Session Theme

one spark can ignite the world
RESEARCH INTERSECTIONS:

1. CP  
   Cultural Proficiency Growth in Teacher Candidates

2. edTPA  
   Teacher Performance Assessment

3. PDS  
   Professional Development Schools

4. Student Engagement
CULTURAL PROFICIENT TEACHERS

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University of Nebraska, Lincoln
PURPOSE

The purpose of this study was to discover how university teacher education programs are preparing teachers to be culturally proficient.
RESEARCH QUESTIONS

- How do educators define culturally proficient instruction?

- What professional development opportunities should professors engage in to gain an understanding of culturally proficient instruction?

- What culturally proficient teaching strategies/activities can professors model for students?
WHY???

1. Unchanged demographics of teachers
2. Change in student demographics
3. Achievement gap
4. Development of diversity standards
5. Cultural proficient educators
6. The Cultural Proficiency Continuum
<table>
<thead>
<tr>
<th>Pre-Field Experience</th>
<th>Number of Courses of Diversity Required Prior to Credential Program; Prerequisite Courses. Understanding Given that Different Pathways May or May Not Require Prerequisites</th>
<th>TPA/PACT/FAST Support</th>
<th># of Hours or Units Total of Field Experience Student/Teaching required During Credential Program</th>
<th>Seminars Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>California State University Bakersfield</td>
<td>45 hours - EDTE 300 Early Field Experience in Education (3 units) 3 courses: a total of 10 units EDSP 301 Teaching Exceptional Diverse Learners in Inclusive Settings (3 units); EDTE 410 Teaching English Language Learners (4 units); EDTE 416 Socio-cultural Foundations of Education (3 units)</td>
<td>TPA 4 TPA courses- 1. EDTE 401 TPA-1 Subject Specific Pedagogy (1 unit) taken with EDEL 461, 462 or EDSE 532, EDTE 402 TPA-2 Designing Instruction (1 unit) taken with EDEL 464,465 or EDSE 535 3. EDTE 403 TPA-3 Assessing Learning (1 unit) taken with EDEL 499 or EDSE 599 4. EDTE 404 TPA-4 Culminating Teaching Activity (1 unit) taken with EDEL 499 or EDSE 599</td>
<td>EDEL 460(10 hours); EDEL 462(10 hours); EDEL 463(10 hours); EDEL 464(10 hours); EDEL 499(Full time 10 weeks) 3 field experiences and student teaching</td>
<td>Student teachers are required to attend five seminars each quarter with their university supervisor. Some districts require candidates to attend seminars prior to entering the classroom. The candidates will be notified prior to the beginning of the quarter if this applies to their assigned district.</td>
</tr>
</tbody>
</table>

| Reflect/Evidence: 30-45 hours required from All but CalTeach | 2 or more courses = 14/23 = 61% | All 23 CSU programs TPA/PACT/FAST tasks are embedded into coursework, field experiences, student teaching, and seminars or have specific TPA/PACT/FAST required courses. | Extensive field experiences before final student teaching | All but one CSU program requires credit or non-credit seminars. |

| California State University Bakersfield | Multicultural education; culturally and linguistically diverse classroom | 5 courses | Yes | Yes | Yes |
Themes

Agents of change
- Moments of Cultural Impact

Faculty
- Self Reflection
- Engagement & Expectations
- Beliefs & Values
- Relationships
- Teach Reflection
- Ethical Responsibilities

Mission/Vision
- Transparency
- Sustainability
- Standards

Implementation
- Weaving Diversity
- Curriculum/Pedagogy
- Action Research
- Evaluation of Students
- Evaluation of Faculty
“our job as educators is to find the jewel and let it shine”

“Are we who we say we are?”

“to really internalize that it’s about me and how I relate to other people becomes the important part”

“cultural proficiency has informed all the work that I do”
Spring Semester 2013 – One semester of growth!

