

**ASSESSMENT #6: Culturally & Linguistically Responsive Educator Project InTASC Standard 9 (█ Educator Project)**

**a. A brief description of the assessment and its use in the program.**

The █ Educator Project is a core assignment in the second pre-service clinical course and completed while candidates are placed in a school (EDUC █). There are three steps to this project, and each part connects to fundamental principles of culturally and linguistically responsive teaching. Step 1 asks candidates to introduce themselves culturally using Sharokky Hollie’s model of rings of culture. Part of this cultural introduction should include reflection on how the candidate’s cultures could shape their performance and interactions as a classroom teacher. Step 2 requires attending two events that center the cultural identities and experiences of groups who have been historically underserved by educational institutions and often the recipient of deficit perspectives. Sample events include lectures at █ (█ Series), presentations (Issues of Diversity: Voices from the Field), and films (annual LGBT Film Festival), to name a few. █’s Center for Multicultural Student Leadership and Engagement publishes an ongoing inclusive list of “Diversity Events” that is referenced by the assignment and made available to all candidates. One of the two events can be a prerecorded webinar or documentary, and the instructor makes potential options available for candidates who would like to use that option (e.g. specific webinars made available by the International Literacy Association that meet the requirements, specific documentaries highlighting separate and unequal schools in America, etc.). Step 3 asks candidates to summarize the 2 events; then reflect on how, drawing from Hollie, the events helped candidates “check their filter, question their belief system, and/or listen to their deficit monitor.”<sup>1</sup> Finally, candidates connect what they learned and experienced at the event to their role as a teacher, naming how they could use this knowledge to validate and affirm students, to reflect on their expectations for and relationships with learners and families, and to reflect on future curricular decisions. By expanding their own knowledge, using reflexivity to examine and revise their own perspective, and reflecting on ways to mitigate against histories of discrimination within educational systems, candidates follow an anti-racist/anti-bias model for professional development and lifelong learning as an educator. Together, Steps 1, 2, and 3 meet InTASC Standard 9 Critical Disposition 9(m)<sup>2</sup> and NCTE/CAEP Standards 1.2, 5.1, and 5.4.

**b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.**

Assessment CLRP	NCTE/CAEP Standards
Step 2 Electronic Portfolio: Artifacts (reflections) to meet InTASC Standard/Critical Disposition 9(m)	Learners and Learning in ELA: Standard 1.2

<sup>1</sup> Hollie, Sharokky. *Culturally and Linguistically Responsive Teaching*.

<sup>2</sup> 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

	Professional Responsibility of ELA Teachers: Standards 5.1 and 5.4
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**c. A brief analysis of the data findings.**

100% of candidates scored “Distinguished” on their Rings of Culture Introduction (5.1), and over 70% scored “Distinguished” on their Event Summary and Self-Reflexivity (5.1, 5.4). Although the mean on candidates’ Event Reflection: Application to Teaching (1.2, 5.4) is above 3 at 3.2, it is notable that only 18% scored “Distinguished” on this section. Making the bridge from the content they learned during the events and self-reflexive reflection that they performed to pedagogical decisions that could validate diverse future students and promote cultural and linguistic diversity, although still “proficient,” has room for improvement. Thus, this cycle of data suggests candidates would benefit from increased attention to possible ways to make the move from knowledge & self-reflection to potential pedagogical decisions, which could be accomplished within the course (EDUC [REDACTED]). There are no Basic or Unsatisfactory scores.

**d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording.**

Data are derived from an assessment that was recently revised to more explicitly address component 5.1, “Candidates reflect on their own identities and experiences and how they frame their practices and impact their teaching ELA,” with 100% scoring “distinguished” on the first category aligned with this standard and 80% scoring “distinguished” on the second category aligned with this category. This assessment also asks candidates to consider how what they learn from different events related to diverse and historically underserved identities can inform their future pedagogical decisions, in particular in validating and affirming future diverse students and in “foster[ing] coherent, relevant, inclusive, and antiracist/antibias instruction” (1.2). All candidates scored “proficient” or “distinguished” in this category with a mean of 3.2. Finally, candidates scored either “distinguished” or “proficient” demonstrating their own “readiness for . . . professional learning, and advocacy for learners” in Steps 2 and 3 (5.4) through their Event Summaries and Reflections and their Applications to Teaching.

