

Development of Culturally Proficient Practice Across a Teacher Preparation Program

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MACTE, Plymouth, MN
November 6, 2015

Big ideas. Real-world thinking.

Diversity of Minnesota's public school population

- Increased numbers of students needing free or reduced price lunch, students with special needs, and students with limited English proficiency.
- Becoming more ethnically diverse, with the percentage of students representing non-Caucasian racial and ethnic groups increasing by 1 percent per year.
- Minnesota's teacher workforce remains 96 percent Caucasian.
- Disparity in diversity of the teaching workforce and student population may affect student academic achievement of students of color and Caucasian students alike.

Minnesota Department of Education, 2015

Guiding Questions

- **What types of Culturally Proficient practices are you or your department currently using?**
- **What is one thing that you can do to incorporate Culturally Proficient practices in your instruction?**

Teacher Preparation Standards

- 1. Incorporate multiple perspectives, including learners' personal, family, and community experiences and cultural norms.**
- 2. Plan and adjust instruction to incorporate histories, experiences and representations of students and families from diverse populations.**
- 3. Understand their own frames of reference (e.g., culture, gender, language, abilities, ways of knowing).**
- 4. Understand potential biases, the relationship of privilege and power in schools, and the impact on educators' expectations for and relationships with learners and their families (InTASC, 2011, and CAEP, 2013) .**

Diverse Cultures Graduation Requirement @ MSU, Mankato

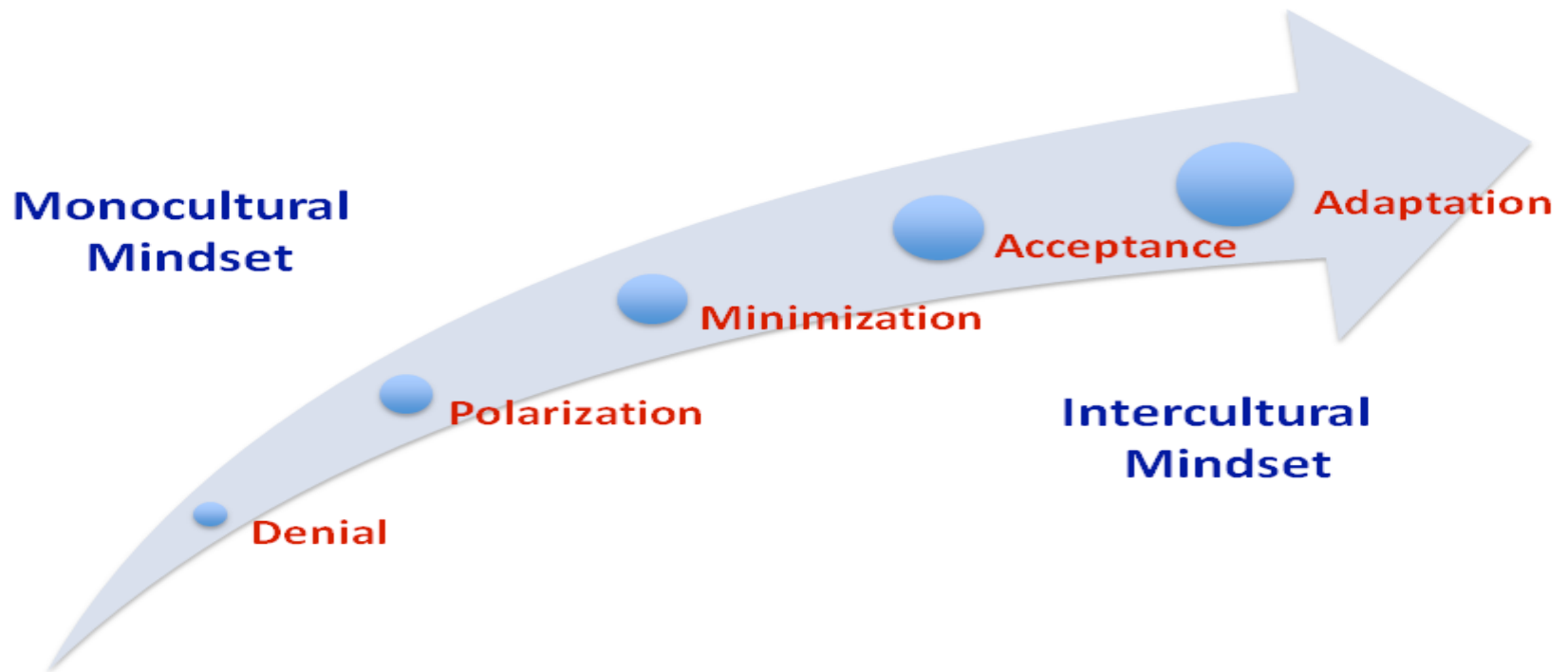
- **"To give students learning opportunities to experience diversity with reflection supervised by a faculty member; to assist them in recognizing and responding to conditions of marginalized populations."**
- **"To prepare students with course content and the analytical and reflective skills to better understand diversity in the United States and in other societies across the world."**

