Developing and Monitoring Teacher Candidates' Dispositions: An Implementation Guide

Ball State University

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Disposition Assessment System Overview

Purpose of the Disposition Assessment System

This disposition system addresses several existing EPP (Educator Preparation Provider) needs, including the provision of (a) a systematic, consistent approach to assessing and supporting teacher candidates' disposition growth throughout their preparation, (b) a method for stakeholders (i.e., BSU professors/employees and partnering school personnel) to report and remediate teacher candidates' misconduct, and (c) valid and reliable data for EPP CAEP accreditation. To address these goals, the disposition assessment process for teacher candidates has two components: (1) a disposition rubric system, and (2) a disposition alert system. All teacher candidates, professional education faculty, and academic advisors will be provided with information about these two components. A supplemental Equity Implementation Guide (see Appendix A) is provided to support the implementation of the Watermark disposition rubric.

Adoption of the Disposition Assessment System

To design the disposition system, an appointed committee was formed, representing multiple stakeholders across the university (i.e., representatives from both elementary and secondary education programs). Further, any individual could also volunteer to participate on the committee. This committee developed the initial proposal, and the system was presented to both the Clinical Practices (CP) and the Professional Education Committee (PEC) for feedback and implementation guidance. After multiple rounds of edits and discussions, the system was approved by PEC in April of 2019. The approved proposal is located on the Ball State Box repository: https://ballstate.box.com/s/o560az221znnzcnugmxrun0wpgubvuch. In the full proposal, common concerns are addressed, and additional information is presented on CP feedback.

Purpose of this Disposition Assessment Implementation Guide

According to the Council for the Accreditation of Educator Preparation (CAEP) and the Interstate Teachers Assessment and Support Consortium (InTASC) Model Core Teaching Standards, dispositions are "the habits of professional action and moral commitments that underlie an educator's performance." Measuring and monitoring these professional actions and moral commitments represents a significant challenge due to potentially ambiguous language and varying interpretations due to cultural backgrounds and expectations. Therefore, the purpose of this guide is to support the establishment of a common understanding to the assessment, monitoring, and intervention of teacher candidates' dispositions.

Disposition Rubric System

Purpose of the Educator Disposition Assessment (EDA)

Watermark's EDA provides the proactive, formative component of BSU's disposition system, and it will be systematically implemented in a series of courses for teacher candidates. This will provide opportunities for deliberate feedback and guidance regarding teacher candidates' disposition development. The rubric may be found in Appendix A.

EDA Background from Watermark's Guide

The EDA guide provided a generic framework for implementation, which was replaced by the specific information in this implementation guide. However, to provide their reasoning behind the development of this rubric, the introduction has been copied below:

"A fundamental task of teacher education programs is that of tracking, monitoring, and assessing candidate performance as they progress through their studies in coursework and clinical experiences. In recent years, in part because of external accreditation requirements, teacher education programs have been charged with the responsibility of assessing more than their candidates' knowledge and skills in teaching. The Council for the Accreditation of Educator Preparation (CAEP) accreditation process as well as that of state departments of education and other professional organizations requires teacher preparation programs to develop appropriate assessment devices to measure and document candidate dispositions. Because of this requirement, teacher education programs are exploring what is meant by dispositions and investigating how they can be used and assessed (Almerico, Johnston, Henriott, & Shapiro, 2010).

Borko, Liston, and Whitcomb (2007) explained that dispositions are a person's tendencies to act in a given manner and are predictive of patterns of action. Villegas (2007) concurred with this definition and contended that dispositions are an individual's inclination to act in a particular way under particular circumstances based on personal beliefs. She suggested an inclination or tendency implies a pattern of behavior that is predictive of future actions. Therefore, dispositions that candidates demonstrate as they perform in either the college classroom or the field are likely to continue into their classrooms when they begin teaching. To gain full depiction of a candidate's teaching effectiveness, all aspects of the teaching act must be considered. Not only must teachers possess content and pedagogical knowledge and skills, they must deliver instruction in a manner which results in positive learning impact. Sanders and Rivers (1996) contended that teacher quality, to include the knowledge, skills and dispositions of that individual, is a crucial indicator of a student's performance in school. Taylor and Wasicsko (2000) concluded that a strong relationship exists between teacher effectiveness and teacher dispositions. They found that a substantial amount of research showed the attitudes, ideals, and principles teachers held regarding their students, teaching, and themselves, strongly influenced their impact on student learning and development. Wilkerson (2006) suggested that ultimately, dispositions are actually more important than knowledge and skills in the act of teaching.

Notar, Riley, Taylor, Thornburg, and Cargill (2009) suggested that a strong correlation exists between the dispositions of teachers and the quality of their students' learning. It is necessary for future teachers to learn that teachers who care about their students and are willing to exert the effort needed to ensure the classroom is a productive learning environment, have characteristics that may not be measured as possession of pedagogical knowledge and skills. These teachers, through their actions and demeanor, are demonstrating effective teaching dispositions (Almerico, Johnston, Henriott, & Shapiro, 2010). As the key role model in the classroom, they have a significant chance to affect the positive development of the children they teach. This impact is made through both the content of their instruction and the quality of their social interactions and relationships with their students (Hamre & Pianta, 2001; Jennings & Greenberg, 2009; Brackett & Rivers 2014).

The Educator Disposition Assessment (EDA) instrument was designed with careful consideration of the psychometric properties associated with informal assessment so that any inferences made about a teacher's disposition are more likely to be true. Psychometric evaluation efforts were made that far extend expectations associated with informal assessments. The effort was done grounded in a sincere attempt to try to clear any confusion about the expectations so that growth in dispositions may be enhanced during coursework and subsequent clinical experience. The instrument is intended to be used at multiple points in the program to track and monitor candidate dispositions that are associated with positive learning impact of P-12 students. Disposition categories are aligned with InTASC Standards (2013) and the works of Danielson et.al. (2009) and Marzano and Brown (2009)."

BSU's Selection of EDA

This rubric was carefully selected to represent a general and flexible approach to support teacher candidate disposition development. The rubric has been externally validated, and CAEP has accepted its use in other EPP's accreditation. Specifically, the EDA was selected for several primary reasons:

- The rubric has undergone a strong content validation process, in which multiple education stakeholders have provided feedback and edits.
- The rubric represents key characteristics previous BSU committees have identified as important. Previous BSU committees (e.g., CAEP Standard 1 committee) built the majority of concepts into previous drafts of disposition rubrics.
- The rubric addresses the professional competencies set forth by the state of Indiana in the RISE rubric. (See PEC Proposal for a table connecting EDA to multiple other rubrics.)
- The rubric provides a parsimonious approach to assessment that can be implemented in a variety of settings across the EPP with specific, flexible, contextual applications. This includes in courses that do not have a clinical component.
- Other institutions have implemented the rubric successfully and used the data to support their CAEP accreditation reports.
- The rubric includes many elements from multiple other rubrics used at UCONN, Maryland, Minnesota, and Michigan. This rubric is lacking several components other rubrics contain, which may be worth adding onto the existing rubric. This is left up to the program's discretion. Piloting additional rows would be a welcome contribution to present to PEC at a future point in time, and the Research Design Studio (RDS) may be able to provide consultation.

The CP was notified and expressed support for the system in January 2019, and the EDA was approved as a part of the full disposition system by PEC in April 2019.

BSU Implementation

To implement, all teacher candidates will be assessed at least three times throughout their program. Program managers will submit the course numbers and titles to OTES-CP for approval. The current courses are listed in the table below. Other professors and courses are encouraged to use the rubric and disposition system, but only the designated courses will be expected to enter row-level data into a management system, like TK-20, which provides the EPP with comparable data for all teacher candidates from all programs. Students receive this feedback directly, and for students not meeting expectations, professors/instructors will (a) determine if this performance needs to be reported using the alert system (i.e., if any row receives a score of 0, an alert should be filed), and/or (b) meet with the student to determine a plan if students receive a score of 1 in any specific rubric row.

Educator Disposition Assessment Sequence

All EPP courses should discuss the EDA and provide guidance and support in developing these competencies, beginning in 100-level courses.

Required Assessment Courses

Faculty who teach the following courses are required to assess candidates on the disposition rubric and submit all scores to BSU. Note: BSU faculty teaching courses not included on this list may also use the disposition rubric, but data will not be collected for accreditation or continuous improvement purposes.

Early Childhood	Elementary Education	Special Education	Secondary Education	Music Education
Stage 1				
ECYF 100 EDEL 244 For Dual Major: EC/EC SPCED candidates: SPCE 201 EDEL 244	EDEL 100 EDEL 244	SPCE 201	Depending on the content (licensing) area; one of the following introductory courses: EDSE 150 ENG 150 FL 150 MATH 150 PEP 161 SCI 150 SS 150 THEA 150	MUSE 150
Stage 2				
ECYF 301 ECYF 351	EDEL 350	SPCE 371 (course will become SPCE 271 in 2020-21)	EDMU 205 EDSE 380	MUSE 350

		SPCE 361		

Dispositions Alert System

The disposition alert system provides a method for Ball State faculty and clinical partners (teachers and school personnel) to identify and report critical concerns related to a candidate's professional dispositions. In order for any course of action to occur, a Disposition Alert Form (DAF) should be submitted to the Office of Teacher Education Services and Clinical Practice (OTES-CP) which will then take responsibility for notifying appropriate parties. The DAF should be completed when there is critical concern about the candidate's ability and/or dispositions to become a teacher. A critical concern may occur whenever a candidate displays behavior or conduct inconsistent with the requirements of the teaching profession. It is in these situations that a DAF should be filed.

In addition, if a candidate scores a zero on any rubric row of the Educator Disposition Assessment (EDA) in an EDA-required course, the faculty member completing the rubric will schedule a private conference (in person or virtual) with the candidate to discuss the correlated issues and then determine whether filing an alert is appropriate. Following the meeting, the faculty member should revisit the rubric row in question to determine if a score of zero is still appropriate. Per the policy, alerts are intended to identify and report only critical concerns related to a candidate's professional dispositions and not already addressed in the grading scheme of the course. Issues such as attendance, assignment submission, or class participation should be addressed in policies and grading in the course syllabus or outline. These issues should be handled as stated in the course syllabus or outline. If these issues also qualify as critical concerns, an alert may be filed. Please consult the EDA for specific examples of student behaviors that lead to a zero on any rubric row.

Procedure for the Disposition Alert System

1. **Reporting a Critical Concern** – To report a critical concern, a BSU faculty member or a clinical partner (e.g., teacher or principal) should submit a Disposition Alert Form (DAF) to the Office of Teacher Education Services and Clinical Practice (OTES-CP). The OTES-CP should keep the DAF in a Disposition File established for the candidate.

2. **Notifying Designated Parties** – Within 3 school days of the submission of a DAF, the OTES-CP will notify the candidate, the candidate's Program Manager[1], the Department Chair(s) of the candidate's major, and the Associate Dean of Teachers College. Confirmation of this notification will be sent to the person who filed the DAF. In accordance with the BSU Code of Student Rights and Responsibilities section 4.4, "School day means Monday, Tuesday, Wednesday, Thursday, or Friday. It does not include Saturday or Sunday, nor does it include any day on which there are no scheduled university classes."