### Paired Samples Test

<table>
<thead>
<tr>
<th>Pair</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DO_post</td>
<td></td>
<td></td>
<td></td>
<td>2.065</td>
<td></td>
<td>4.673</td>
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<td></td>
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</tbody>
</table>

**Paired Samples T-tests**

Paired samples t-tests were used to compare students’ Perceived Orientation, Developmental Orientation, and Cultural Disengagement pre-instruction scores to post-instruction scores. The hypothesis of equal means is rejected if the *p*-value is less than 0.045. According to the data, mean post-instruction scores were significantly larger than pre score for Developmental Orientation. Mean scores are in **red** font below. Significant *p*-values are highlighted in **green**.

**Note:** A significance threshold of 0.045 (as opposed to the standard .05) was used to account for familywise error, which occurs as the result of running multiple t-tests.
Data from 2013-2016 (6 semesters) Pre-block to student teaching CP growth!! (n=312)

Table 1.
**Descriptive Statistics and t-test Results for Perceived Orientation, Described Orientation, and Cultural Disengagement**

<table>
<thead>
<tr>
<th></th>
<th>Before Student Teaching</th>
<th>After Student Teaching</th>
<th>n</th>
<th>95% CI for Mean Difference</th>
<th>t</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived Orientation</td>
<td>M: 126.96, SD: 110.14</td>
<td>M: 123.84, SD: 12.59</td>
<td>105</td>
<td>-18.11, 24.36</td>
<td>0.29</td>
<td>104</td>
</tr>
<tr>
<td>Cultural Disengagement</td>
<td>M: 3.89, SD: 0.68</td>
<td>M: 4.47, SD: 0.60</td>
<td>104</td>
<td>-0.71, -0.44</td>
<td>-8.36**</td>
<td>103</td>
</tr>
</tbody>
</table>

**p<.001**

Table 2.
**Correlations Among and Descriptive Statistics of After Student Teaching Described orientation and Cultural Disengagement**

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>SD</th>
<th>N</th>
<th>Described Orientation</th>
<th>Cultural Disengagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Described Orientation</td>
<td>106.98</td>
<td>17.43</td>
<td>105</td>
<td>1.00</td>
<td>.424**</td>
</tr>
<tr>
<td>Cultural Disengagement</td>
<td>4.46</td>
<td>0.60</td>
<td>105</td>
<td></td>
<td></td>
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</tbody>
</table>

**p<.001**
Introduction
Do teacher candidates’ internal dispositions have any impact upon teaching? Particularly, do their internal dispositions play a role in their ability to diversify and create instruction that meets the needs of all students? This study examines teacher candidates’ performance, using the edTPA scores, in relation to their internal disposition as reflected on intercultural Development inventory (IDI).

Research Questions
(1) What role, if any, does teacher candidates teaching performance correlate with their internal dispositions?
(2) Does the edTPA scores differ by IDI orientation?

Methods
57 student teacher candidates IDI and edTPA scores were examined.

- IDI is a measure to indicate an individual’s ability to connect and adapt to differences and commonalities.

- The edTPA provides teacher licensure programs a common framework for defining and measuring teacher quality. The performance assessment is comprised of a series of three tasks: planning, instruction, and assessment. Each task measures a teacher candidate’s competence and readiness to teach.

A one-way ANOVA was used to find significant difference between the IDI orientation scores and edTPA total average scores and average rubric scores.

Findings
The IDI Orientation scores were analyzed in fixed-effects analysis of variance (ANOVA) with edTPA scores (Total Test Score and Average Rubric Score) as between-subject factor. The effect of IDI orientation on edTPA total test score was found to be statistically significant, $F(4,51) = 2.90, p < 0.03$. Additionally, the effect of IDI orientation on edTPA average rubric score was found to be statistically significant, $F(4,51) = 0.42, p < 0.02$.

To determine which orientation groups were different, a Gabriel post hoc test was performed for each of those variables. Based on the results of these multiple pairwise contrasts, the minimization 1 orientation group scored an average of 12.71 total points higher than the denial orientation group ($SE = 0.53$) and the minimization 1 orientation group scored an average of 0.87 rubric points higher than the denial orientation group ($SE = 0.27$).