- e. The assessment tool itself or a rich description of the assessment.

## **Culturally & Linguistically Responsive Educator Project**

*Each culture is an opportunity for responsiveness from you as an educator. -Sharokky Hollie*

### **Step 1: Share your rings of culture.**

*Hollie, pg 38-39*

From Hollie, page 34: "Discovering yourself culturally is a liberating experience because it gives you empathy. Empathy will open up your teaching and allow you to be more validating and affirming. In other words, when you are able to consider your cultural background with confidence, then you are able to walk in the shoes of your students. That walk begins with your understanding and accepting the fundamental difference between race and culture first and then seeing how the concept of the 'rings of culture' connects to *Validating, Affirming, Building, and Bridging* overall."

Hollie encourages us to start with ourselves. What are your rings of culture? How will they shape you as a teacher? Decide on 8 rings of culture to share. You can use the 8 that Hollie values, or you can use some and replace others. Suggestions are below.

### **7 Rings of Culture**

#### **Hollie's Rings:**

- Age culture
- Sexual orientation culture
- Gender identity culture
- Ethnic heritage culture
- National culture
- Religious culture
- Socioeconomic culture

#### **Other Cultures:**

- Family culture
- Place-based culture
- Group participant culture (e.g. video game culture, activist culture, etc.)

In each circle or box, put a word or two that captures it for you.

**Then, in several paragraphs,** introduce yourself culturally to me. What rings of culture and communities most define you? What types of behaviors or expressions demonstrate your cultures? How do you think you will carry these cultures into the classroom?

500-700 words

### **Step 2: Attend events.**

For Step 2, please attend and reflect on 2 events that explore the cultural identities and experiences of groups who have been historically underserved and discriminated against by educational institutions and the recipient of deficit perspectives (e.g. a focus on experiences related to

LGBTQIA+, African American, Latinx, AAPI, indigenous, low socioeconomic, underrepresented religious perspectives, etc.).

One of these events can be prerecorded but does not need to be. One must be live (either in person or online).

**Please provide proof of attendance (screenshot for virtual events, attendance vouchers, etc.).**

1. Here is the calendar of Diversity Events on campus. [REDACTED]
2. Check out potential events at your school placement or in your community that relate to issues of diversity, equity, or inclusion.

**Prerecorded Options (only one event can be prerecorded)**

4. The International Literacy Association has a few prerecorded webinars (completed during 2020) that are relevant to this project:

- [Disrupting Instructional Paradigms by Embracing Culturally Responsive Pedagogy](#)
- [“What Will We Say Them Tomorrow?” Tackling Tough Conversations in the Classroom](#)
- [Journey to a Student-Centered Classroom: Equitable Classrooms that Make a Difference](#)

5. [Frontline Separate but Unequal](#) (from 2014 but helpful for broader educational context in the US)

**Reflect on each event.**

For each event attended, write a reflection in which you:

- **Identify** the event. What was its purpose? Who was it intended for?
- **Share** what you learned, particularly in terms of cultural knowledge.
- **Comment** on Steps 1-3 on page 31-32 in Hollie. How did this event help you check your filter, question your belief system, and/or listen to your deficit monitor? (What new experiences or perspectives did you become aware of? Are there ways in which you shifted your schema? How? Were your own beliefs or prior understandings challenged? How so? Were you able to counter deficit perspectives you have been aware of before?)
- **Connect to the classroom.** Hollie shares that each ring of culture is an opportunity for us to be responsive educators who:
  - **validate** (i.e. legitimize student’s home cultures and languages);
  - **affirm** (i.e. “purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures,” including reversing a lack of representation (28));

- **build** (i.e. using students’ expressions of culture and use of language to “foster rapport and relationships” (28))
- **bridge** (i.e. provide skills that allow students to decide on *situational appropriateness* and cultureswitch throughout their communities in school, work, home, etc.)

