

# Culturally Responsive Pedagogy Self-Assessment Learning Gains Scores

David Wolff, Assistant Professor

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](http://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

Twelve students were enrolled in the REDG 600 course, Improvement of Curriculum and Instruction Planning. This course is the first course of their Graduate Induction Program. The course started in early June of 2021 and was four weeks long. Of the twelve students, eleven are women and one is a man.

## 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 Item 14, "I know how to build relationships with students' families," which had the highest average group gains with +1.00, Item 5, "I know how to use classroom management strategies that reduce inequitable disparities in achievement and/or discipline patterns," with an average group gain of 0.92, Item 4, "I know how to use instructional strategies that build on students' cultural strengths and promote success," and Item 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," both measured average group gains of 0.75.

Since this course is at the graduate level, it does not surprise me that some items had little gains. This is in part that these items reflect core values of most preservice teachers. Two items had little gains included Item 8, "I am committed to teaching all students," and Item 13, "I understand the role of home/school partnerships in the learning process."

## **Conclusions**

I am very pleased to see how the students' confidence grew over the period of this course. I am especially pleased to see the congruence of the group's confidence and attitude in Item 8, "I am committed to teaching all students." This is an essential core value of every effective teacher in our schools today. Teachers must be committed to teaching all students – regardless of culture, ethnicity, first language, economic status, belief, or zip code.

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]	2.33	2.91	+0.58
2. I seek professional learning opportunities to explore my own and others' cultures. [a]	1.83	2.5	+0.67
3. I know how to create a welcoming learning environment that is accessible and reflects the cultural backgrounds of all my students. [a, d]	2.25	2.66	+0.41
4. I know how to use instructional strategies that build on students' cultural strengths and promote success. [a]	1.66	2.41	+0.75
5. I know how to use classroom management strategies that reduce inequitable disparities in achievement and/or discipline patterns. [b]	1.66	2.58	+0.92
6. I know how to review student work, make decisions about academic performance expectations, and apply these expectations for all students. [b]	2.33	2.75	+0.42
7. I know how to hold and communicate high expectations for all students. [b]	2.25	2.75	+0.5
8. I am committed to teaching all students. [b]	2.91	3.00	+0.09
9. I know how to connect with individual students to determine their skill level and learning needs. [b, c]	2.16	2.75	+0.59
10. I know how to assess student progress frequently and design instruction accordingly. [b]	1.75	2.33	+0.58
11. I know how to communicate to every student my belief in their ability to achieve. [c]	2.58	2.83	+0.25
12. I know how to adapt my classroom management approach to meet the needs of students and support relationships with and among students. [c]	2.08	2.75	+0.67
13. I understand the role of home/school partnerships in the learning process. [c]	2.75	2.83	+0.08
14. I know how to build relationships with students' families. [c]	1.66	2.66	+1.00
15. I know how to communicate with families through a variety of means and methods. [c]	2.16	2.83	+0.67
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]	2.00	2.75	+0.75
17. I know how to present curriculum so that students understand historical and contemporary events and issues from various perspectives. [d]	1.83	2.33	+0.5
18. I know how to use a variety of assessments so that students can demonstrate their knowledge through their individual talents and skills. [d]	2.16	2.83	+0.67
			+0.56

## 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]			