Definitions of Key Terms

- **Culture is “the pattern of beliefs, behaviors, and values maintained by groups of interacting people.”**
- **Cultural Competency is “the capability to accurately understand and adapt behavior to cultural differences and commonality” (Hammer & Bennett, 2010). Also referred to as Cultural Proficiency**

Intercultural Development Continuum

Intercultural Development Continuum



MSU-M Elementary Teacher Preparation Components

- **Foundation Block** (Introduction to Education Psychology and Instruction in Elementary Education; Human Relations in a Multicultural Society)
- **Block I** (Reading & Literacy; Kindergarten; Assessment)
- **Block II** (Reading & Language Arts; Science & Health, Social Studies; Mathematics; Classroom Management)
- **Block III** (Reading Interventions; Teaching English Language Learners; Special Education)
- **Block IV** (Student Teaching)



Student Characteristics @ Beginning of Foundation Block

- **Disengaged with student's own culture.**
- **Ethno-centric in worldview.**
- **Polarization into "us" and "them."**
- **Minimization of differences.**

Learning Outcomes for Foundation Block

- **Increased awareness of one's own culture.**
- **Increased experience with cultures different than that of the student.**
- **Enhanced knowledge of cultures in the US.**
- **Enhanced understanding of deeper patterns of cultures for self and for others.**

Foundation Block Courses

- **Introduction to Education
Psychology and Instruction in
Elementary Education**
- **Human Relations in a Multicultural
Society**

Learning Strategies in Foundation Block

- **Knowledge and understanding**
- **Intentional Experiences**
- **Guided Reflection**
- **Cultural Competence Coaching**

Knowledge and Understanding in Foundation Block

1. Textbook

2. Panel presentations

3. Films and videos

Intentional Experiences in Foundation Block

- **Interview of family elder**
- **Interview of cultural partner**
- **Cultural partnership**
- **Service learning**
- **Cultural events**

Foundation Block Activity



Guided Reflections in Foundation Block

- **Blog posts**
- **Cultural Autobiography paper**
- **Cultural Partnership paper**
- **Service Learning presentation**

Cultural Competence Coaching in Foundation Block

- **One-on-one meeting with qualified CC coach**
- **Discussions during class meetings**
- **Instructor responses to blog postings**

Results Related to Foundation Block

1. **Statistically significant changes occurred in cultural competence of undergraduates as a result of the human relations course (Sandell, 2011).**
2. **With intentional assignment to service learning with a culture different than theirs, students showed statistically significant differences between IDI scores at the end of the semester when compared to the beginning of the semester (Tupy, McNabb & Leidell, 2012).**
3. **With interactive, experiential assignments (such as a cultural partnership with reflection), students showed statistically significant differences between IDI scores at the end of the semester when compared to the beginning of the semester (Sandell & Tupy, 2012).**

Student Characteristics @ End of Foundation Block

- **Engaged with student's own culture.**
- **Ethno-centric worldview.**
- **Minimization of differences and bridging with commonalities.**
- **Acceptance of differences.**

Block 1--Learner Outcomes/Goals

Standards of Effective Practice

- Students' families, cultures, and communities as the basis for connecting instruction to students' experiences.
- Bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences
- Vary the instructional process to address the content and purposes of instruction and the needs of students