[1] **Program Manager** – Tenured or tenure-track faculty member representing the candidate's licensure area.

3. **DAF 1** – Within 5 school days of notification, the Program Manager will convene a meeting with the candidate. Prior to the meeting, the candidate may request one additional advocate from Ball State to be notified and present at the meeting, including an employee from the Disability Services Office, the Office of Inclusive Excellence, or otherwise requested.

   The purpose of the meeting is to address and discuss the alleged dispositional issue(s) that resulted in the DAF. The candidate will have an opportunity to respond and provide any information or documentation that supports their case. If after consulting with the candidate, the Program Manager determines that a dispositional issue does exist, they will prepare a Disposition Support Plan describing a course of action that the candidate agrees to follow. The Disposition Support Plan may include the requirement of a follow-up meeting with the Program Manager to review the candidate's progress. The document will be signed by the candidate. The candidate's signature will indicate acknowledgement of the Program Manager's decision; it will not necessarily indicate that the candidate agrees with the decision. Within 5 school days of the meeting, the Program Manager will submit the Disposition Support Plan to the OTES-CP where it will be added to the candidate's Disposition File.

   If the Program Manager determines that a dispositional issue does not exist, the Program Manager will submit a Follow-Up Report to the OTES-CP. The DAF and the follow-up report will be maintained in OTES-CP, but they will not be kept in the candidate's Disposition File.

4. **DAF 2** – Within 7 school days of notification, the Program Manager will convene a meeting with the candidate and the Candidate Disposition Review Committee (CDRC), which includes the Program Manager, the Department Chair of the candidate's major, and the Associate Dean of Teachers College. Prior to the meeting, the candidate may request one additional advocate from Ball State to be notified and present at the meeting, including an employee from the Disability Services Office, the Office of Inclusive Excellence, or otherwise requested.

   The purpose of the meeting is to address and discuss the alleged dispositional issue(s) that resulted in the DAF. The candidate will have an opportunity to respond and provide any information or documentation that supports their case. If after consulting with the candidate, the CDRC determines that a dispositional issue exists, the CDRC will determine a course of action and prepare a Disposition Support Plan. The Disposition Support Plan may include the requirement of a follow-up meeting with the Program Manager and/or the CDRC to review the candidate's progress. The document will be signed by the candidate and by all members of the CDRC. The candidate's signature will indicate acknowledgement of the CDRC's decision; it will not necessarily indicate that the candidate agrees with the decision. Within 5 school days of the meeting, the Program Manager will submit the Disposition Support Plan to the OTES-CP where it will be added to the candidate's Disposition File.

   If the CDRC determines that a dispositional issue does not exist, the Program Manager will submit a Follow-Up Report to the OTES-CP. The DAF and the follow-up report will be maintained in OTES-CP, but they will not be kept in the candidate's Disposition File.

5. **DAF 3 and subsequent DAFs** – Within 7 school days of notification, the Program Manager will convene a meeting with the candidate and the Candidate Disposition Review Committee (CDRC), which includes the Program Manager, the Department Chair of the candidate's major, and the Associate Dean of Teachers College. Prior to the meeting, the candidate may request one additional advocate from Ball State to be notified and present at the meeting, including an employee from the Disability Services Office, the Office of Inclusive Excellence, or otherwise requested.

   The purpose of the meeting is to address and discuss the alleged dispositional issue(s) that resulted in the DAF. The candidate will have an opportunity to respond and provide any information or documentation that supports their case. If after consulting with the candidate, the CDRC determines that a dispositional issue exists, the CDRC will make one of the following determinations: (1) conditional permission to continue in the teacher education program, or (2) dismissal or suspension from the program, as warranted. If the CDRC determines that a dispositional issue does not exist, the Program Manager will submit a Follow-Up Report to the OTES-CP. The DAF and the follow-up report will be maintained in OTES-CP, but they will not be kept in the candidate's Disposition File.

   If following a finding of a dispositional issue, the CDRC decides to allow the candidate to continue in the teacher education program, the CDRC will determine a course of action and prepare a Disposition Support Plan. The document will be signed by the candidate and by all members of the CDRC. The candidate's signature will indicate acknowledgement of the CDRC's decision; it will not necessarily indicate that the candidate agrees with the decision. Within 5 school days of the meeting, the Program Manager will submit the Disposition Support Plan to the OTES-CP where it will be added to the candidate's Disposition File.

   If, following the finding of a dispositional issue, the CDRC determines dismissal or suspension from the program is appropriate, the Program Manager will notify the student, who will no longer be considered a teacher education candidate. The student will cease attending all professional education courses and field experiences, and they will work with an advisor to plan an alternative program of study.

   If, following the finding of a dispositional issue, a student is removed from a professional education course, the student will either officially withdraw from the course or receive a commensurate grade for not completing the course expectations, unless alternative arrangements are made with the Associate Dean of Teachers College and the Department Chair

6. **Serious or Egregious DAF**. If upon the receipt and review of any DAF, the Program Manager in consultation with the Associate Dean of Teachers College determines that the alleged dispositional issue is of a serious or egregious nature that could result in suspension or dismissal from a course or program, the progressive steps outlined above will not apply. In such matters the DAF will be processed in accordance with the procedure as outlined in Paragraph 5, above. Examples of serious or egregious behavior or conduct include, but are not limited to: any conduct that would necessitate a licensure revocation or non-renewal under IC 20-28-5-8, illegal or unethical conduct involving minor children, conduct that would be grounds for dismissal from

a teaching position, mishandling of private and confidential student information, and serious violations of the Ball State University Code of Student Rights and Responsibilities.

7. **Appeal**. A student will have the right to appeal a determination leading to dismissal or suspension from the teacher education program, or the sanction of dismissal or suspension. A student who wishes to do so must send, to the Dean of Teachers College, a request of reconsideration of the determination or the sanction, along with a rationale for reconsideration. The request should be in writing (email preferred) and sent within 5 school days of the written notification of the CDRC decision. The Dean or a designee will meet with the student within 5 school days of the appeal. Within 5 school days of the meeting, the Dean will send a written notification with a decision to the candidate and the CDRC. The decision of the Dean of Teachers College will be final.

8. Nothing in this policy shall relieve any individual from any legal obligation to report to Child Protective Services any suspected child abuse or neglect.

Appendix A: Equity Implementation Guide

This disposition assessment system could provide an incredible opportunity for teacher candidates to develop attitudes and skills that will impact their future students and professional effectiveness. The EDA, however, must be carefully considered and operationally defined. Simply assessing teacher candidates without embedding support throughout their educator preparation is a disservice to future teachers and students. To make the rubric more meaningful and operational, the Equity Implementation Guide deconstructs each rubric row, defines key components, and describes how to facilitate teacher candidate growth in these areas in a culturally responsive manner. These resources can be used in class discussions, assignments, and if necessary, as a part of the Disposition Support Plan (i.e., the remediation plan, included in the Alert System). All individuals who assess teacher candidates should familiarize themselves with this guide.

The purpose of this guide is to assist instructors in implementing the Watermark™ Dispositions rubric in ways that are inclusive and consistent with our values and mission at Teachers College, and at Ball State University, more broadly. Without a great deal of care and intentionality, there is *potential* for candidates to be inequitably assessed when using this rubric. The assumptions that underlie the Watermark™ Dispositions Rubric are not *neutral.* Rather, they are imbued with values that reflect White, middle-class norms—a trend that is reflective of the larger field of teacher education. Just as research has demonstrated the importance of culturally responsive and sustaining pedagogies for K-12 students, we need a culturally responsive and sustaining approach to teacher preparation wherein we value and support all of our candidates to the best of our ability and disrupt damaging mentalities and perspectives that persist in the field. Thus, this guide is advanced to ensure that we are supporting all of our teacher candidates to become the best educators they can be.

This guide is organized by dispositional row. Each section begins with the rubric row and disposition name. An overview, called *Background*, contextualizes and problematizes aspects of the rubric. This is followed by *From an Equity Perspective*, wherein the case for why an equity lens is needed is made and shows how the various dispositions can be interpreted in a more equitable way. This is then followed by *Examples of How (insert disposition) can be Operationalized,* which demonstrates how the disposition can be applied with an equity perspective. Lastly, *Resources to Develop Instructor Knowledge* provides faculty with additional resources (not an exhaustive list) to learn more about the given topic. *References* that informed the various section discussions are also provided.

A Note on Word Choice and Terms

- We intentionally use the pronoun ***they*** to be inclusive of all genders. They can be both singular and plural.
- We intentionally use the word ***folx*** in place of the more commonly used "folks" to be more inclusive of people who identify beyond the gender binary.
- We use the terms **Black**, **Brown** and **White** when discussing race rather than terms like "African American" or "Caucasian," which are more narrowly defined. For example, Caucasian is mistakenly assumed by some to be more polite than using the word white,

however it is an inaccurate term (the Caucasus is a border region between Eastern Europe and Western Asia and from which the majority of white people in the US did *not* descend) and its use is rooted in the discredited racial pseudoscience and eugenics movements. We also use the word **Latinx** in place of Hispanic. These choices were made to align with the equity literature.

- The language of **dominant** and **nondominant** is used throughout. This language is used to signify the way in which power imbues particular groups with social advantages and disadvantages in our society. This language locates the power differential in the system and not the individual. In the United States, the norms of society are those that match the dominant group; against which all other groups are measured. Identity categories that place one in the dominant group include but are not limited to: White (race); middle, affluent and wealthy (class); male (sex); cisgender (gender); heterosexual (sexual orientation); English speaking (language); non-disabled (ability status); etc. Of course, given the multiple identity positions one possesses, it is important to note that one may possess both dominant and non-dominant identities. However, our various positions do not cancel each other out. In other words, being White provides advantages in this society no matter one's other identity positions. For example, while being poor confers disadvantage, a person who is White and poor still benefits from being White.

Disposition #1: Demonstrates Effective Oral Communication Skills

Disposition **Associated Indicators**

1. Demonstrates Effective Oral Communication Skills	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Does not consistently demonstrate professional oral communication skills as evidenced by making *major* errors in language, grammar, and word choice ☐ Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation ☐ Choice of vocabulary is either too difficult or too simplistic	☐ Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors ☐ Strives to vary oral communication as evidenced of some students demonstrating a lack of participation ☐ Occasionally uses vocabulary that is either too difficult or too simplistic	☐ Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment ☐ Varies oral communication as evidenced by encouraging participatory behaviors ☐ Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Background

"Language encodes a way of conceiving of and being in the world" (Barbian, Cornell Gonzales & Meja, 2017, p.x) such that who we are is wrapped up in how we talk. Language is imbued with a set of cultural understandings and values; thus, it is important to unpack and reflect upon what constitutes "appropriate" and "professional" patterns of communication. These are loaded terms that reflect relations of power in a given society. In the United States, the term "standard English"

(herein referred to as Dominant American English) has become synonymous with "professional," supplanting other dialects of English, such as African American Vernacular English (AAVE) and Appalachian English. Both are often mischaracterized as "slang" or "improper" despite adhering to complex structures of grammar; structures that do not map exactly onto Dominant American English. Given the primacy of Dominant American English over other versions of English, speakers of the latter are forced to "code switch" in order to be viewed as professional. Code switching is defined as moving between one's home language and the language of power (Christensen, 2017, p.115)—the language of power being Dominant American English.

