



Tarleton State University
Beyond Professional Development:
A Self Study to Challenge
our Thinking & Practice

Self-Study Research Team



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Problem of Practice

- We want to create a teacher workforce that **represents the students of Texas** and who can teach the required knowledge and skills with high levels of student achievement, but also successfully work with diverse, and economically disadvantaged students in communities which have historically been underserved.
- If we strive to develop teachers of teachers who embrace diversity, equity, and inclusion the key practices will be interwoven in our preparation. The Curriculum & Instruction faculty that are responsible for teacher preparation must fully understand and model equity literacy.

Focus on Quality Objective 3

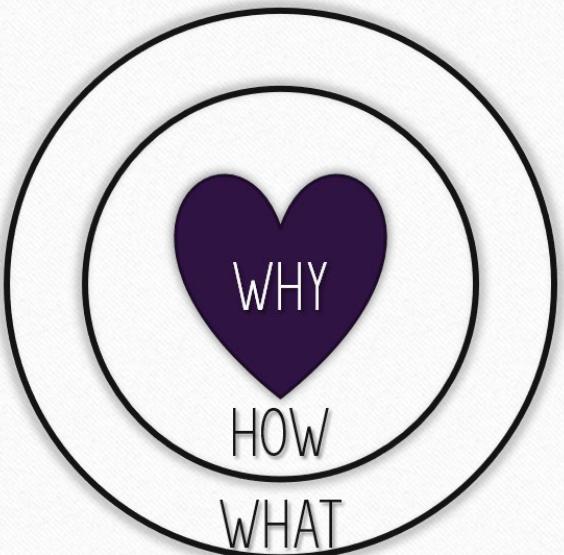
Faculty professional development followed by and intertwined with the use of critical self reflection (Finlay, 2008; Finlay & Gough (2003), critical friendships, and ongoing cycles of transforming practice.

evidence of change in our practice	preservice teachers perceive faculty as lifelong learners	eager to take risks	engage with intercultural learning	continuous dialogue
solve problems	be flexible	embrace creativity	work innovatively	reflective action

Professional Development Opportunities

- The phases of our self study was intermingled during and between the following professional development opportunities:
 - US PREP: Diversity, Equity, and Inclusion
 - Raise Your Texas: Teaching Works
 - edTPA: Community of Practice

The Golden Circle by Simon Sinek



What

A team driven to improve our Educator Preparation Program to ensure teacher educators are effective in preparing novices to work with all students in communities which have historically been underserved.

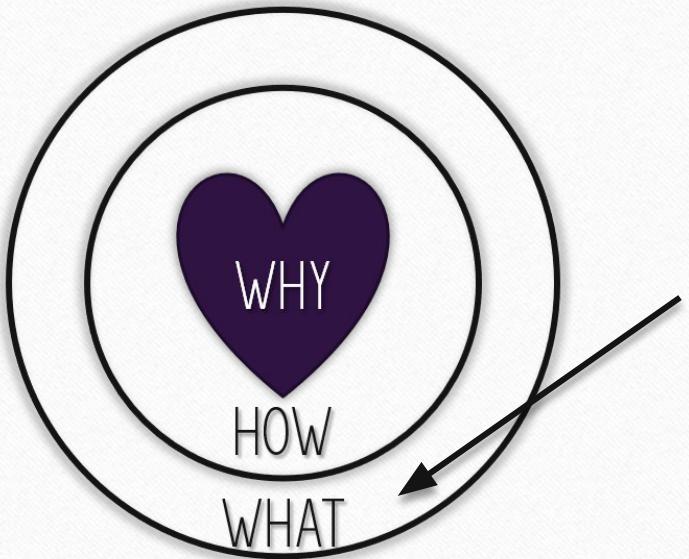
How

Utilizing self-study methods, explore an institutionalized framework with critical friendships. Encouraging faculty to engage in action research methods to improve their practice.

