

# Rhode Island Teacher Education Renewal (RITER)\*

## Readiness to Student Teach

### **Cultural Competency Assessment II**

The following instrument is adapted from the Cultural Competency Assessment tool designed as part of the RITER grant's diversity initiative. As a candidate ready for student teaching you are to use this tool to assess your cultural competency.

The instrument is broken down into five areas or categories. These categories have been generally accepted by researchers and clinical practitioners as embodying the scope of culturally competent teaching. The term "sociocultural" is used to represent differences in ethnicity, race, gender, class, language, ability, sexual orientation, social class, and religion.

This formative instrument contains a definition of each culturally competent teaching area, followed by a listing of samples of observable behaviors related to the area. These behaviors have been selected as examples of the most common ways in which candidates for student teaching demonstrate their growth related to the Education Department's Goals for *Developing Culturally Responsive Teachers*. The self-assessment tool builds on those behaviors that reflect the two Sophomore year goals - Citizenship I and Citizenship II, with the addition of the two goals established for the Junior year - Professionalism III & Professionalism IV.

#### Citizenship

- I. *Gaining Sociocultural Consciousness*: Every Teacher Candidate's world view is unique, and is shaped by his or her experiences.
- II. *Develop an Affirming Attitude*: Every Teacher Candidate appreciates the cultural background of all students, recognizing that diversity contributes to the education of all.

#### Professionalism

- III. *Commit to being an Agent of Change*: Every Teacher Candidate works

towards shaping the education system to foster universal justice.

- IV. *Understand the Constructivist Foundations of Culturally Responsive Teaching*: Every Teacher Candidate acknowledges the importance of building on students' wide variety of prior knowledge and experiences.

As a candidate for student teaching you are to provide evidence of your behaviors that characterize your growth in each area. Present your evidence in narrative form to the right of the goal and sample behaviors

#### **Rubric Scale for Practitioners**

Use the 1-4 scale below to rate each factor (competency). Consider each factor independently and base your appraisal on observed performance during the rating period. Consider how frequently each competency was demonstrated during the evaluation period. The behaviors cover a wide range, but the list is not meant to be exhaustive. Candidate: choose appropriate rating.

**Rubric**

- 4 Observed: Exceeds: [exemplary] Far exceeds performance expectations all of the time. Consistently develops and implements culturally competent work; is self-motivated and self-directed. *Give specific examples.*
- 2-3 Observed: Meets: [clear] Consistently meets performance expectations in competencies. Cont
- 1 Observed: Approaching: [emerging] Occasionally meets expectations. *Give suggestions.*
- 0 Not Observed: Behaviors were not present.
- N No Opportunity to Observe at this Time

**Rubric Scale for Candidate**

Use the 1-4 scale below to rate each factor (competency).

**Rubric**

- 4 Exemplary: I consistently develop and implements culturally competent work; I am self-motivated and self-directed.
- 2-3 Clear: I consistently meet performance expectations in competencies: I need some direction.
- 1 Approaching: [emerging] I occasionally meets expectations but need to work in this area.
- 0 NO: I did not demonstrate this.
- N I had no opportunity to demonstrate such behavior.

Teacher Candidate's Name	Date
Faculty Name:	

**In the right hand column provide evidence of behaviors that characterize your performance, or the performance you observed, - during course work and -field experience:**



Professionalism III

- challenges inequalities that exist in assessment practices, such as the unequal or unfair administration of assessments that cause groups of students to be viewed as deficient, and limit students' opportunities to learn
- designs least-biased assessments possible, including rating scales and rubrics to match student characteristics and backgrounds.

Professionalism III

<p><i>Area #3: Professional Behavior</i></p> <p><b>[RIPTS 10, 11; INTASC 9]</b></p> <p><b><i>The culturally competent teacher candidate ready to student teach is aware of the diverse cultural groups represented in his/her classroom, investigates the sociocultural factors which influence student learning, and is able to integrate this knowledge into his/her teaching.</i></b></p> <p><b><u>Sample Behaviors:</u></b></p> <ul style="list-style-type: none"> <li>• treats all in the school community respectfully including differences in language, religion, culture, sexual orientation, gender, and socioeconomic status.</li> </ul> <p>Citizenship II</p> <ul style="list-style-type: none"> <li>• has same high achievement and behavior expectations for all students , regardless of sociocultural and linguistic backgrounds</li> </ul> <p>Citizenship II</p> <p>seeks to overcome discomfort and challenges their own misconceptions about varied cultural groups.</p> <p>Citizenship II</p> <ul style="list-style-type: none"> <li>• demonstrates knowledge of state/federal laws in regard to disability, child welfare, and harassment.</li> </ul> <p>Professionalism III</p> <ul style="list-style-type: none"> <li>• takes an inquiring stance; strives to learn about the lives of students and families</li> </ul> <p>Professionalism IV</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><i>Area #4: Collaboration</i> <b>[RIPTS 7; INTASC 10]</b></p> <p><b><i>The culturally competent teacher candidate ready to student teach involves and works with families and community resources, understanding the differences in families, the important influence of family participation in students’ learning, and the benefit of collaborating with the wider school community.</i></b></p> <p><b><u>Sample Behaviors:</u></b></p> <ul style="list-style-type: none"> <li>• shows respect for others; values their contributions</li> </ul> <p>Citizenship II</p> <ul style="list-style-type: none"> <li>• designs activities and events that encourage parent participation at school.</li> </ul> <p>Professionalism III</p> <ul style="list-style-type: none"> <li>• attends and participates in school and community functions.</li> </ul> <p>Professionalism III</p>	

Area #5: Communication

[RIPTS 8; INTASC 6]

***The culturally competent teacher candidate ready to student teach communicates in ways that demonstrate sensitivity to sociocultural and linguistic differences, using a variety of verbal and non-verbal communication techniques that encourage positive social interaction and support learning in their classroom***

**Sample Behaviors:**

- communicates in ways that demonstrate sensitivity and responsiveness to sociocultural and linguistic differences

Citizenship II

- is resourceful and innovative when challenged by obstacles in communicating

Professionalism III

- is responsive to children's diverse family structures, languages, values and traditions

Professionalism IV

- demonstrates an active inquiring stance to learn about individual students and their families

Professionalism IV

- provides opportunities for students to use their first language and/or dialect as appropriate.

Professionalism III

- develops communication vehicles that foster home and school partnerships that build effective learning climates for students of diverse socio-cultural backgrounds

Professionalism III