

# Rooting Teacher Preparation and Assessment in Equity



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## Abstract

This qualitative study explores teacher candidates' self-efficacy in the application of culturally responsive pedagogy (CRP) as measured by Siwatu's (2007) *Culturally Responsive Teaching Self-Efficacy Scale* and examines those perceptions considering candidates' performance on targeted rubrics of the Educative Teacher Performance Assessment (edTPA), required for initial licensure in the state of Connecticut.

Pearson's official edTPA scores on two relevant rubrics were analyzed with survey results to ascertain whether perceived abilities align with target scores indicating learner-ready teachers. Participant interviews provide a third data point for triangulation and further validation while illuminating other factors related to CRP implementation during the candidates' residency.

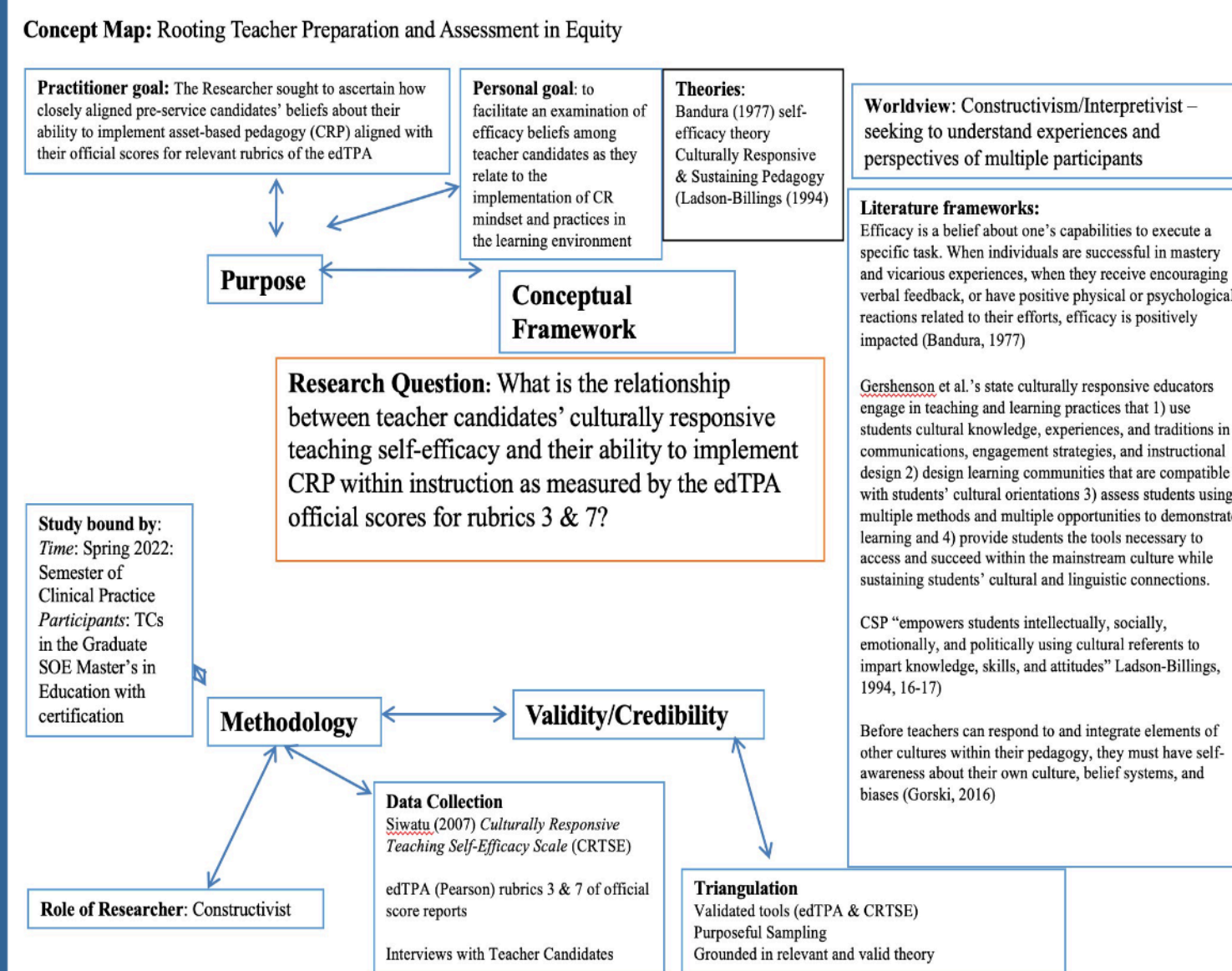
## Objectives

A statement from the Connecticut State Department of Education expressed, "Educators need to be self-reflective so we are not blind to discrimination, inequity, racism, implicit bias, and white privilege. Only by addressing these issues head-on, providing professional learning for all staff, explicit engagement of students and families, and having courageous conversations, will we make positive progress and create truly equitable schools" (2021).

In response, this study's purpose was to facilitate an examination of efficacy beliefs among teacher candidates as they relate to the implementation of a culturally responsive and sustaining mindset and practices in the learning environment.

**Research Question:** *What is the relationship between teacher candidates' culturally responsive teaching self-efficacy and their ability to implement CRP within instruction as measured by the edTPA official scores for rubrics 3 & 7?*

## Methodology/Project Design



## Results

**Survey:** Results on the *Culturally Responsive Teaching Self-Efficacy Scale* (Siwatu, 2007) revealed a mean Likert score of 7.5 out of 10 for 35 participants on 41 questions. This score indicates that teacher candidates fell midway between Moderately Confident (5) and Completely Confident (10) indicating positive feelings of efficacy related to their CRP mindset and integration of CRP practices.

Highest Teacher Candidate Efficacy		Least Teacher Candidate Efficacy	
Survey Question	Mean/Standard Deviation	Survey Question	Mean/Standard Deviation
I am able to develop a personal relationship with my students	M= 8.57, SD=1.42	I am able to communicate with the parents of English Language Learners regarding their child's achievement	M=6.31, SD=2.57