Why

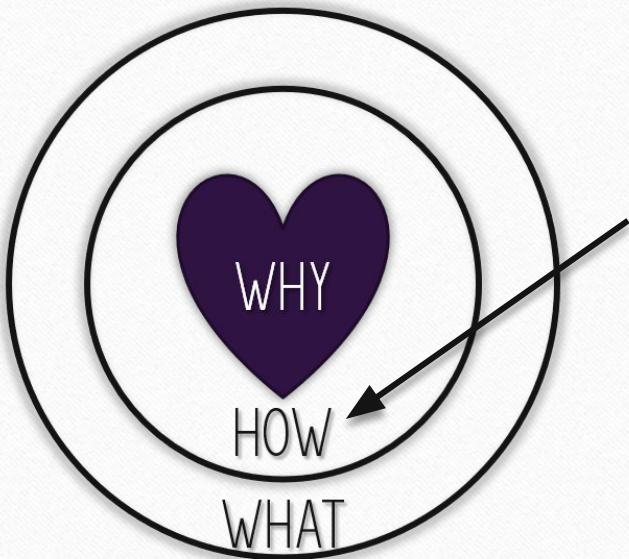
Tarleton produces teachers who every student deserves. Our graduates are competent, dedicated educators who are committed to longevity in the profession and have a significant impact on student achievement.

“Our What”



Teacher educators and researchers began advocating for culturally relevant and sustaining pedagogy over twenty years ago (Ladson-Billings, 1994, 1995); however, little attention has been focused on the impact of developing culturally relevant and sustaining pedagogy with a systematic examination of changing one's own practice (Appleget et al., 2020; Garbett, Ovens, & Thomas, 2018; Han et al., 2014).

“Our How”



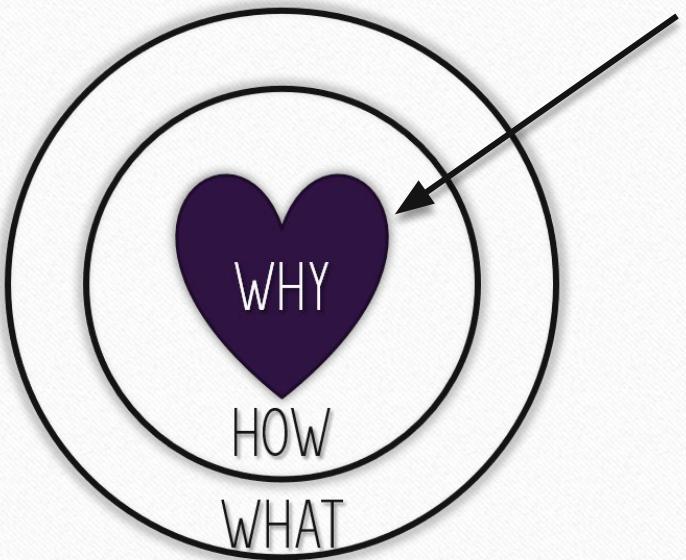
Methodology

We are using self study methodology, a systematic investigation of one's own practice “in order to develop deeper understandings of practice as well as to enhance the learning of their students” (Loughran et. al., 2007, p. ix). Our self study is collaborative and draws on the work of the Arizona Group (Guilfoyle, Hamilton, Pinnegar, & Placier, 1996; Hamilton & Pinnegar, 2013), who collaboratively studied their development as teacher educators.

Critical Friendships can strengthen the cyclical process of reflection and action in teacher education practices. (O'Dwyer et al., 2019. Critical friendships were determined based on the courses faculty teach. Those who teach the same course were paired together.

We are using self study with critical friendships while encouraging faculty to engage in action research methods to improve their practice.

“Our Why”