What did you learn in this event that could translate to the classroom? Based on the event, what are ways you might validate and affirm students’ cultures and languages? How might you build rapport and relationships?

For each event reflection, connect your learning to your role as a teacher. In what ways could this experience help shape your own expectations for and relationships with learners and families? Might it impact any curricular decisions?

500-700 words per event

f. The scoring guide for the assessment.

	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>Rings of Culture Introduction</b>  NCTE/CAEP 5.1	All rings are cultures. Each culture is explained with specific details that create a meaningful portrait of the candidate. Clear understanding of culture as it translates to human behavior. Specific ideas about ways one’s cultures will shape their teaching identity.	All rings are cultures. Most cultures are explained with details that create a meaningful portrait of the candidate. Clear understanding of culture as it translates to human behavior. Gestures to ways one’s cultures will shape their teaching identity.	Most rings are cultures. Some cultures are explained with details that create a meaningful portrait of the candidate. Understanding of culture may be lacking.	Few if any cultures are explained with details that create a meaningful portrait of the candidate. Understanding of culture may be lacking and may be missing rings.
<b>Event Reflection: Event Summary and Self-reflexivity</b>  NCTE/CAEP 5.4	Details of the event demonstrate the candidate’s commitment and ability to observe, listen, and learn from others. Candidate shares multiple ways the event impacts their understanding of	Details of the event demonstrate the candidate’s commitment and ability to observe, listen, and learn from others. Candidate shares how the event impacts their understanding of	Candidate shares some details from the event, but description may be vague. Candidate shares how the event impacts their understanding of	Lacks specificity in both event description and self reflection. Unclear if events were attended. May only include 1 event.

<p>InTASC 9</p> <p>Danielson 4c 4d</p>	<p>historically underserved groups and the ways they can counter deficit perspectives in themselves and others. Clear details from the event paint a portrait of an engaged listener-teacher.</p>	<p>historically underserved groups and the ways they can counter deficit perspectives.</p>	<p>historically underserved groups and the ways they can counter deficit perspectives, but this description may not be clearly tied to specifics from the event.</p>	
<p><b>Event Reflection: Application to Teaching</b></p> <p>NCTE/CAEP 1.2 5.4</p> <p>InTASC 9</p> <p>Danielson 4c 4d</p>	<p>Event reflections indicate how key understandings of culture will be applied to the design of lessons that take into account students' cultures. Candidate offers specific and innovative examples of validating, affirming, and bridging in the classroom. Cultural responsiveness guides the pedagogical choices. Demonstrates how seeing oneself as a learner can benefit future students and school contexts.</p>	<p>Event reflections indicate how key understandings of culture will be applied to the design of lessons that take into account students' cultures. Candidate offers specific examples of validating, affirming, and bridging in the classroom. Cultural responsiveness guides the pedagogical choices. Demonstrates how seeing oneself as a learner can benefit future students and school contexts.</p>	<p>Event reflections suggest how understandings of culture could be applied to the design of lessons that take into account students' cultures. Descriptions of validating, affirming, and bridging in the classroom may not be well-developed or may show inaccurate understandings of cultural responsiveness.</p>	<p>Event reflections do not explain how understandings of culture could be applied to lesson design or validating, affirming, and bridging. Reflections are not sufficiently developed.</p>

g. Charts that provide candidate data derived from the assessment.

Fall 2022

N = 11

<b>NCTE/ CAEP Standard</b>	<b>Distinguished 4</b>	<b>Proficient 3</b>	<b>Basic 2</b>	<b>Unsatisfactory 1</b>	<b>Final Mean</b>	<b>Final Median</b>
<b>Rings of Culture Introduction NCTE/ CAEP 5.1</b>	11	0	0	0	4	4
<b>Event Reflection: Event Summary and Self- reflexivity  NCTE/ CAEP 5.1, 5.4</b>	8	3	0	0	3.7	4
<b>Event Reflection: Application to Teaching  NCTE/CAEP 1.2 5.4</b>	2	9	0	0	3.2	3