemplary</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2011</td>
<td>10%</td>
<td>70%</td>
<td>15%</td>
<td>21</td>
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<tr>
<td>December 2012</td>
<td>0%</td>
<td>30%</td>
<td>70%</td>
<td>20</td>
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Oregon TSPC/INTASC standard

Standard 3c: Instructional Practices: Instructional Strategies (Essential Knowledge)

(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

Multicultural Efficacy Scale item 1: I can adapt instructional methods to meet the needs of learners from diverse groups (Baseline data – Fall 2011)

<table>
<thead>
<tr>
<th>I am quite confident that this will be easy for me to do</th>
<th>I believe I could do this reasonably well if I had time to prepare</th>
<th>I could probably do this if I had to, but it would be very difficult/uncomfortable for me</th>
<th>I would not do this at all or I could not do it well</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>24%</td>
<td>52%</td>
<td>5%</td>
<td>19%</td>
<td>21</td>
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SPED Field Experience Evaluation item: Supporting diverse learners (rated by SPED CT)

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<th>Emerging</th>
<th>Proficient</th>
<th>Exemplary</th>
<th># of responses</th>
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<tbody>
<tr>
<td>Winter 2012</td>
<td>38%</td>
<td>57%</td>
<td>5%</td>
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<tr>
<td>Spring 2012</td>
<td>19%</td>
<td>67%</td>
<td>14%</td>
<td>21</td>
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Oregon TSPC/INTASC standard

Standard 3c: Instructional Practices: Instructional Strategies (Essential Knowledge)

(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

Content Student Teaching Evaluation item 1c: Learning Environments (rated by Content Area CT)

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Proficient</th>
<th>Exemplary</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>50%</td>
<td>45%</td>
<td>20</td>
</tr>
</tbody>
</table>
**Analysis/Conclusions:**

**Question:** Are SDEP teacher candidates prepared to be culturally responsive teachers?

Standard 2a Content: Content Knowledge (Critical Disposition)  
(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

**Data analysis:**

- Baseline self assessment data indicate 71% and 77% of teacher candidates started the program believing they were capable of analyzing instructional materials and examining their own cultural bias and prejudices.
- 24% indicated that it would difficult or uncomfortable examining their own cultural bias.
- From December 2011 to December 2012, data indicate progressive movement towards more culturally responsive practice through independent ratings by 2 different CTs during the first 4 terms of the program.
  - 50% increase in exemplary rating for honoring, valuing and demonstrating consideration for cultural patterns and expectations.
  - 55% increase in exemplary rating for commitment to equity and social justice.

**Answer:** There is a clear growth in teacher candidates’ demonstration of culturally responsive practice. We are curious to see if that changes in their post-assessment in June 2013.
Analysis/Conclusions:

Question: Are SDEP teacher candidates prepared to be culturally responsive teachers?

Standard 3c: Instructional Practices: Instructional Strategies (Essential Knowledge)
(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

Data analysis:

- Baseline self assessment data indicate 76% of teacher candidates believed they were capable of adapting instructional methods to meet the needs of diverse learners.
- From Winter to Spring terms 2012, CT ratings (same CT rated both evaluations) noted growth in culturally responsive performance with 62% rated proficient or above in Winter term and 91% rated proficient or above by the end of spring. This is a 29% increase.
- In Winter 2013 during their Content student teaching, CTs rated 95% of teacher candidates applying culturally responsive practices.

Answer: There is a clear growth in teacher candidates' demonstration of culturally responsive practice. We are curious to see if that changes in both self assessment and field experience ratings in June 2013. The trend is moving in a positive direction.
**Action steps:**

1. Refine and align all items across data sources related to culturally responsive teaching.
2. Before fall 2013, we will edit the rubric for the Multicultural Efficacy Scale.
3. Update work sample rubric to document evident of culturally responsive practices.
4. Ensure that SPED field experience evaluation data is disaggregated within Tk20 to reflect subcomponents of culturally responsive teaching.
5. Schedule a data analysis session with Anita Bright to look at final self assessment and CT ratings in June to inform our instruction and revision of data sources.

**Take Action**
<table>
<thead>
<tr>
<th>Action step</th>
<th>Update</th>
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<tbody>
<tr>
<td>Update work sample rubric to match INTASC standards*</td>
<td>Work sample guide was created. GTEP secondary work sample rubric will be revised before the next cohort.</td>
</tr>
<tr>
<td>Add a component to the Instructional Planning course that provides a structure for collaborating with teachers, specialists, parents and others during the design of the unit</td>
<td>Requirement was added</td>
</tr>
<tr>
<td>Add a component to work sample rubric that asks for teacher candidates to explain how they collaborated to create and teach unit of study</td>
<td>Requirement was added.</td>
</tr>
</tbody>
</table>