In addition to grammar, intonation and word choice are also culturally constructed. The work of Shirley Brice Heath, Tyrone Howard, and Gloria Ladson Billings, as well as many others, have consistently demonstrated this. For example, from a middle-class perspective, direct commands are often perceived of as "harsh" wherein phrasing commands as questions is viewed as more palatable. Direct commands, on the other hand, are frequently used among other groups. Therefore, understanding tone from the perspective of power is imperative.

From an Equity Perspective

It is important to approach language and communication from a standpoint that promotes linguistic pluralism. This means that when we consider the communication of our teacher candidates, we must do so from a stance that appreciates and affirms their cultural identities and histories. Given that the current structure of power in the US prioritizes Dominant American English, we must help our candidates to hone their fluency; however, we should do so in affirming ways that position candidates as linguistically advantaged (they can communicate in multiple modes) rather than deficient (speaking incorrectly).

Further, when assessing our candidates' interactions with children and how they coach children to navigate language, we must ensure that candidates do not seek to whitewash linguistic diversity but instead affirm and sustain it.

Examples of how "Demonstrates Effective Oral Communication Skills" can be operationalized could include[2]

- "Reaches out to families and communities to explicitly communicate classroom and school details through a variety of culturally relevant, language accessible, and sustaining communication modes";

- "Uses communication approaches in the classroom (e.g tone and inflection of voice, movement in the room, use of humor) that create supportive relationships and hold positive meaning for students."

Resources to Develop Instructor Knowledge

[2] Both of these examples come from the Minnesota Rubric

Jamila Lyiscott TEDTalk "3 ways to speak Engligh"
https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english

NPR Code Switch: https://www.npr.org/sections/codeswitch/

Cult of Pedagogy "Know your terms": https://www.cultofpedagogy.com/code-switching/

Is your Appalachian accent wrong?: https://www.youtube.com/watch?v=ZlqBiiIDgJM

A quick lesson on Southern linguistics:
https://www.youtube.com/watch?v=mNqY6ftqGq0&list=PLrE52Yqy5BLR8P40eN2A-O7QC5s1U8fNS

The Linguistics of AAVE: https://www.youtube.com/watch?v=pkzVOXKXfQk&t=1s

Chimamanda Adiche TEDTalk "The Danger of a Single Story"
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

Anzaldua, G. (1987/2012). *Borderlands/la frontera: The new Mestiza, 4th edition.* San Francisco, CA: Aunt Lute Books.

Brice Heath, S. (1983). *Ways with words: Language, life and work in communities and classrooms.* Cambridge, UK: Cambridge University Press.

Barbian, E., Cornell Gonzales, G., Meja, P. (2017). *Rethinking bilingual education: Welcoming home languages in our classrooms.* New York, NY: Rethinking Schools.

Delpit, L. (1995, 2006). *Other people's children: Cultural conflict in the classroom.* New York, NY: The New Press.

Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Education Review, 53(3)*: 280 – 298.

Howard, T. (2010). Culture matters in schools: Closing the achievement gap in America's schools. New York, NY: Teachers College Press.

Paris, D., & Alim, S. (2017). Culturally sustaining pedagogies: Teaching and learning for justice in a changing world. New York, NY: Teachers College Press.

Smitherman, G. (1977). *Talkin and testifyin: The language of Black America.* Boston, MA: Houghton Mifflin.

Torres Goitia, C.A. (2017). Colonizing wild tongues. In E. Barbian, G. Cornell Gonzales, & P. Meja (eds), *Rethinking bilingual education: Welcoming home languages in our classrooms* (pp. 5-7). New York, NY: Rethinking Schools.

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Barbian, E., Cornell Gonzales, G., Meja, P. (2017). *Rethinking bilingual education: Welcoming home languages in our classrooms.* New York, NY: Rethinking Schools.

Christensen, L. (2017). Putting out the linguistic welcome mat. In E. Barbian, G. Cornell Gonzales, & P. Meja (eds), *Rethinking bilingual education: Welcoming home languages in our classrooms* (pp. 113-118). New York, NY: Rethinking Schools.

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Disposition #2: Demonstrates Effective Written Communication Skills

Disposition **Associated Indicators**

2. Demonstrates Effective Written Communication Skills	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Communicates in tones that are harsh or negative as evidenced by fostering negative responses ☐ Demonstrates *major* spelling and grammar errors or demonstrates frequent common mistakes	☐ Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses ☐ Demonstrates *common* errors in spelling and grammar	☐ Communicates respectfully and positively with all stakeholders as evidenced by fostering cordial responses ☐ Demonstrates precise spelling and grammar

Background

> Because middle-class home culture is so taken for granted, so "transparent," it often exists outside of conscious awareness for those who are members of that culture, especially in schools. It is assumed to be what "everyone knows," just the background of normal life—knowledge that does not need to be taught. Consequently, when this knowledge is not exhibited by children or adults, there is a sense that something is wrong. (Delpit, 2012, p. 55).

In the assessment of communication skills of preservice candidates, it is imperative that teacher educators, the majority of whom represent middle class culture and ideologies, (NCES, 2012) understand the cultural lens (Boas, 1940) they wear, and how their interpretations of "effective" can be culturally construed. It is also within the ethical obligations of teacher educators to affirm and value the linguistic pluralism many of our candidates bring to teaching and learning, while working with them to hone their fluency in Dominant American English. This scaffolding, however, must be undertaken in a fashion that affirms candidates as linguistically advantaged rather than deficient.

Acknowledging a history of cultural pluralism in American classrooms, professional associations with unique content and pedagogical expertise, and with a commitment to equity and social justice in

education, have considered how to best assess diverse literacy practices. As early as 1974, National Council on Teachers of English (NCTE) inquired,

> Should we, on the one hand, urge creativity and individuality in the arts and the sciences, take pride in the diversity of our historical development, and, on the other hand, try to obliterate all the differences in the way Americans speak and write? Our major emphasis has been on uniformity, in both speech and writing; would we accomplish more, both educationally and ethically, if we shifted that emphasis to precise, effective, and appropriate communication in diverse ways? (p. 3).

NCTE's historical stance on linguistic pluralism is reinforced in its Position Statement on Literacy Assessment (2018a) which asserts "[Effective] literacy assessment practices embrace several kinds of diversity, including diversity in languages, in learning styles, and in rates and routes of learning." Furthermore, NCTE (2018b) counters a posture of uniformity in speech and writing, endorsing "the use of multiple linguistic dialects and registers to communicate with a broad audience."

From an Equity Perspective

It is imperative that faculty who are assessing candidates' written communication consider that terms such as "effective," "harsh," and "negative" present the unfortunate occasion for biased interpretation based on the cultural lens one wears, jeopardizing the potential success of candidates who derive from linguistic communication traditions that differ from the dominant tradition in the US. Furthermore, the terms "respectfully," "positively," and "cordial" pose additional opportunities for cultural subjectivity based on middle class, dominant norms. In order to ensure an equitable opportunity for success, faculty must adopt and practice an ethical obligation to serve the learning needs of candidates by recognizing, understanding, and demonstrating an appreciation for the perspectives, cultural backgrounds, values and beliefs, and world views they bring to their development as future teachers. This entails the additional ethical obligation that faculty members seek out these funds of cultural wealth (Yosso, 2005) in order to continue to grow in their understanding of cultural pluralism.

Examples of how "Demonstrates Effective Written Communication Skills" can be operationalized could include:

- "Communicates using multiple linguistic dialects and registers to interact with and engage with a broad audience" (NCTE, 2018);
- "Reaches out to families and communities to explicitly communicate classroom and school details through a variety of culturally relevant, language accessible, and sustaining communication modes" (University of Minnesota, 2018).

Resources to Develop Instructor Knowledge

The Black Youth Project: http://blackyouthproject.com/im-talking-right-stigma-around-black-language-holds-us-back-liberation/

Delpit, L. (2012). *Multiplication is for White people: Raising expectations for other people's children*. New York, NY: The New Press.

Delpit, L. (1995). *Other people's children: Cultural conflicts in the classroom*. New York, NY: The New Press.

Love, B. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom.* Boston, MA: Beacon.

Moll, L. C., Amanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice, 31*(2), 132-141.

Mujander, V. (2015, March 31). I don't 'code-switch' to hide my identity. I 'code-switch' to celebrate it. *The Guardian*. Retrieved from: https://www.theguardian.com/commentisfree/2015/mar/31/i-dont-code-switch-to-hide-my-identity-i-code-switch-to-celebrate-it

National Council of Teachers of English (NCTE). (2018a). Expanding opportunities: Academic success for culturally and linguistically diverse students. Retrieved from: https://www2.ncte.org/statement/expandingopportun/

National Council of Teachers of English (NCTE). (2018b). Position statement on literacy assessment. Retrieved from: https://www2.ncte.org/statement/assessmentframingst/

University of Minnesota. (2018). Minnesota educator dispositions system (MnEDS)™:

A framework for equity-oriented teaching. Retrieved from: https://sites.google.com/a/umn.edu/umn-dispositions-assessment-framework/

Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity, and Education, 8*(1), 69-91.

Additional Resources for Candidate Support:

The Ball State University Writing Center: https://www.bsu.edu/academics/centersandinstitutes/writingcenter

The Owl at Purdue: https://owl.purdue.edu/owl/purdue_owl.html

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National Council of Teachers of English (NCTE). (1974). Students' right to their own language. *College Composition and Communication*, 25(3).

University of Minnesota. (2018). Minnesota educator dispositions system (MnEDS)™:

A framework for equity-oriented teaching. Retrieved from: https://sites.google.com/a/umn.edu/umn-dispositions-assessment-framework/

Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity, and Education, 8*(1), 69-91.

Disposition #3: Demonstrates Professionalism

Disposition **Associated Indicators**

3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Does not respond to *communications* and does not submit all assignments ☐ Fails to exhibit punctuality and/or attendance ☐ Crosses *major* boundaries of ethical standards of practice ☐ Divulges inappropriate *personal* life issues at the classroom/workplace as evidenced by uncomfortable responses from others ☐ Functions as a group member with no participation	☐ Delayed response to *communications* and late submission of assignments ☐ Not consistently punctual and/or has absences ☐ Crosses *minor* boundaries of ethical standards of practice ☐ Occasionally divulges *inappropriate* personal life issues into the classroom/workplace, but this is kept to a minimum ☐ Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	☐ Responds promptly to *communications* and submits all assignments ☐ Consistently exhibits punctuality and attendance ☐ Maintains professional boundaries of ethical standards of practice ☐ Keeps *inappropriate* personal life issues out of classroom/workplace ☐ Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Background

Professionalism has been defined as "an ideal to which individuals and occupational groups aspire, in order to distinguish themselves from other workers" (Pratte & Rury, 1991, p. 60). Grady, Helbling and Lubeck (2008) added that a professional also "exercises discretion in making decisions within the

scope of their expertise, and they assume some authority for their own professional development" (p. 603). While 22 Specialized Program Associations (SPAs) consider professionalism as a requisite skill for preservice candidates, a definition of professionalism has not been universally adopted by the Council for the Accreditation of Teacher Preparation (CAEP) and is thus left at the hands of individual SPAs to articulate to meet the needs of their specific discipline. According to Creasy (2015),

> regardless of the lack of a universally accepted professionalism definition, what is consistent in the relevant literature is that professionals are expected to have specific knowledge which they utilize to make sound judgments, specialized training, characteristics that are unique to their field, and standards to which they are accountable. (p. 27).