I am able to help students feel like important members of the classroom	M=8.42, SD=1.35	I am able to design a lesson that shows how other cultural groups have made use of mathematics	M=6.25, SD=2.71
I am able to build a sense of trust in my students	M=8.37, SD=1.43	I am able to teach students about their cultures' contributions to science	M=5.94, SD=2.22

**edTPA:** Pearson official scores on Task I Rubric 3 and Task 2 Rubric 7 were available for 18 participants. Pearson rubrics range from 1 – 5 with a score of three (3) indicating that the candidate is "learner-ready" (SCALE, 2022). **However, a score of 4 on these two rubrics would be needed to indicate the candidate is considering prior academic learning AND personal, cultural, or community assets.**

Rubric 3: Using Knowledge of Students to Inform Teaching and Learning	Rubric 7: Engaging Students in Learning
Score of 5 = 0	Score of 5 = 0
Score of 4 = 1	Score of 4 = 0
Score of 3 = 12	Score of 3 = 9
Score of 2 = 5	Score of 2 = 8
Score of 1 = 0	Score of 1 = 1

**Interviews:** Participants echoed the survey responses that the program completers are confident and efficacious in their ability to implement culturally relevant practices.

## Conclusions

The data indicated that only one (1) participant out of 18 was able to use **both** a students' academic background & cultural and community assets to inform teaching and learning. Though these results are not generalizable, **results suggest that at this EPP, teacher candidates are not applying the CRP tenets to their planning and instruction despite their confidence in their ability to do so.**

When candidates receive a passing score on edTPA, it sends the message to them and to EPPs that candidates are prepared to teach diverse learners in various settings. If a red flag is not hoisted around the assessment's weaknesses, we fail as EPPs in our ability to respond, and thus, we fail to fully prepare candidates for real-world classrooms and students.

### BROADER IMPACT

Incorporating real-world diverse experiences into the preparation program provides all candidates meaningful practice in implementation of CRP strategies. Yet, when these residency experiences are not available, EPPs can look to provide alternatives like virtual reality technologies which provide low-stakes approaches to real-world experiences using virtual students programmed with authentic behaviors (Gershenson et al., 2021). This technology can provide candidates opportunities to teach in contexts very different from their own including rural, urban, wealthy, domestic, or international settings.

## References

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IRB ID: 2021-4-28