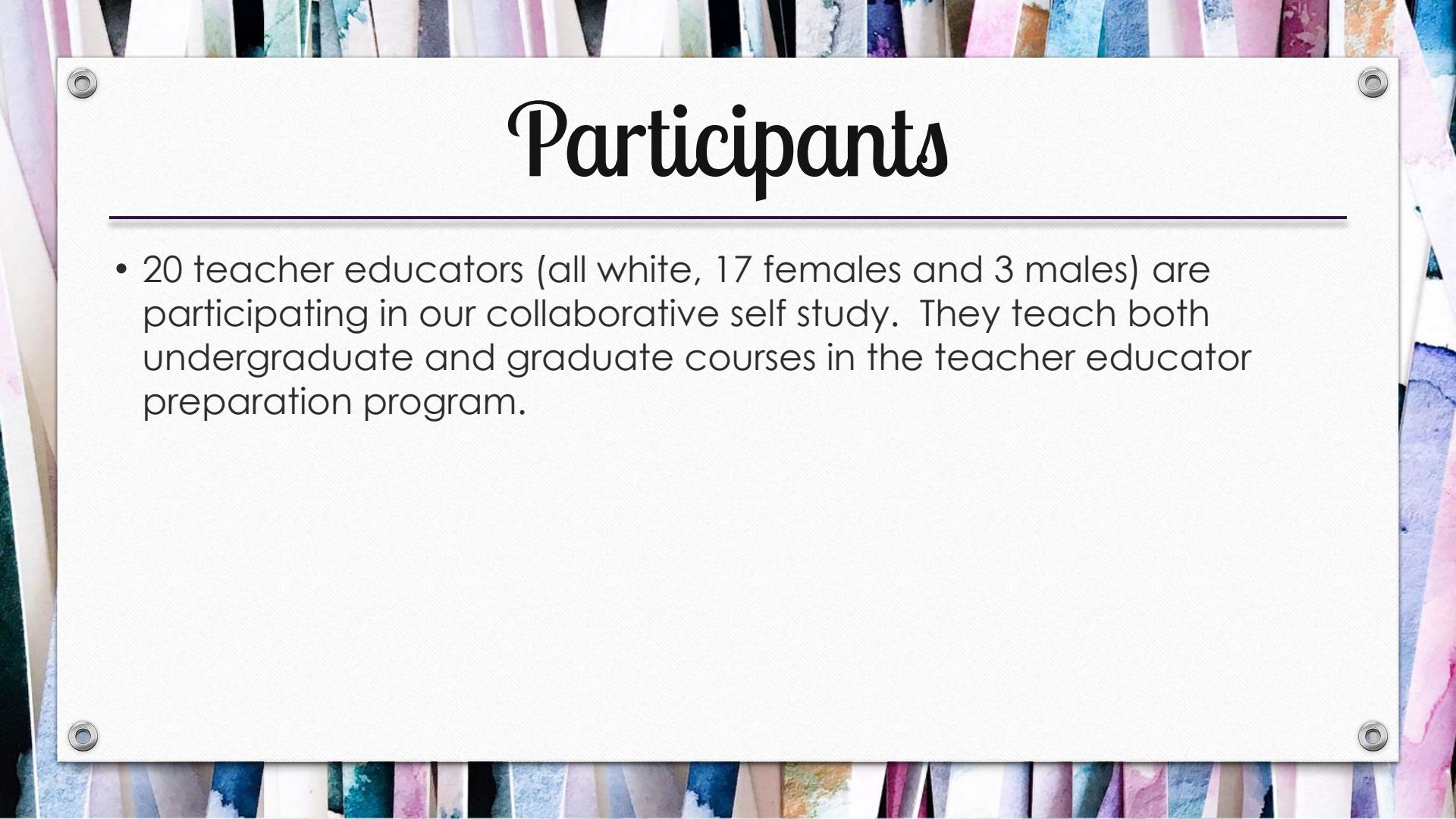


Our faculty who participated could benefit by developing a deeper understanding of their own practice in order to model and enact culturally sustaining pedagogy with diversity, equity, and inclusion in their teaching and enhance the learning of their students (Loughran et. al., 2007, p. ix).

We hope faculty will determine a vision and shared understanding around diversity, equity, and inclusion as well as have increased self efficacy around their abilities as lifelong learners eager to take risks, engage with intercultural learning, solve problems, be flexible, embrace creativity, and work innovatively in a continuous dialogue with an emphasis on meaning-making and reflective action (Kalantzis and Cope, 2012).

Context

Now, more than ever, educators must challenge these social inequities in our classrooms. We must examine our own implicit biases, challenge our own understanding of access and equity, and make our own practice more equitable for all so that our preservice teachers are equipped to challenge the injustices increasingly faced by those who were already historically underserved. We must act now.



Participants

- 20 teacher educators (all white, 17 females and 3 males) are participating in our collaborative self study. They teach both undergraduate and graduate courses in the teacher educator preparation program.

Research Questions

- RQ1: What are the current self efficacy, beliefs and practices of our teacher educators regarding culturally responsive teaching?
- RQ2: How do multiple efforts (CRTSE assessment, professional development, critical friendship discussion and observation, and reflection on culturally responsive pedagogies) impact our teacher educator self efficacy, beliefs, and practice?

Conceptual Framework

- Culturally Responsive Teaching Self Efficacy (CRTSE) is an educator's perceived efficaciousness regarding "their ability to execute the practices of culturally responsive teaching" and "believe in the positive outcomes associated with this pedagogical approach" (Siwatu, 2007, p. 1087).
- Situated learning theory helped the self study team to understand how learning occurs from participation in a community of practice (Lave & Wenger, 1991).