To extend traditional notions of professionalism such as "punctuality," "promptness" and "personal propriety" in teacher education, scholars have broadened the notion of professionalism, emphasizing an activist orientation toward achieving systemic impact. Apple (2006) offered "democratic professionalism," which involves being sensitive to a wide range of stakeholders, some of whose voices have traditionally been silenced in educational decision making. Democratic professionalism seeks to demystify professional work and build alliances between teachers and excluded constituencies of students, parents, and members of the wider community. Democratic professionalism requires more active engagement with a wide range of stakeholders committed to a just society (Gale & Densmore, 2003). Dzur (2008) described democratic professionalism as "sharing previously professionalized tasks and encouraging lay participation in ways that enhance and enable broader public engagement and deliberation about major social issues inside and outside professional domains" (p. 130).

Hargreaves and O'Connor (2018) further extend the notion of traditional professionalism to encase "collaborative professionalism" as

> how teachers and other educators transform teaching and learning together to work with all students to develop fulfilling lives of meaning, purpose and success …. where educators actively care for and have solidarity with each other as fellow-professionals as they pursue their challenging work together in response to the cultures of their students, the society and themselves." (p. 3

Sachs' (2003) notion of an "activist identity" for teachers encompasses "collaborative" and "democratic" professionalism, including alliances which form and are reformed around different issues and concerns. Activist professionals take responsibility for their own on-going professional learning, and work within communities of practice, which develop in larger historical, social, cultural, and institutional contexts (Sachs, 2001). According to Johnson and Hallgarten (2002), this requires teachers to conceive of themselves as "agents of change" rather than "victims of change." These more progressive forms of professional engagement and identity provide a much greater hope of empowering teachers and pupils for a democratic future than that offered by traditional models of professionalism (Whitty & Wisby, 2006).

From an Equity Perspective

It is of the utmost importance that democratic and collaborative professionalism be considered as essential to the professional engagement of teachers. Furthermore, emphasis on what constitutes "appropriate" and "inappropriate" as judged by what makes others

uncomfortable is highly subjective and may be more of an indictment of the closed-mindedness of the "receiver" than an evaluation of the professionalism of the candidate. The receiver's fragility around issues is not grounds for deeming candidate behavior inappropriate. Robin DiAngelo (2018) talks a lot about *White fragility* and how often White people will be offended when they are alerted to something they have done to perpetuate racism, sometimes even crying. This does not make the actions of the person pointing out the racism inappropriate. Similarly, if a candidate shares with a colleague, for example, that they engaged in a political protest on personal time, and this makes their colleague uncomfortable, this should in no way provide evidence of a lack of professionalism on the part of the candidate. Additionally, sharing family details with students or colleagues is often deemed appropriate when done by straight identifying candidates (e.g. "Over the weekend, I went to the movies with my husband and children to see *The Lion King*) however when teachers and candidates of other sexual orientations share similar details, it is often deemed inappropriate and that such candidates are "talking about sex" or "flaunting their sexuality," which is clearly not the case.

Thus, it is important that when assessing candidates' divulging of "inappropriate" details, it is imperative that we are cognizant of our own biases and lenses. If the behavior would be deemed appropriate for a person of the dominant group (White, middle class, straight, male, Christian, etc.) or with someone who we agree (politically, religiously, etc.) it should be seen as appropriate for a person from a non-dominant group or someone with whom we disagree. That said, if the person says something that is intentionally harmful to marginalized groups or could be characterized as hate speech, this would obviously be considered inappropriate.

Examples of how "Demonstrates Professionalism" can be operationalized could include:[3]

- "Creates innovative solutions in challenging situations and conflict in collaboration with others, embraces uncertainty, and is not afraid to fail";
- "Engages in leadership activities and actions such as formal roles and informal actions and collaborations that contribute to the profession, to school culture, and to improving the equitable conditions of learning for students and colleagues";
- "Advocates alongside students and families in the pursuit of equity in schooling, and toward systemic change";
- "Approaches advocacy for equity as a learning opportunity and an abiding lifelong endeavor."
- "Engages in professional activities to support growth regarding personal characteristics, biases, and identities."

[3] These examples come from the Minnesota Educator Disposition System™ https://sites.google.com/a/umn.edu/umn-dispositions-assessment-framework/dispositional-strands/rubrics/strand-3-rubric

Resources to Develop Instructor & Candidate Knowledge

Catone, K. (2016). *The pedagogy of teacher activism: Portraits of four teachers for social justice.* Oxford, England: Peter Lang.

Cowhey, M. (2006). *Black ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portsmouth, NH: Stenhouse Publishers.

Crawling out of the classroom: https://crawlingoutoftheclassroom.wordpress.com/

EdChange: http://www.edchange.org/

Teachers 4 Social Justice: https://t4sj.org/about/gallery/t-a-g-teacher-activist-groups/

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Apple, M. (1996). *Cultural politics and education*. Buckingham, UK: Open University Press.

Creasy, K. (2015). Fostering a culture of professionalism in teacher preparation programs. *Journal of Education and Human Development, 4*(4), 26-31.

DiAngelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism.* Boston, MA: Beacon Press.

Dzur, A. (2008). *Democratic professionalism: Citizen participation and the reconstruction of professional ethics*, identity, and practice. University Park, PA: The Pennsylvania University Press.

Gale, T., & Densmore, K. (2003). Democratic educational leadership in contemporary times. *International Journal of Leadership in Education, 6*(2), 119-136.

Hargreaves, A., & O'Connor, M. (2018). *Leading collaborative professionalism*. East Melbourne, VIC: Centre for Strategic Education.

Johnson, M. & Hallgarten, J. (Eds) (2002). *From victims of change to agents of change: The future of the teaching profession*. London, England: Institute for Public Policy Research

Sachs, J. (2001). Teacher professional identity: Competing discourses, competing outcomes. *Journal of Education Policy, 16*(2), 149-161.

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Disposition #4: Demonstrates a Positive and Enthusiastic Attitude

Disposition	Associated Indicators		
4. Demonstrates a positive and enthusiastic attitude Marzano: 29	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Often complains when encountering problems and rarely offers solutions ☐ Resists change and appears offended when suggestions are made to try new ideas/activities ☐ Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	☐ Seeks solutions to problems with prompting ☐ May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed ☐ Overlooks opportunities to demonstrate positive affect	☐ Actively seeks solutions to problems without prompting or complaining ☐ Tries new ideas/activities that are suggested ☐ Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

Background

One must exercise caution in evaluating constructs of "appropriate" positivity and enthusiasm, as outward expressions of affective domains are not universal, and must be culturally contextualized to be interpreted appropriately. Molinsky (2013) found that cultural differences in enthusiasm, for example, impacted professional outcomes for those whose cultural expression differed from dominant, White, middle-class norms. Whereas it is culturally acceptable, even admirable, in dominant American culture to exhibit enthusiasm, it would be unprofessional in other cultures to assert one's spirit as such, as modesty and self-control are evidence of professionalism (Molinsky, 2015). This is supported by Lim (2016) whose work indicated "In Western or individualist culture, high arousal emotions [such as enthusiasm] are valued and promoted more than low arousal emotions" (p. 105). By contrast, in collectivist cultures, Lim found that low arousal emotions were valued more than high arousal emotions.

From an Equity Perspective

There is research indicating that "normative" rules for emotion within professional environments are racialized rather than neutral (Wingfield, 2010) and typically assume a White worker in a homogenous White environment (Mirchandani, 2003). Such expectations, according to Wingfield, have been found to have different implications, especially for Black professionals. In his work on intercultural understanding, anthropologist Wade Davis imparts, "the world in which you live is just one model of reality. Other cultures are not failed attempts at being you, they are unique manifestations of the human spirit (2008). It is thus imperative to understand that people have been socialized differently, and how they are socialized with respect to emotion can provide insight into their behavior (Smith, 2002).

In addition to the construct of enthusiasm, what constitutes a "positive attitude" has the potential to be subjectively interpreted, and to override a critical consciousness stance required to operationalize equity both in and outside the classroom – actions which some may view as focusing on the "wrongs" of the world as opposed to looking toward the positive. It is important to understand that modeling a critical consciousness stance for students and engaging them in reflection and action upon societal injustice and oppression is, like all teaching, inherently positive. As students learn to notice, reflect upon, and take action in order to effect change, they develop confidence, competence, and agency – skills necessary to fully participate in a democratic society.

Examples of how "Demonstrates a Positive and Enthusiastic Attitude" can be operationalized could include:[4]

- "Takes a critical inquiry stance to reorient, as necessary, biases, attitudes, and presuppositions and leverages differences to better teach toward equity";
- "Practices an ethic of humility in what may not be known or understood in terms of understanding one's self and others";
- "Systematically uses critical reflection, feedback loops, and self-care to build and improve relationships with students and colleagues."

Resources to Develop Instructor & Candidate Knowledge

A More Perfect Union: http://www.pbs.org/ampu/index.html

Cowhey, M. (2006). *Black ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portsmouth, NH: Stenhouse Publishers.

Delpit, L. (1995). Other people's children: Cultural conflicts in the classroom. New York, NY: The New Press.

[4] These examples come from the Minnesota Educator Disposition System™ https://sites.google.com/a/umn.edu/umn-dispositions-assessment-framework/dispositional-strands/rubrics/strand-3-rubric

Emdin, C. (2016). *For White folks who teach in the hood… and the rest of y'all too: Reality pedagogy and urban education*. Boston, MA: Beacon Press.

Smitherman, G. (1977). *Talkin and testifyin: The language of Black America.* Boston, MA: Houghton Mifflin.

