

Culturally Responsive Pedagogy Self-Assessment Learning Gains Scores

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Over the period of this course, preservice teachers will grow in their understanding and practice of culturally responsive pedagogy.

This questionnaire is a self-assessment that is designed to measure preservice teachers perceived confidence about culturally responsive teaching before the content of the class is presented and then again after the content of the class was presented. Preservice teachers will rate their perceived confidence about their ability for each indicator using the following rubric to self-assess your journey.

- [B]eginning – This is a new concept to me.
- [D]eveloping – I need more opportunities to learn this concept.
- [P]roficient – I have the experience and learning to consistently meet this concept.

This self-assessment is adapted from Due East Educational Equity Collaborative's self-assessment tool. For the original tool, visit www.dueeast.org

Questions are arranged by four components of culturally responsive teaching:

- a. Recognizing the educational impact of cultural diversity
- b. Addressing demographic inequities in achievement
- c. Building relationships across cultural differences
- d. Adapting curriculum to reflect cultural diversity

Sample

Thirty-four students were enrolled in the RED 301, 302, and 312 course sequence. This integrated course block focuses on Global Studies and is the first integrated course block of their junior year in earning their K-6 Elementary Education degree and license. The course started in August of 2021 and was eighteen weeks long. Of the thirty-four students, twenty-eight are women and six are men.

Scoring

To determine growth over time for each indicator, a scale value was assigned to each descriptor, Beginning was assigned a 1, Developing a 2, and Proficient a 3. Group means were calculated for each item before the course content was presented and after the course content was presented.

Findings

Preservice teachers are reporting higher levels of confidence in areas of assessments, curriculum, responding to instruction, and classroom management. Item 18 had the highest group gains of +1.05, "I know how to use a variety of assessments so that students can demonstrate their knowledge through their individual talents and skills," followed by Item 17 with group gains of +0.98, "I know how to present curriculum so that students understand historical and contemporary events and issues from various perspectives," and Item 12 with group gains of +0.95, "I know how to adapt my classroom management approach to meet the needs of students and support relationships with and among students."

The least amount of change reflect the students' perceptions on their understanding of cultures and their personal commitment to teaching all learners. Both of these strategies are based on the students' values rather than based on learned skills. Therefore, the small amount of group gains tell me that these both were areas most students perceived themselves as proficient at the beginning of the semester. Item 1 had the smallest group gains of +0.22, "I understand my own cultural background and how that influences my practice," followed by Item 8 with group gains of +0.23, "I am committed to teaching all students."

Conclusions

I am very pleased to see how the students' confidence grew over the semester in so many aspects. As juniors, this was their first semester in the College of Education, so they typically lack prior knowledge of topics like assessment, classroom management, and curriculum. With 32 of the 34 students employed in a school system, it is encouraging to see the changes in so many of their perceived skills as paraps and how they will use these skills in their current work and in their future teaching positions.

Indicators of Effectiveness	Group Mean Before the Course Material was presented. (Min. 1, Max. 3)	Group Mean After the Course material was presented. (Min. 1, Max. 3)	Group Mean Gains or Loss (Min. 1, Max. 3)
1. I understand my own cultural background and how that influences my practice. [a]	2.45	2.67	+0.22
2. I seek professional learning opportunities to explore my own and others' cultures. [a]	2.11	2.64	+0.53
3. I know how to create a welcoming learning environment that is accessible and reflects the cultural backgrounds of all my students. [a, d]	1.88	2.52	+0.64
4. I know how to use instructional strategies that build on students' cultural strengths and promote success. [a]	1.60	2.17	+0.57
5. I know how to use classroom management strategies that reduce inequitable disparities in achievement and/or discipline patterns. [b]	1.62	2.41	+0.79
6. I know how to review student work, make decisions about academic performance expectations, and apply these expectations for all students. [b]	1.54	2.41	+0.87
7. I know how to hold and communicate high expectations for all students. [b]	2.00	2.73	+0.73
8. I am committed to teaching all students. [b]	2.68	2.91	+0.23
9. I know how to connect with individual students to determine their skill level and learning needs. [b, c]	2.02	2.61	+0.59
10. I know how to assess student progress frequently and design instruction accordingly. [b]	1.48	2.32	+0.84
11. I know how to communicate to every student my belief in their ability to achieve. [c]	2.25	2.82	+0.57
12. I know how to adapt my classroom management approach to meet the needs of students and support relationships with and among students. [c]	1.60	2.55	+0.95
13. I understand the role of home/school partnerships in the learning process. [c]	2.00	2.73	+0.73
14. I know how to build relationships with students' families. [c]	2.02	2.58	+0.56
15. I know how to communicate with families through a variety of means and methods. [c]	1.91	2.55	+0.64
16. I know how to create opportunities for students to bring their life experiences, cultures, and languages into the classroom as a foundation for learning. [d]	1.62	2.47	+0.85
17. I know how to present curriculum so that students understand historical and contemporary events and issues from various perspectives. [d]	1.54	2.52	+0.98
18. I know how to use a variety of assessments so that students can demonstrate their knowledge through their individual talents and skills. [d]	1.42	2.47	+1.05
			+0.6855

Appendix

Culturally Responsive Pedagogy Self-Assessment questionnaire

Student Name: _____						
BEFORE content is presented in class			Indicators of Effectiveness	AFTER content was presented in class		
B	D	P		B	D	P
			1. I understand my own cultural background and how that influences my practice. [a]			
			2. I seek professional learning opportunities to explore my own and others' cultures. [a]			
			3. I know how to create a welcoming learning environment that is accessible and reflects the cultural backgrounds of all my students. [a, d]			
			4. I know how to use instructional strategies that build on students' cultural strengths and promote success. [a]			
			5. I know how to use classroom management strategies that reduce inequitable disparities in achievement and/or discipline patterns. [b]			
			6. I know how to review student work, make decisions about academic performance expectations, and apply these expectations for all students. [b]			
			7. I know how to hold and communicate high expectations for all students. [b]			
			8. I am committed to teaching all students. [b]			
			9. I know how to connect with individual students to determine their skill level and learning needs. [b, c]			
			10. I know how to assess student progress frequently and design instruction accordingly. [b]			
			11. I know how to communicate to every student my belief in their ability to achieve. [c]			
			12. I know how to adapt my classroom management approach to meet the needs of students and support relationships with and among students. [c]			
			13. I understand the role of home/school partnerships in the learning process. [c]			
			14. I know how to build relationships with students' families. [c]			
			15. I know how to communicate with families through a variety of means and methods. [c]			
			16. I know how to create opportunities for students to bring their life experiences, cultures, and languages into the classroom as a foundation for learning. [d]			
			17. I know how to present curriculum so that students understand historical and contemporary events and issues from various perspectives. [d]			
			18. I know how to use a variety of assessments so that students can demonstrate their knowledge through their individual talents and skills. [d]			