Block 1 Activity

- Reading responses to textbook, *Courageous Conversations*
- Videos and discussions
 - < TED Talks- The Danger of a Single Story and Color Blind or Color Brave
 - < *American Promise*
- In class activities
 - < Prejudice walk

Student Characters after Block 1

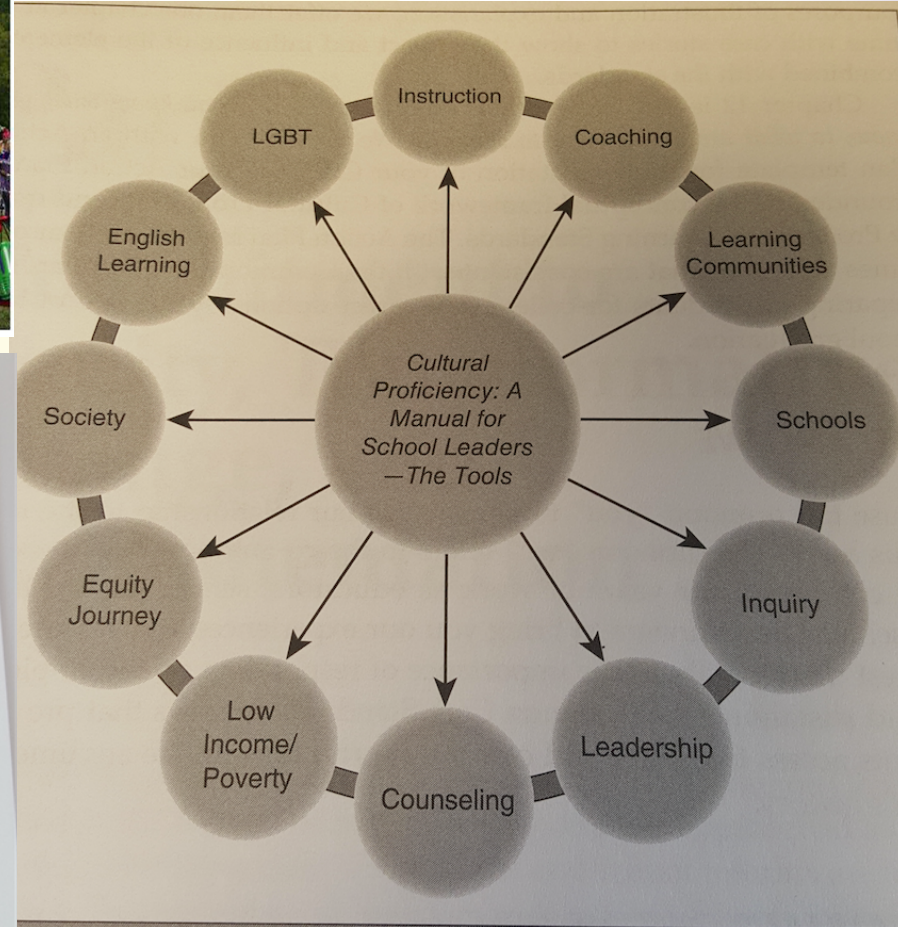
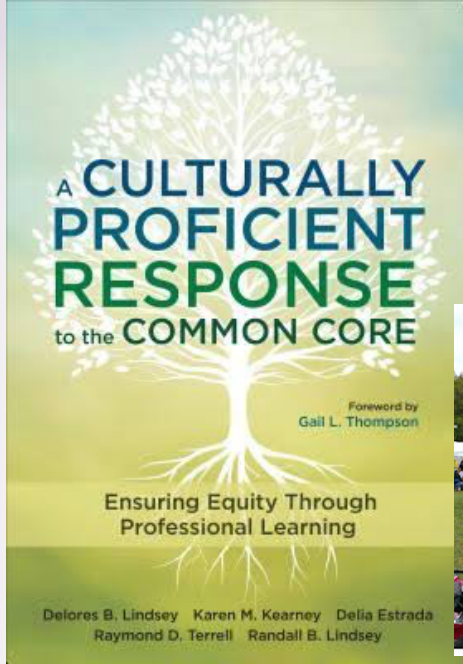
- **Ethno-Relative World View**
- **Minimization of Cultural Differences**
- **Engaged with their own Culture**