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Williams, T. (2012). Examine your LENS: A tool for interpreting cultural differences. *Frontiers: The interdisciplinary journal of study abroad, 22,* 148-165.Retrieved from: http://connection.ebscohost.com/c/articles/109497824/examine-your-lens-tool-interpreting-cultural-differences

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Disposition #5: Demonstrates Preparedness in Teaching and Learning

5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Rejects constructive feedback as evidenced by no implementation of feedback ☐ Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve ☐ Comes to class unplanned and without needed materials ☐ Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	☐ Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions ☐ Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement ☐ Comes to class with some plans and most needed materials ☐ Aware that lesson is not working but does not know how to alter plans to adjust	☐ Accepts constructive feedback as evidenced by implementation of feedback as needed ☐ Learns and adjusts from experience and reflection as evidenced by improvements in performance ☐ Comes to class planned and with all needed materials ☐ Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Background

Preparedness for teaching and learning speaks to candidates' orientation toward planning, implementing, and adapting experiences to support student success. In regard to planning for instruction, InTASC standard 7, states "The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as *knowledge of learners and the community context*." In terms of implementation of strategies through which to operationalize plans, InTASC standard 8 clearly identifies the teacher as "understanding and using a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in *meaningful ways* (CCSSO, 2011, p. 16-17). One can easily argue that teacher dispositions toward the development of a deep knowledge of learners and community context are facilitative of the planning and implementation of learning experiences that are more meaningful, relevant, and engaging.

From an Equity Perspective

Geneva Gay (2002) defines culturally responsive teaching as:

> using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively. It is based on the assumption that when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly." (p. 106)

Teaching that bridges children's home and school lives has gone by additional labels such as culturally relevant (Ladson-Billings, 1995) culturally sustaining (Paris, 2011; Paris & Alim, 2017), and community responsive (Andrade, 2010). Common among these definitions is the critical paradigm from which they operate and the utilization and affirmation of children's backgrounds, knowledge, and experiences to inform both content and pedagogy to support student success. A growing body of research supports the impact of culturally responsive practices on student engagement, motivation, and academic success (Aguirre & Zavala, 2013; Cammarota & Romero, 2009; Epstein, Mayorga, & Nelson, 2011; Gonzales, Moll, & Amanti, 2005; Ladson-Billings, 1995; Lee, 2007; Terry, 2010) justifying an emphasis on such practice in programs of educator preparation.

Examples of how "Demonstrates Preparedness in Teaching and Learning" can be equitably operationalized could include:[5]

- "Gathers evidence and seeks input from multiple sources, especially students, mentors, families, and communities, to develop, adapt, or refine teaching practices to better meet student needs";

- "Uses critical inquiries about culture to build relationships and inform teaching and learning";

[5] These examples come from the Minnesota Educator Disposition System™ https://sites.google.com/a/umn.edu/umn-dispositions-assessment-framework/dispositional-strands/rubrics/strand-3-rubric

- "Integrates multiple aspects of students, families, and communities in teaching in ways that empower students and give them some control over their learning";
- "Works to rectify one's own, and others' deficit views of students, families, colleagues, or communities, championing an asset view instead";
- "Establishes a commanding teaching presence, grounded in mutual respect, a commitment to educational equity, and a relentless determination that all children can learn."

Resources to Develop Instructor & Candidate Knowledge

Duncan-Andrade, J. Community Responsiveness https://www.youtube.com/watch?v=pT4KGWQm8HM

Culturally Responsive Education (CRE) Stories https://crestories.org/watch

Emdin, C. (2016). *For White folks who teach in the hood… and the rest of y'all too: Reality pedagogy and urban education*. Boston, MA: Beacon Press.

Emdin, C. Reality Pedagogy https://www.youtube.com/watch?v=2Y9tVf_8fq0

Gay, G. (2000;2010). *Culturally responsive teaching.* New York, NY: Teachers College Press.

Howard, T. (2003). Culturally relevant pedagogy: Ingredients for critical teacher reflection. *Theory into Practice, 42*(3), 195-202.

Introduction to Culturally Relevant Pedagogy: https://www.youtube.com/watch?v=nGTVjJuRaZ8

Ladson-Billings, G. Successful Teachers of African American Children https://www.youtube.com/watch?v=hmAZjNRmaII

Love, B. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Boston, MA: Beacon Press.

Paris, D., & Alim, S. (Eds.) (2017). Culturally sustaining pedagogies: Teaching and learning for justice in a changing world. New York, NY: Teachers College Press.

Scaife, W. I am My Community https://drive.google.com/file/d/1Y53y3hUn8Kt6bhQjc91vkZ9Eyk-jQRfB/view?ts=5bd0eb28

Villegas, A., & Lucas, T, (2002). *Educating culturally responsive teachers: A coherent approach.* Albany, NY: State University of New York Press

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Epstein, T., Mayorga, E., & Nelson, J. (2011). Teaching about race in an urban history class: The effects of culturally responsive teaching. *The Journal of Social Studies Research, 35*(1), 2–21.

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Gonzales, N., Moll, L., & Amanti, C. (Eds.). (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Mahwah, NJ: Erlbaum.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal, 32*(3), 465-491.

Lee, C. D. (2007). *Culture, literacy, and learning.* New York, NY: Teachers College Press.

Paris, D. (2011). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher, 41*(3), 93-97.

Paris, D., & Alim, S. (Eds.) (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world.* New York, NY: Teachers College Press.

Terry, C. L. (2010). Prisons, pipelines, and the President: Developing critical math literacy through participatory action research. *Journal of African American Males in Education*, *1*(2), 73–104.

Disposition #6: Exhibits an Appreciation of and Value of Cultural and Academic Diversity

6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Demonstrates inequitable embracement of all *diversities* ☐ Is challenged to create a *safe classroom* as evidenced by ignoring *negative* behaviors by students	☐ Goes through the *expected and superficial motions* to embrace all *diversities* ☐ Strives to build a *safe classroom* with zero tolerance of *negative* behaviors towards others but needs further development in accomplishing this task	☐ Embraces all *diversities* as evidenced by implementing *inclusive activities and behaviors* with goals of *transcendence* ☐ Creates a *safe classroom* with zero tolerance of negativity to others as evidenced by correcting *negative* student behaviors

Background

Currently, in the United States, there exists a sizable gap in academic outcomes between dominant students (middle class, White Students) and non-dominant students (low-income students and students of color). Inaccurately referred to as an "achievement gap," this difference is the result of massive differences in opportunities (Carter & Welner, 2013) as well as a school system designed to uphold and reward the values, knowledge, and experiences of the White, middle-class culture (Bourdieu, 1977). As Bettina Love (2019) argues, our current system of school consistently engages in the "spirit murdering" of non-dominant children. Building upon this premise, a robust body of research has demonstrated the critical significance of education that is culturally relevant, responsive

and sustaining (Gay, 2000; Ladson-Billings, 1994, 1995, 2008; Paris & Alim, 2017). While educators are limited in addressing societal inequality, they do have the power to change the way we do school to ensure the academic success of all children.

As Steele and Cohn-Vargas (2013) argue, "who you are and what matters to you is inextricably linked to your sense of belonging and ability to fully engage in learning and participating" (p.4). Children need to know that **all parts** of themselves, and by extension their families, are welcome in the classroom. This requires educators who can deconstruct, construct, and reconstruct the curriculum (Ladson-Billings, 2008) in order to make it more relatable and engaging to the students in one's classroom. It also requires an educator who realizes that the "Golden Rule" is not adequate when it comes to teaching. Not all children need the same things and treating everyone the same ignores (and perpetuates) inequality. Further, treating people the way *we* want to be treated prioritizes us rather than taking into account the children in our classroom and what they want and need. Moreover, reliance upon the "Golden Rule" often leads educators to adopt a colorblind—or really *difference blind* stance ("I don't see race/class/gender/etc., I just see kids")—wherein they downplay their own biases when it comes to things like race, class, gender and gender expression, sexual orientation, and other social categories while at the same time stripping away these elements of identity from their students. This has the effect of ignoring the ways in which particular identities influence one's opportunities and positionality. A classroom that is truly inclusive and safe for all students, challenges practices and curriculum (official and hidden) that reinforce classism, sexism, racism, heteronormativity, ableism and other forms of oppression that are typically found in schools.

From an Equity Perspective

Exhibiting an appreciation of and value for cultural and academic diversity requires that teachers adopt a culturally responsive and sustaining pedagogy. According to Ladson-Billings (1994, 1995, 2003), culturally responsive practice consists of three distinct but interrelated elements: academic success, cultural competence and sociopolitical (critical) consciousness. We must encourage students to go beyond superficial approaches to engaging students in their planning and instruction (i.e. "I know my students like music, so I'm using music and now I'm culturally responsive) or simply relying upon books and materials with representations of characters and people from a diversity of backgrounds. Representation is not enough (Ebarvia, 2019) and we cannot simply assume that just because a character "looks like us" means that they are relatable (Zygmunt et. al, 2015).

In regard to academic diversity, while it is important to give all children what they need, it is imperative not to fall into the practice of labeling children in terms of ability. Frequently, children are referred to by their standardized test scores ("I need to give the 1s lots of attention"), as "fast" or "slow" learners, or by a range of other problematic labels that prevent us from seeing children as children first, and profoundly shape teachers' expectations of student ability (Rist, 1970; Rosenthal & Jacobson, 1968). Such mindsets have a long history in education and have had dire consequences for students in the form of harmful streaming and tracking practices (see Oakes, 1985, for example). Academic diversity, from an equity perspective, means understanding and honoring that children learn in a range of ways, that all children have strengths and weaknesses, and that all students contribute to the learning environment. For far too long, education has been dominated by the idea that "gifted" and "fast" learners are held back by their "slower" peers, a view that masks classist notions of ability and the role opportunity plays in shaping understandings of intelligence.

This dispositional row also has implications for "classroom management." The phrase "zero tolerance" has often been tied to policies that inflict punitive measures on students and disproportionately negatively affect children of color and children with disabilities. While it is important that student behaviors be monitored, it is important that when we assess our candidates in regards to their ability to establish a safe community for all that we are assessing the extent to which they create classroom community and that they address cruel and prejudicial behaviors on the part of students in responsive ways that are educative and restorative, not punitive ("zero tolerance").

Examples of how "Exhibits an Appreciation of and Value of Cultural and Academic Diversity" can be Operationalized:

So, what does it mean to embrace all diversities? It means that educators refrain from reinforcing stereotypes in regard to race, class, gender, sexual orientation, ability, language, and ethnicity. It means that educators do more than give lip service to acceptance of difference. It's not using rap lyrics to teach poetry because all of the students in one's class are Black—a frequently used, faulty example, of what it means to be culturally responsive.

The following provide some more concrete examples[6]:

- "Takes a critical inquiry stance to reorient, as necessary, biases, attitudes, and presuppositions and leverages differences to better teach toward equity";
- "Establishes a commanding teaching presence, grounded in mutual respect, a commitment to educational equity, and relentless determination that all students can learn";
- "Practices an ethic of humility in what may not be known or understood in terms of understanding one's self and others";
- "Creates opportunities to learn about the complex experiences of students, families, and communities";
- "Works to rectify one's own and others' deficit views of students, families, colleagues, or communities, championing an assets view instead."

In terms of embracing academic diversity[7]:

- "Assesses teaching or learning situations with regard to the need for alternate approaches";
- "Models creative and imaginative thinking for students, inspiring others to engage in alternative ways of thinking, teaching and learning";
- "Adapts to teaching contexts by sifting, prioritizing, differentiating, creatively taking initiative, and being responsive in meeting students' and communities' needs";
- "Integrates multiple assets of students, families, and communities in teaching in ways that empower students and gives them some control over their learning";
- "Uses critical inquiries about culture to build relationships and inform teaching and learning."