Research Design

The self study involved six different efforts intermingled between the professional development opportunities including:

1. Critical self reflections (Finlay, 2008; Finlay & Gough, 2003)
2. Siwatu's (2007) Culturally Responsive Teaching Self Efficacy (CRTSE) instrument
3. Empathy Interview with a critical friend
4. Professional Development and Critical Friend meeting to push beyond their initial
5. beliefs about culturally responsive teaching and dig into their actual practice
6. Peer evaluation of their critical friend's actual practice
7. Final reflection

Effort 1: Critical Self Reflections

Journal growth process throughout professional development activities with specific prompts, including one about our institutionalized framework for teaching..

Respond to reflective discussion board questions from Muniz's (2020) paper, [Culturally Responsive Teaching: A Reflection Guide](#). in our Canvas Community. 8 total throughout semester.

Provide reflective feedback after professional development activities

Write a final reflection to sum up experiences to submit in Canvas community

(Finlay, 2008; Finlay & Gough, 2003)

Faculty Reflection #1

Published  

C&I Faculty,

First and foremost, thank you for helping the Tarleton Team in this Self-Study. This important work will help us to demonstrate our growth in our Teacher Preparation Program.

Please take a few minutes to think about the following 2 questions. We would like you to share your thoughts by answering these questions in a Word Document, and upload it here.

1. How does my identity shape my thinking, values, and understanding of the world?
2. How does my identity differ from my students and colleagues? How does it shape my interactions with students and colleagues?



Effort 2: Pre-Assess

Take Siwatu's (2007) Culturally Responsive Teaching Self Efficacy Survey as a Pre-assessment



41 Questions, Likert Scale, Questions such as:

- I am able to adapt instruction to meet the needs of my students.
- I am able to obtain information about my students' academic strengths.
- I am able to determine whether my students like to work alone or in a group.
- I am able to determine whether my students feel comfortable competing with other students.
- I am able to identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture.
- I am able to implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture.

Effort 3: Critical Friend Interview

Faculty will choose 5 of 16 questions from Muniz's (2020) paper, [Culturally Responsive Teaching: A Reflection Guide](#). We narrowed to 16 (of 40) questions listed in the guide based on their relevance to teaching and learning in our institution.

A sampling of the questions are:

1. Do I disaggregate and analyze data by student subgroups (i.e., those assigned by race, ethnicity, ability, socioeconomic status, sexual orientation, and gender) to uncover potential disparities?
2. Do I review the assignments, assessments, and instructional resources I use for historical accuracy, stereotypes, cultural relevance, and multiple perspectives? If yes, how? If no, why?
3. How can the content area I teach help students solve problems in their lives, in our communities, and in the world?
4. How do the assignments, projects, and assessments I use empower and prepare students to solve problems in their lives, in their communities, and in the world?
5. How do the assignments, projects, and assessments I use connect content area knowledge to students' daily lives, including experiences with racism and injustice?

Effort 4: Workshop Syllabi & Course

After critical friends meet on zoom to examine ways to make syllabi, course activities, teaching, assessments more culturally responsive, they will utilize ideas gained from:

- Professional development sessions
- Their own reflections
- The eight competencies listed in Muniz's (2020) [Culturally Responsive Teaching: A Reflection Guide](#)
- Dimension 5 of UTSA's [CTESS Rubric](#)
- Literature on culturally responsive teaching

They recorded meetings, any changes they made to courses, and shared in an assignment housed in our C&I Faculty Canvas Community.

Effort 5: Observation

- Critical friends made changes to make syllabi, course activities, teaching, assessments to make them more culturally responsive.
- Critical friends observed one another's teaching via video clips recorded on zoom and evaluate using Dimension 5 only of the [CTESS Rubric](#).
- Each also evaluated their own teaching with rubric.
- Rubrics were submitted in our C&I Faculty Canvas Community.

Effort 6: Final Reflection

Self Study Reflection

Publish

 Edit

:

Write a reflection answering the following:

- What have you learned about yourself from participating in this study (professional development sessions, working to make course more culturally responsive with critical friend, critical friend observation with dimension 5 of CTESS Rubric, scoring own teaching with dimension 5 of CTESS Rubric, reflecting along the way).
- What changes will you make moving forward?
- What resources and/or support do you need?
- How will this impact your preservice teachers and the students they serve?