Conclusions
This suggests that developing teacher candidate cultural competence in teacher education programs is essential in the performance of effective teaching as indicated through the edTPA. Candidates at minimization are able to provide evidence in the edTPA assessment that they make surface level connections between students and their prior knowledge. Superficial connections are made to students and commonalities in the group are recognized.

Implications
The intent is that the findings will empower department faculty in designing or creating high quality practices that make impactful decisions that will promote the internal dispositions of candidates.

Diversity standards now exist for all teacher preparation programs. There is an abundance of research, which concurs that cultural competence is essential for 21st century teachers to meet the needs of ALL students, as well as a teacher performance assessment where candidates must prove their ability to plan, instruct, assess and reflect.
Cultural Proficient Continuum:

Destructiveness
- Seek to eliminate the cultures of others

Incapacity
- Trivializing other cultures

Blindness
- Ignore the culture or socio-economic status of others
- Ignore the culture or socio

Pre-competence
- Educating with an increasing awareness-

Competence
- Seeing the difference that difference makes

Proficiency
- See the difference, respond positively, engage, adapt, commit, and take action for social justice

(Lindsey, Robins & Terrell, 2009)
**Tolerance**

**Incapacity**
- It’s America-speak English
- Religion-prayer in school shouldn’t happen
- Somalia students
- Does not challenge all students
- Equality
- Little movement
- Demands a quiet room
- No feedback
- One way parent communication
- Focus on student weakness

**Blindness**
- Teacher centered
- Talking at students
- Lack of knowledge about student cultures & lived experiences
- Makes assumptions about families
- Has favorites
- Does not plan for student needs
- Everything has to be fair
- Only uses data for grouping
- Makes assumptions
- Teaches one way

**Pre-competence**
- Aware of student needs but does little
- One management plan
- Knows basics of students cultures
- Aware of IEP goals & accommodation
- Feedback is given

**Proficiency**
- Plans for differentiation
- Learns about family assets
- Collaborative activities
- Asks questions
- Movement
- Never assumes
- Uses technology
- Positive attitude
- Different groupings

**Transformation**
- Student interests
- Students lived experiences
- Believes all students can learn
- Provides what a student needs
- Equity
- Varies assessments
- Choices
- Plans for engagement
- Shows & values students assets
- Feedback given and students USE it
- Parent engagement
- Takes ownership of ALL students
- Challenges ALL
- Inclusive
- Builds on student strengths
“We have created such a safe environment that it feels like we’re a big quirky family – and I LOVE that! Everyone is able to share their thoughts, ideas, and experiences, bringing fresh and different perspectives to the table without fear of judgment or criticism. At the end of the day, everyone is able to walk away with new thoughts and ideas buzzing in their heads that they hadn’t had before.”

“Personally, I find myself thinking for the rest of the night about the things we discuss in class because I feel that these discussions open up my eyes to see beyond what I saw and believed when I walked in the door that morning.”

The stereotype activity really struck me and I again felt uncomfortable categorizing people just by what we automatically think about them. It bothered me because I don’t like being just grouped into an assumption people have about me without getting to know me as a person and who I am on the inside.
All of these hard and complicated issues discussed today can all relate back to our students in the classroom. Some of our students have to go through learning disabilities like our fellow classmates without every getting that support needed for them to succeed to their full potential. I don’t want any of my students to feel like Shelby or Erica did. That made me realize that I need to pay close attention to when my students might be getting frustrated and shut down, and to try and adjust to figure out what will best fit their needs.

The learning opportunity that I was provided with today is unexplainable and irreplaceable. Not only have I learned a lot about myself, but I have also learned a lot about my peers. Through our class discussion my mindset has been completely shifted, and has been deepened and impacted. I could honestly tell on my way home after class how much I have grown as a person and as a teacher, because of this discussion.
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