[6] These examples come from the Minnesota Educator Disposition System™
https://sites.google.com/a/umn.edu/umn-dispositions-assessment-framework/dispositional-strands/rubrics

[7] These examples come from the Minnesota Educator Disposition System™
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Resources to Develop Instructor Knowledge

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Villegas, A., & Lucas, T, (2002). *Educating culturally responsive teachers: A coherent approach.* Albany, NY: State University of New York Press.

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Zygmunt, E., Tancock, S., Clark, P., Mucherah, W., & Clausen, J. (2015). Books like me: Engaging the community in the intentional selection of culturally relevant children's literature. *Childhood Education, 91*(1), 24-34.

- A mighty girl: https://www.amightygirl.com/
- "Books like Me" https://www.youtube.com/watch?v=moQSVrtRmoA
- Crawling out of the Classroom https://crawlingoutoftheclassroom.wordpress.com/
- Center for Racial Justice in Education http://centerracialjustice.org/
- Colorin Colorado http://www.colorincolorado.org/
- Education for Liberation Network https://www.edliberation.org/
- Embrace Race https://www.embracerace.org/
- GLSEN http://www.glsen.org/
- Human Rights Campaign https://www.hrc.org/
- NPR: Teacher expectations can influence how students perform: https://www.npr.org/templates/transcript/transcript.php?storyId=161159263
- Raising Race Conscious Children http://www.raceconscious.org/
- Scene on Radio Seasons 2 (Race) & 3 (Gender): https://www.sceneonradio.org/
- Teach & Transform https://www.teachandtransform.org/
- Teaching Books https://www.teachingbooks.net/
- Teaching for Change teachingforchange.org
- Teaching Tolerance https://www.tolerance.org/
- Teaching while White: https://teachingwhilewhite.org/podcast
- The Pygmalion Effect: https://www.youtube.com/watch?v=hTghEXKNj7g
- We Need Diverse Books https://diversebooks.org/
- Welcoming Schools http://www.welcomingschools.org/
- Zinn Education Project http://zinnedproject.org/

In this category, it's important to highlight some poor examples as well, particularly because these are often cited as examples of what it means to teach in ways that support diversity. These are examples **NOT** to be emulated:

- Films like *Freedom Writers*, *Dangerous Minds*, *The Ron Clark Story*, *The Blind Side*, *Lean on Me*, *Stand and Deliver*. These films trade in harmful stereotyping of Black and Brown students, families, and communities and provide a problematic narrative that valorizes the teacher hero/savior trope while diminishing the power and agency of students (see Bulman, 2002; Hughley, 2012).
- Work by Ruby Payne and others that embrace deficit-oriented perspectives of students and families. The "culture of poverty" theory has been consistently debunked in the scholarly literature yet continues to dominate discourse (and practice) regarding how to teach children who live in poverty. People who experience poverty do NOT share an observable

culture, there are not specific teaching strategies that work only for children living in poverty, and people experiencing poverty do not all require the same things.

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Disposition #7: Collaborates Effectively with Stakeholders

Disposition **Associated Indicators**

7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus ☐ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others ☐ Rarely collaborates or shares strategies and ideas even when prompted	☐ Demonstrates some flexibility ☐ Maintains a respectful tone in most circumstances but is not consistent ☐ Shares teaching strategies as evidenced by some effort towards collaboration	☐ Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus ☐ Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others ☐ Proactively shares teaching strategies as evidenced by productive collaboration

Background

Communication patterns are culturally constructed (see earlier references in Dispositions # 1 & 2). The extent to which and ways in which we use emotion, volume, tone, eye contact, distance and

hand gestures are all influenced by our cultural contexts. While we certainly want to develop candidates' skills to effectively engage with stakeholders, it is imperative that we realize that tone, interaction styles (including interrupting), and volume are perceived differently by different social groups. What is "respectful" to one person may be viewed differently by another. Collaboration and dispositions toward conflict are also culturally influenced; gender, geography, and cultural context play a significant role.

Further, it's imperative to recognize that different settings require different types of collaboration and engagement. While the adage "do not say anything if you don't have something *nice* to say," may be popular, this dominant way of engaging in conflict is actually quite ineffective. As Adam Grant (2017) has argued, dissent, disagreement, and argument are often productive and can be viewed as a sign of a respect and care—that one cares and respects another enough to openly and honestly challenge the ideas that are presented.

Also, the notion of accepting majority consensus can also be seen a problematic in the event that that the majority coalesces around an idea or practice that is not in the best interest of children, is unethical, or worse (Jones, 2018). In these cases, being inflexible and standing one's ground are important attributes to develop within teacher candidates. A less extreme example but an important one nonetheless is as follows:

> A small group of teacher candidates is tasked with planning a unit. The mentor teacher gives the candidates a general topic but allows them to fully design and implement the unit. The unit is farming. Three of the four candidates want to do a number of lessons on barnyard animals while the fourth candidate suggests planning a culturally responsive and sustaining unit on urban farming with a focus on urban gardens.

Should the candidate, in this instance, simply succumb to majority consensus for what seems to be a poor unit plan? We would argue that they should not and instead should challenge the group's ideas by presenting a compelling argument for their perspective.

From an Equity Perspective

It is imperative that we do not take a one-size-fits all approach to discerning candidates' communication and collaboration patterns. Instead, we should encourage candidates to navigate conflict effectively and to recognize the plurality of interaction styles. Further, we should not hold up compromise as a universal and unequivocal good; while we want to encourage our candidates to be flexible and adaptable, there are also times when one will need to speak up and hold their ground and not compromise. Silence in the face of injustice, is tacit approval and allows for the perpetuation of injustice. Successful candidates are those who are willing to challenge oppression, not go along with it.

When assessing candidates, we must take into account the full context, our own biases, and cultural assumptions.

Examples of How "Collaborates Effectively with Stakeholders" could be Operationalized:[8]

- "Actively listens and responds to students, families, communities, and colleagues";
- "Reaches out to families and communities to explicitly communicate classroom and school details through a variety of culturally relevant, language accessible, and sustaining communication modes";

[8] These examples come from the Minnesota Educator Disposition System™ https://sites.google.com/a/umn.edu/umn-dispositions-assessment-framework/dispositional-strands/rubrics

- "Collaborates in ways that are on-going, professional, sensitive, responsive, and persistent through difficulty";
- "Uses communication approaches in classroom (e.g. tone and inflection of voice, movement in room, use of humor) that create supportive relationships and *hold positive meaning for students*";
- "Communicates with others in ways that are culturally responsive; is open and receptive to other's communication patterns and styles";
- "Works to rectify one's own and other's deficit views of students, families, colleagues, or communities, championing an assets view instead."

Resources to Develop Instructor Knowledge

https://hbr.org/2017/07/how-people-with-different-conflict-styles-can-work-together

Harvard Law School: Cultural Conflict and Negotiation: https://www.pon.harvard.edu/daily/conflict-resolution/a-cross-cultural-negotiation-example-how-to-overcome-cultural-barriers/

https://www.iidc.indiana.edu/pages/Social-Communication-and-Language-Characteristics-Associated-with-High-Functioning-Verbal-Children-and-Adults-with-ASD

Everyday Feminism: "No, we won't calm down: Tone-policing is just another way to protect privilege" https://everydayfeminism.com/2015/12/tone-policing-and-privilege/

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Disposition #8: Demonstrates Self-Regulated Learner Behaviors/Takes Initiative

Disposition	Associated Indicators		
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
	☐ Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support ☐ Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	☐ Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth ☐ Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	☐ Recognizes own weaknesses as evidenced by seeking solutions before asking for support ☐ Researches and implements most effective teaching styles as evidenced by citing works submitted

Background

Education scholars such as Michael Apple have built their careers asking this key question: Whose knowledge counts? Zeichner, Bowman, Guillen & Napolitan (2016) ask a similar question: "Whose voice counts?" These questions have profoundly shaped educational practice.

Yet, what is abundantly clear through an analysis of educational policy and practice in the United States is that the voices and knowledge of the historically marginalized have not and do not count.

One particular place where we have seen a narrow elevation of certain types of knowledge and expertise at the expense of others is in the rise of research-based practices, alternatively known as

evidence-based practice or instruction. This movement derives from the medical field wherein it is believed that educators can diagnose and treat student learning issues by simply drawing upon research rather than using their prior experience, personal judgment, or knowledge of students and community. Yet the question of what constitutes evidence is ideologically and politically fraught (Clegg, 2005; Hammersly, 2001). The political climate influences education research, as studies more closely aligned to the dominant agenda receive more funding, greater prioritization, and larger distribution (Cochran-Smith et al. 2015; Zeichner & Sandoval 2015). For example, No Child Left Behind (NCLB) led to an increased research focus on standards, accountability, and standardization. Further, NCLB made clear that studies using randomized control—almost impossible in most education research—were considered to be the gold standard, severely constricting what counted as valid sources of evidence. This mentality is enshrined in *What Works Clearing House (WWC),* a commonly used tool in teacher education. The WWC,

> reviews the existing research on different *programs*, *products*, *practices*, and *policies* in education. *Our goal* is to provide educators with the information they need to make evidence-based decisions. We focus on the results from *high-quality research* to answer the question 'What works in education?' (https://ies.ed.gov/ncee/wwc/)

Yet, as Zhao (2017) argues, while there has been a rush to adopt the evidence-based, "what works" approach of medical research, there has not been a complementary adoption of the study of side effects, which is common practice in the medical field.

> Much research in education focuses exclusively on proving or disproving the effectiveness of an intervention. It is extremely rare to find a study that evaluates both the effectiveness and adverse effects of a product, teaching method, or policy in education. I have not yet found an educational product that comes with a warning label carrying information such as "this program works in raising your students' test scores in reading, but may make them hate reading forever (…) In other words, educational research seems to be exclusively interested in what works, but ignores the possibility that what works may hurt at the same time. (p.3)

The zealous search to figure out "what works" in education has led to narrow, prescriptive approaches to instruction, pedagogy, and curriculum that are (mis)understood as generalizable to all populations of children.

This is reflected in common teacher education standards and practice assessments. For example, Danielson's (4e) understanding of how teachers develop professionally is narrow, limiting professional development to teacher organizations (peers and official groups) and academic pursuits (courses and trainings). Similarly, Marzano 57 encourages effective teachers to seek mentors but appears to conceive of mentors as other teachers and professors, not community members. InTASC, too, limits development to traditional sources. Engaging with community experts and deepening one's contextual community and ancestral knowledge is absent in these discussions, yet is essential to effective teaching (Ladson-Billings, 1994, 1995; Paris & Alim, 2017; Tolteka Cuauhtin, Zavala, Sleeter, & Au, 2019)

From an Equity Perspective

What works for one student does not work for all students. Teacher decision making should draw upon deep content and pedagogical knowledge (Shulman, 1986) as well as significant understanding

of the particular student, including their interests, strengths and weaknesses, identities and community context. Much of this contextual knowledge is derived from engaging with families, community, and students. Thus, it is imperative that we broaden our understanding of expertise beyond university faculty and research studies to include school administrators, service providers, community elders, members of the local community council, religious leaders, and families within the community.

