Beware of the Collision between Cultural Proficiency and Teacher Candidate Performance Assessment

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An issue facing teacher preparation programs is that higher education teacher preparation programs must be able to measure teacher candidates’ competencies that can be considered internal dispositions, which directly impacts the quality of their instruction.
Hypothesis:

Can the IDI be a predictive measure of a candidate using Culturally Responsive Teaching in their planning, instruction and assessment as evidenced in the edTPA rubrics?
Method:
Cross Comparison Analysis

1. A cross comparison analysis of the IDI score variables and the edTPA rubrics.

To determine which edTPA rubrics align with cultural proficient teaching practices.

Data collected from edTPA scores & from Pearson and IDI scores.
Intercultural Development Inventory (IDI)

- 60 question survey taken online

- Developed by Hammer and Bennett that measures intercultural sensitivity

- Based on Bennett’s Developmental Model of Intercultural Sensitivity (DMIS)

- Understands the fundamental cognitive structures that act as orientations to cultural difference

Intercultural Competence

- The capability to shift cultural perspective and adapt behavior to cultural commonality & difference
  - Deep cultural self-awareness
  - Deep understanding of the experiences of people from difference cultural communities—in perceptions, values, beliefs, behavior and practices
  - Ability to adapt—or bridge—across cultural differences
Intercultural Development Continuum

- Deeply Comprehends Difference
- Bridges across Difference
- Intercultural Mindset
- Adaptation
- Acceptance
- Minimization
- Universalism
- Bridge
- Valued & Engaged
- Not Heard
- Uncomfortable
- Ignored
- Assimilation
- Universalism
- Polarization
- Denial
- Sink or Swim
- Minimization
- HR Model
- Impact

Principles:
- Monocultural Mindset
- Judges Difference
- Misses Difference
- Deeply Comprehends Difference
- Bridges across Difference
- Acceptance
- Ignored
- Not Heard
- Uncomfortable
- Valued & Engaged

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Modified from the Developmental Model of Intercultural Sensitivity (DMIS), M. Bennett, 1986
✓ Requires teacher candidates to demonstrate the skills needed to enter the classroom ready to teach and help all students learn

✓ Measure a candidate’s readiness for licensure

✓ Provide a consistent measure across teacher preparation programs

✓ Support candidate learning

✓ Improve information base for accreditation

Stanford Center for Assessment, Learning and Equity 2011
“It is not enough to pass a paper-and-pencil test, or even to have taken a bunch of classes in an education program. You have to be able to demonstrate whether you can actually teach.”

Linda Darling Hammond

Charles Ducommun
Professor of Education,
Stanford University
edTPA is a multiple-measure assessment that covers five areas critical to student learning:

- Planning
- Instruction
- Analysis of teaching
- Assessment
- Academic Language

15 Rubrics
1. Analysis of the IDI and the edTPA core components at each level

2. Alignment put into a matrix

3. Looking at the data
Implications

1. Students ability to reflect on both their instruction and student learning
2. Ability to differentiate for groups and individuals
3. Ability to make connections to student lived experiences
4. Ability to look beyond the data/test scores (ex. Grouping students)