Block 2 Learner Outcomes/Goals

- *Instructional practices, approaches, methods, and curriculum materials to support instruction*
 - < *Appropriate, motivating instruction, both explicit and implicit*
- *Motivating environment with foundational knowledge, instructional practices, approaches and methods, curriculum materials, and assessments*
 - < *Knowledge of how to use students' interests, abilities, and backgrounds as foundations for the curricular programs and provide authentic reasons learning opportunities*
 - < *The ability to foster independence and self-efficacy*

Block 2

3-6 Content Area Literacy



Essential Elements for Culturally Proficient Practices in Support of Common Core	Standards for Quality Professional Learning in Support of Common Core
Assessing cultural knowledge	Collecting, analyzing, and using data to guide decisions
Valuing diversity	Developing skillful leaders to create support systems for professional learning
Managing the dynamics of difference	Creating and sustaining learning communities
Adapting to diversity	Applying evidence-based approaches to actively engage educators in improving practice
Institutionalizing cultural knowledge	Applying and connecting a common commitment toward common outcomes for all students

Block 2 Activity

What is your culture?

Students after Block 2

- **Increase awareness around power and privilege**
- **Deeper understanding of Cultural meanings of differences and similarities**

Block 3--Learner Outcomes/Goals

- **Intervention focus: Special Education, Reading, English Language Learners and Student Achievement.**
- **Integration of field and course expectations: Ability to identify and apply their knowledge of RTI/PBIS/UDL and differentiation by completing targeted investigations in their field classroom. This integration of course knowledge requires planning, instruction and assessment of students who have challenges in their teaching placement.**
- **Impact assignments: Conduct a case study on an ELL student; conduct classroom assessments for the mentor teacher, develop an informal lens for applied behavior analysis, document the data and suggest interventions for these Tier II and Tier III students.**

Block 3-- Intentional CP Work

- Engage in a book study
- Participation in discussion and dialogue "being uncomfortable"
- Research Presentation on a culture in field experience
- Cultural Event Attendance "surrounding oneself around others who are different"
- Videos and articles
- Growth Mindset Assessment and Work

Intersections



"Shared "WIN WIN" vision"
"This is Just What We Do"



"COC" Roadmap



K-6 Student Learning

Expedited Candidate Learning



"Talking their Practice"



Transformative -
"Inside Out Approach"



Block 3 Activity

- **VALUES**

“ From the inside out”

Students after Block 3

- **Acceptance of Cultural differences**
- **Adaptation to student and community Cultures**
- **Understand values and behaviors within specific Cultural communities.**

Block 4 Student Teaching Learning Outcomes/Goals

- **Know and understand student developmental characteristics, background, interests and abilities.**
- **Align objectives and instructional tasks/activities that are developmentally suitable for students.**
- **Take into account students' background, experiences and developmental levels, so that all students can meet learning goals.**
- **Engage families and communities in the instructional program.**

Student Characteristics @ End of Student Teaching

- A paired-samples t-test was conducted to compare described orientation from pre student teaching and after student teaching. There is a significant difference for pre student teaching ($M= 91.4566$, $SD= 16.64610$) and after student teaching ($M= 106.8324$, $SD= 17.45278$) developmental orientation scores; $t(103)= -10.216$, $p<.001$.
- A paired-samples t-test was conducted to compare cultural disengagement from pre student teaching and after student teaching. There is a significant difference for pre student teaching ($M= 3.8942$, $SD= .67577$) and after student teaching ($M= 4.4663$, $SD= .59994$) cultural disengagement scores; $t(103)= -8.363$, $p<.001$.
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- A pearson correlation was conducted to test correlation between after student teaching developmental orientation and after student teaching cultural disengagement. There is a significant correlation ($r= .424^{**}$, $p< .001$) between after student teaching developmental orientation and after student teaching cultural disengagement at the 0.01 level.

Significant Growth

Deeper cultural self-understanding (how one make sense of and respond to cultural differences in terms of one's own culturally learned perceptions, values and practices).

Deeper cultural other-understanding (different ways people from other cultural groups make sense of and respond to cultural differences).

Guiding Questions

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A Moment of Impact

Amanda's Story

References

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Questions?