Moreover, a lack of citations in a lesson plan is not indicative of a candidate not seeking out information to effectively reach and teach all of their students. The inclusion of citations should not be seen as evidence of effective instruction. For example, a candidate who is unfamiliar with working in a low-income context could cite the work of Ruby Payne as justification for the instructional decisions they make yet Payne's work has been consistently debunked for its overt cultural bias, generalizations, and deficit interpretations of people living in poverty. Another candidate may draw upon dated behaviorist research to inform decision making on classroom management and engage in practices that are harmful to students. Meanwhile, another candidate may have extensive community contextual knowledge and plan a lesson that is culturally responsive and sustaining yet lack traditional citations. The latter candidate, however, has demonstrated practice consistent with effective teaching but would be negatively assessed by this rubric.

Examples of how "Demonstrates Self-Regulated Learner Behaviors/Takes Initiative" can be operationalized[9]

- "Gathers and seeks input from multiple sources, especially students, mentors, families, and communities to develop, adapt, or refine teaching practices to better meet students' needs";
- "Continually evaluates teaching practices and professional collaborations and makes intentional choices rooted in evidence and analysis of practice";
- "Uses critical inquiries about culture to build relationships and inform teaching and learning";
- "Engages with students, families, and communities outside of the school day, connects with community educators and resources, and brings these resources into classroom teaching and learning."

Resources to Develop Instructor Knowledge

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[9] These examples come from the Minnesota Educator Disposition System™ https://sites.google.com/a/umn.edu/umn-dispositions-assessment-framework/dispositional-strands/rubrics

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Disposition #9: Exhibits Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability

Disposition **Associated Indicators**

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues ☐ Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily ☐ Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	☐ Demonstrates level of maturity to self–regulate after initial response is one of overreaction to sensitive issues ☐ Demonstrates perseverance and resilience (grit) most of the time ☐ Demonstrates sensitivity to feelings of others most of the time	☐ Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues ☐ Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations ☐ Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

Background

"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized." (Haim Ginott, 1972, p. 15-16)

Educators profoundly shape the culture and climate of a classroom. A teacher's temperament, demeanor, comportment, and stability are crucial factors upon which the classroom hinge, as are their willingness and ability to persevere through challenging situations and to approach all situations with empathy, kindness, and care. Therefore, it is essential that teacher education candidates hone their social and emotional intelligence and see this as critical to their work as educators.

Social intelligence measures the degree to which a person has mastered the social rules, norms, and expectations that govern a particular society. When one thinks of a person who is socially intelligent, the picture that often emerges is a person who is comfortable in any social setting; who can interact effectively with most anyone. They are generally good conversationalists as well as good listeners. Certainly, these are traits that we want to nurture in our teacher candidates as we want educators who listen to children and families; who can interact with and integrate themselves into the local community; and who can build strong relationships with students, families, community members, and colleagues.

Relatedly, emotional intelligence "is a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (Salovey & Mayer, 1990). In a later piece, Mayer and Solvey (1993) further explicate that "the scope of emotional intelligence includes the verbal and nonverbal appraisal and expression of emotion, the regulation of emotion in the self and others, and the utilization of emotional content in problem solving," (p. 433). According to Goleman (1997), there are 5 key components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. Again, it is undeniable that these are skills that we, as teacher educators, want to nurture in our candidates.

However, while perhaps seemingly universal concepts, what constitutes social and emotional intelligence is in fact not neutral. Referencing Aristotle, Goleman (1997) explains that emotional intelligence is "the rare skill 'to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way'" (p. xiii). But "right" according to whom? As already established in this guide, culture is socially constructed and highly contextual; that is, different cultures and subcultures have their own norms and understandings of what is "right" and what is not and in what context. Thus, while social and emotional intelligence are certainly skill sets that we want to cultivate in teacher education candidates, the ways in which each is assessed and interpreted is deeply cultural. Therefore, it is important that the assessor be aware of their own cultural lens and be sure to adhere to more pluralistic understandings of appropriate social and emotional behavior, while always taking context into consideration.

From an Equity Perspective

A basic tenet of equity education is the understanding that one's social position (positionality) shapes how they see the world (Sensoy & DiAngelo, 2017). Further, it is well established that humans have the propensity to universalize their experiences and project them onto others. In other words, there is a tacit understanding that "This is how things work for me, therefore it must be how they work for you too," (Sensoy & DiAngelo, 2017). However, in a profoundly inequitable society such as the US—the US has less social mobility and more economic and social inequality than the majority of OECD countries (Economic Mobility Project; Economic Policy Institute)—the dominant groups experience significantly fewer social barriers. Thus, in a world that is made by and for the dominant groups, it is often the case that the people in non-dominant positions are the ones that clearly see the injustices that exist while those in the dominant group are blind to the inequality around them (Wildman & Davis, 2014). That is why, when looking at this rubric, assessing "overreacting," "grit," and "insensitivity," is fraught with challenges. Who decides what is and what is not a sensitive issue and what constitutes overreacting?

For example, it is common for White people to tell Black and Brown folx that they are being too sensitive when it comes to race. White people often deny the influence of race on their lives and the way it advantages them (DiAngelo, 2012). They will often cling to explanations that "we are all human" and colorblind (Bonilla-Silva, 2003) and therefore see Black and Brown folx raising issues of racism as "playing the race card," "being too sensitive," and generally overreacting rather than recognizing racism (Sensoy & DiAngelo, 2017). As assessors, we need to check our own biases to ensure that we are not judging our candidates based on our lens. If a candidate expresses anger over experiencing oppression (e.g. racism, sexism, heterosexism, cisgenderism, ableism, etc.), we need to take these assertions seriously and not write candidates off as unnecessarily angry or reacting too strongly as these are issues that warrant strong reactions.

Grit is also a problematic construct and the critiques of it are many. Grit has become a popular construct in the field of education, notably through the work of Angela Duckworth and Carol Dweck. Duckworth et al. (2007) define grit as "perseverance and passion for long-term goals" (p. 1087). Dweck's work has focused on developing "growth mindsets" in children; if they can just change their thinking from "I can't do this" to "I can't do this yet…," they are more likely to be successful. While few would argue that perseverance, persistence, and tenacity are important, the concept of grit has been applied to non-dominant groups in damaging and deficit-oriented ways, as exemplified in the work of Paul Tough (2012), as well as others. From this perspective, a lack of grit can explain the persistent differences in achievement and outcomes between dominant and non-dominant groups. The idea undergirding this perspective is that *if Black and Brown children and children from low-income backgrounds could just be taught to be gritty, they would be more likely to experience success* (this is also a critique that can be lodged against the mindfulness movement wherein we teach non-dominant students to endure inequitable school practices rather than alter the destructive school practices to which students react).

As Love (2019) argues "the idea of grit seems harmless at face value—we can all agree that children need grit to be successful in life, regardless of how you define success—but is actually the educational equivalent of *The Hunger Games*" (np). The problem with grit, then, is that it offers an individual solution to a structural problem; that is, it is a just another version of the "pull yourself up by the bootstraps" mentality that minimizes the role systemic and systematic barriers play in

preventing one's path forward. Grit reduces our focus to individual students' character and ignores the complexity and significance of racism, classism, sexism, and other forms of oppression that shape educational experiences (Goodman, 2018). Thus, as assessors of teacher candidates, when we are evaluating our candidates' ability to persist in the face of adversity, it is imperative that we consider the structural barriers and constraints that they are working against. The daily experience of racism, classism, heterosexism, sexism, ableism, and so on is exhausting. Persisting against these forces is much more difficult than overcoming criticism for a poorly constructed lesson plan. Thus, context needs to be taken into account when we assess grit.

It is also imperative to address understandings of insensitivity and empathy from an equity perspective. It is not uncommon, particularly in the Midwest, that folx who are more direct in their communication are positioned as insensitive and/or rude. Yet, being direct is a highly valued trait in many communities. Further, devaluing directness can also be seen as ableist as people with Asperger Syndrome and Autism tend to be more direct in their communication. To illustrate how the construct of insensitivity can be problematic, consider the following scenario:

> Two teacher candidates, one Black and one White are having a discussion about race. The Black candidate calls attention to a racially problematic statement the White candidate made. The White candidate dismisses the Black candidate's statement by saying "but my intention wasn't to hurt your feelings. I'm not racist." The Black candidate, clearly frustrated, explains "Whether you intended it or not, what you said was racist." The White candidate begins to cry.

In this scenario, what commonly occurs is that the Black student is seen as being insensitive to the White candidate because they directly called attention to an issue and, as a result, are seen to have made the White candidate cry. The feelings of the White candidate are privileged over the racist act that occurred (DiAngelo, 2912, 2018; Sensoy & DiAngelo, 2017). The Black candidate who raised a legitimate and valid concern in a perfectly appropriate way is seen as not being compassionate and empathetic and would then be negatively rated on this rubric row without bringing an equity perspective to bear. However, empathy means to *feel with* others (Ladson-Billings, 2008), and it is arguably the case that the White candidate fails to demonstrate empathy in this instance.

Lastly, particularly as it pertains to students, the notion of compassion and care are critical to examine from an equity perspective. Compassion and care should not be simply described as the act of being nice to everyone. In fact, care is a complex construct, shaped by facets of identity and culture (Zygmunt et al., 2018). As Milligan and Wiles (2010) explain, "care and care relationships are located in, shaped by, and shape particular spaces and places" (p. 736). In other words, care is political (Pennington, Brock, & Ndura, 2012). The politics of this have been most clearly seen in instances of White, middle-class educators working in non-dominant settings wherein their notions of care are shaped by colonial, deficit views of "helping" and "saving communities" (Gay, 2000)—a perspective that is exacerbated by common Hollywood tropes. Rather than performing aesthetic caring (Rolón-Dow, 2005), which can be defined as "paternalistic and infantilizing ethics, [which] appeal to the archetype of teacher-as-savior, [and] employ deficit scripts as a way of framing the students' need for care, ultimately producing symbolic violence" (Toshalis, 2012, pp. 27-28), "authentic care" "involves the concerted examination of power, social location, culture, and access to resources in any relational context, in order to minimize inequity and maximize the extent to which relationships are reciprocal and justice-oriented (see also Beck & Newman, 1996; Nakkula &

Ravitch, 1998)" (Zygmunt et al., 2018). When assessing the exhibition of compassion and care by candidates, we should be assessing the extent to which it is authentic.

Examples of how "Exhibits Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability" can be operationalized[10]

- "Builds relationships with students through empathy and understanding of students' needs towards the goal of building students' self-efficacy and achievement";
- "Builds and fortifies students' resilience through support, assurance, and helping to mitigate the need for students to be the bearers of resilience";
- "Engages in critical caring practices that are beyond sentimentality or superficiality and works in solidarity with students, families, and communities to act against inequitable policies and practices";
- "Systematically uses critical reflection, feedback loops, and self-care to build and improve relationships with students and colleagues";
- "Advocates alongside students and families in the pursuit of equity in schooling and toward systemic change";
- "Listens to and understands the needs of students, families, and communities in ways that support them to exercise agency and to find opportunities to advocate for significant issues";
- "Approaches advocacy for equity as a learning opportunity and an abiding lifelong endeavor";
- "Actively pursues a sociopolitical praxis to disrupt structure violences and to contend with a politics of difference that creates new ways of relating and engaging with society."

Resources to Develop Instructor Knowledge

DiAngelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism.* Boston, MA: Beacon Press.

DiAngelo, R. (2012). *What does it mean to be white? Developing white racial literacy.* New York, NY: Peter Lang.

Goodman, S. (2018). *It's not about grit: Trauma, inequity, and the power of transformative teaching.* New York, NY: Teachers College Press.

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Ladson-Billings, G. (2008). Yes, but how do we do it? Practicing culturally relevant pedagogy. In W. Ayers, G. Ladson-Billings, G. Mitchie, & P. Noguera (Eds.), *City kids, city schools: reports from the front row* (pp.162-177). New York, NY: The New Press.

Love, B. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom.* Boston, MA: Beacon.

[10] These examples come from the Minnesota Educator Disposition System™ https://sites.google.com/a/umn.edu/umn-dispositions-assessment-framework/dispositional-strands/rubrics

Love, B. (2019). Grit is in our DNA: Why teaching grit is anti-Black. *Education Week:* https://www.edweek.org/ew/articles/2019/02/13/grit-is-in-our-dna-why-teaching.html

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Rivera-McCutchen, R. L. (2012). Caring in a small urban high school: A complicated success. *Urban Education, 47*(3), 653–680.

Race: The Power of an Illusion: https://www.pbs.org/race/001_WhatIsRace/001_00-home.htm

Valenzuela, A. (2005). Subtractive schooling, caring relations, and social capital in the schooling of U.S.-Mexican youth. In L. Weis & M. Fine, (Eds.), *Beyond silenced voices: Class, race, and gender in United States schools,* revised ed. (pp.47-61). Albany, NY: SUNY Press.

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DiAngelo, R. (2012). *What does it mean to be white? Developing white racial literacy.* New York, NY: Peter Lang.

Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology, 92*(6): 1087-1101.

Dweck, C.S. (2006). *Mindset: Tthe new psychology of success.* New York, NY: Random House.

Economic Policy Institute. https://www.epi.org/publication/usa-lags-peer-countries-mobility/

Ginott, H. (1972). Teacher and child. New York, NY: Macmillan.

Goleman, D. (1997). *Emotional intelligence: Why it can matter more than IQ.* New York, NY: Bantam Books.

Goodman, S. (2018). *It's not about grit: Trauma, inequity, and the power of transformative teaching.* New York, NY: Teachers College Press.

Love, B. (2019). Grit is in our DNA: Why teaching grit is anti-Black. *Education Week:* https://www.edweek.org/ew/articles/2019/02/13/grit-is-in-our-dna-why-teaching.html

Milligan, C., & Wiles, J. (2010). Landscapes of care. *Progress in Human Geography, 34*(6), 736-754.

Pennington, J., Brock, C., & Ndura, E. (2012). Unraveling the threads of white teachers' conceptions of caring: Repositioning white privilege. *Urban Education* 47(4): 743-775.

Pew Charitable Trust: Economic Mobility Project: https://www.pewtrusts.org/-/media/legacy/uploadedfiles/pcs_assets/2011/critafinal1pdf.pdf

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Salovey, P., & Mayer, J. (1990). Emotional intelligence. Imagination, cognition, and personality, 9(3), 185-211.

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Toshalis, E. (2012). The rhetoric of care: Pre-service teacher discourses that depoliticize, deflect, and deceive. *The Urban Review, 44*, 1-35.

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University of Minnesota. (2018). Minnesota educator dispositions system (MnEDS)™:

A framework for equity-oriented teaching. Retrieved from: https://sites.google.com/a/umn.edu/umn-dispositions-assessment-framework/

Wildman, S.M., & Davis, A.D. (2014). Making systems of privilege visible. In T. E. Ore (Ed.), *The social construction of difference and inequality: Race, class, gender and sexuality, 6th edition* (pp.109-115). New York, NY: McGraw Hill.

Zygmunt, E., Cipollone, K., Tancock, S., Clausen, J., Clark, P., & Mucherah, W. (2018). Loving Out Loud: Community Mentors, Teacher Candidates, and Transformational Learning through a Pedagogy of Care and Connection. *Journal of Teacher Education, 69*(2): 127-139.

Check for Understanding Questions

Directions: Below, you will find several True/False questions designed to help you check your understanding of the Equity Framework.

Disposition Row 1:

1. The ability to code switch between Dominant American English and other culturally relevant, language accessible, and sustaining communication modes is a strength, and an advantage that can be used by candidates to more effectively communicate with students, their families, and the larger community.

2. Candidates' tone of voice sets the stage for their success in communicating with students and their families, and therefore, it should be consistently calm and gentle.

Disposition Row 2:

1. "Effective communication" is inclusive of linguistic pluralism and is responsive to the use of multiple dialects and registers to communicate with a broad audience.

2. Using nonstandard grammar to communicate with students and families is an example of a candidate's dispositional shortfall.

Disposition Row 3:

1. Punctuality and personal propriety are two of the most important measures of candidates' professionalism.

2. Professionalism can be broadly defined to be inclusive of candidates' ability to collaborate with colleagues, students, families, and members of the community in order to democratize teaching and learning.

Disposition Row 4:

1. A candidate who consistently raises concerns about issues of oppression or injustice is demonstrating evidence of a negative disposition.

2. Enthusiastic affect is similar across cultures and is a mandatory component of being an effective teacher.

Disposition Row 5:

1. An integral aspect of preparedness for teaching includes understanding the context of students' lives in order to engender teaching more relevant, engaging, and culturally responsive.

2. Culturally responsive teaching is grounded in the development of relationships and mutual respect between teachers, their students and families, and members of the larger community, and is predicated upon candidates' ongoing reflection of their positionality, power, and privilege.

Disposition Row 6:

1. The Golden Rule is the basis for inclusive and equitable classrooms.

2. Films like *Freedom Writers*, *Dangerous Minds*, *The Ron Clark Story*, *The Blind Side*, *Lean on Me*, *Stand and Deliver* offer examples of culturally responsive practice in action.

Disposition Row 7:

1. Accepting majority consensus shows flexibility and collaboration and should always be encouraged in our candidates.

2. Tone is indicative of respect. Raising one's voice is never acceptable in collegial conversations.

Disposition Row 8:

1. Research-based instruction, a demonstrated by documented citations, is evidence of effective teaching.

2. Knowledge is neutral, thus interventions referenced in the research can be implemented in any context.

Disposition 9:

1. When sensitive topics arise, a candidate that responds with anger demonstrates a lack of maturity and self-control.

2. Grit is ability to persevere in the face of challenges. All obstacles can be overcome with tenacity and grit.

Appendix B: Forms Associated with the Alert System

Disposition Alert Form (DAF)

Student Name:

Date:

Submitted By:

Telephone Number:

Email:

Reason(s) for Filing the Alert (please use additional space as needed)**:**

The disposition alert system provides a method for Ball State faculty and clinical partners (teachers and school personnel) to identify and report **critical concerns** related to a candidate's professional dispositions. In order for any course of action to occur, a Disposition Alert Form (DAF) should be submitted to the Office of Teacher Education Services and Clinical Practice (OTES-CP) which will then take responsibility for notifying appropriate parties. The DAF should be completed when there is critical concern about the candidate's ability and/or dispositions to become a teacher. A critical concern may occur whenever a candidate displays behavior or conduct inconsistent with the requirements of the teaching profession. It is in these situations that a DAF should be filed.

In addition, if a candidate scores a 0 on any rubric row of the EDA in an EDA-required course, a DAF should be filed. Please consult the EDA for specific examples of student behaviors that lead to a 0 on any rubric row.

Disposition Support Plan for DAF 1

If after consulting with the candidate, the Program Manager determines that a dispositional issue **does** exist, they will complete this form describing a course of action that the candidate agrees to follow. The Disposition Support Plan may include the requirement of a follow-up meeting with the Program Manager to review the candidate's progress. The document will be signed by the candidate. The candidate's signature will indicate acknowledgement of the Program Manager's decision; it will not necessarily indicate that the candidate agrees with the decision. **Within 5 business days** of the meeting, the Program Manager will submit the **Disposition Support Plan** to the OTES-CP where it will be added to the candidate's Disposition File.

Teacher Candidate Name:

Program Manager:

Recommended Course of Action (please use additional space as needed)**:**

Student's Signature	Date
Program Manager	Date
Student Advocate, if relevant	Date

Follow-Up Report for DAF 1

If after consulting with the candidate, the Program Manager determines that a dispositional issue does **not** exist, the Program Manager will submit this form to the OTES-CP. The DAF and the follow-up report will be maintained in OTES-CP, but they will not be kept in the candidate's Disposition File.

Teacher Candidate Name:

Program Manager:

Rationale for Determination that a Dispositional Issue Does Not Exist: (please use additional space as needed)**:**

Student's Signature	Date
Program Manager	Date
Student Advocate, if relevant	Date

Disposition Support Plan following DAF 2 or Subsequent DAFs

If after consulting with the candidate, the **Candidate Disposition Review Committee (CDRC) –** the Program Manager, the Department Chair of the candidate's major, and the Associate Dean of Teachers College – determines that a dispositional issue exists, the CDRC will determine a course of action and prepare a **Disposition Support Plan**. The Disposition Support Plan may include the requirement of a follow-up meeting with the Program Manager and/or the CDRC to review the candidate's progress. The document will be signed by the candidate and by all members of the CDRC. The candidate's signature will indicate acknowledgement of the CDRC's decision; it will not necessarily indicate that the candidate agrees with the decision. **Within 5 business days** of the meeting, the Program Manager will submit the **Disposition Support Plan** to the OTES-CP where it will be added to the candidate's Disposition File.

Teacher Candidate Name:

Program Manager:

Department Chair:

Teachers College Associate Dean:

Recommended Course of Action (please use additional space as needed)**:**

Student's Signature	Date
Program Manager	Date
Department Chair	Date
Teachers College Associate Dean	Date
Student Advocate, if relevant	Date

Follow-Up Report for DAF 2 and Subsequent DAFs

If after consulting with the candidate, the **Candidate Disposition Review Committee (CDRC) –** the Program Manager, the Department Chair of the candidate's major, and the Associate Dean of Teachers College – determines that a dispositional issue does **not** exist, the Program Manager will submit this form to the OTES-CP. The DAF and the follow-up report will be maintained in OTES-CP, but they will not be kept in the candidate's Disposition File.

Teacher Candidate Name:

Program Manager:

Department Chair:

Teachers College Associate Dean:

Rationale for Determination that a Dispositional Issue Does Not Exist: (please use additional space as needed)**:**

Student's Signature	Date
Program Manager	Date
Department Chair	Date
Teachers College Associate Dean	Date
Student Advocate, if relevant	Date