Submit your reflection here in Canvas.

Data Analysis

Constant-Comparative

- We analyzed data using constant-comparative method (Creswell, 1998; Glaser & Strauss, 1967; Strauss & Corbin, 1994) to identify themes to inform our research question.

Weekly Meetings

- The self-study research team met regularly to discuss next steps, incoming data, and categorize and compare data.

Data Analysis Process

1. As data pieces come in, each team member open coded by making comments in data piece (descriptive, low inference codes Punch (2014)).
2. Listed evidence by RQ (a priori codes Creswell (2013))
3. Collaborated to collapse and unify codes.
4. Repeated process for remainder of data.

Findings-Current Culturally Responsive Teaching Self Efficacy Beliefs

RQ1: What are the current self efficacy, beliefs and practices of our teacher educators regarding culturally responsive teaching?

Self efficacy: On a 1-100 point scale, faculty members have a 76.05463415% average for their [Culturally Responsive Teaching Self Efficacy Beliefs.](#)

Findings-Current Beliefs Regarding Culturally Responsive Teaching

RQ1 (continued): What are the current self efficacy, beliefs and practices of our teacher educators regarding culturally responsive teaching?

Religion and Faith

A hand-drawn mind map diagram centered around the word "Exceptionalities". The central node is "Exceptionalities", which branches into four main categories: "Parents", "Religion and Faith", "Grandparents", and "Work-Ethic".

- Parents**:
 - Female Poverty
 - Male Poverty
 - Education
 - Community Support
- Religion and Faith**:
 - Middle Class Education
- Grandparents**:
 - Obstacles
 - Experiences
- Work-Ethic**:
 - Work-Ethic
 - Support
 - Environment

Findings-Current Practices Regarding Culturally Responsive Teaching

RQ1 (continued): What are the current self efficacy beliefs and practices of our teacher educators regarding culturally responsive teaching?

Some:

- exhibit deficit thinking
- have little comfort with their ability to engage in discussions
- are not willing to enact culturally responsive pedagogy
- do not see the need and are offended by the trainings on how to enact these practices

Findings

RQ1 (continued): What are the current self efficacy beliefs and practices of our teacher educators regarding culturally responsive teaching?

Others:

- believe strongly in the work
- Enact culturally responsive pedagogy
- feel they are an activist in the classroom
- want to learn and do more.

Findings-Multiple Efforts Impact Beliefs

RQ2: How do multiple efforts (CRTSE assessment, professional development, critical friendship discussion and observation, and reflection on culturally responsive pedagogies) impact our teacher educator self efficacy, beliefs, and practice?

For example, one shared, “Prior to US PREP and RYHT, I felt that, as an educator, I should treat all students the same regardless of color, gender, etc. Now, I realize that although I preferred color blindness in my classroom, that it was not realistic once students left my classroom. I feel that US PREP has actually helped make me more aware of realities and how I can incorporate more culturally responsive teaching into my course.”

Findings-Multiple Efforts Impact Practice

RQ2: How do multiple efforts (CRTSE assessment, professional development, critical friendship discussion and observation, and reflection on culturally responsive pedagogies) impact our teacher educator self efficacy, beliefs, and practice?

One example of an additional practice include using Bishop's (1990) mirrors, windows, and sliding glass doors seminal article to guide culturally responsive work of preservice teachers in a reading course. The faculty member described this change in practice: "The focus will change to a "windows and mirrors" theme to see out into the world and to look back at themselves in order to select CRT children's literature for their use in the classroom."



Implications



The efforts and PD played a role in increasing efficaciousness; however, there is still a challenge at hand to support faculty as they enact Culturally responsive Teaching practices.

Although there is a plethora of support, ideas, activities, and instruments geared toward the development of culturally responsive preservice and inservice teachers, there is an expansive gap in the literature regarding how to best support Culturally Responsive Teacher Self Efficacy in teacher educators, themselves.

Collectively, we must lead by working with, challenging, and keeping one another accountable for cultural responsiveness, not only in theory but in practice in our own classrooms with preservice teachers across our department and institution.

Next Steps...

- ♥ Action research methods have often been used by university faculty to examine and improve the practice of preservice and in-service teachers (Barbre & Buckner, 2013; Kinskey, 2018; Ryan, 2016; Töman, 2017), but few educational researchers have the **courage** to examine their own practice around diversity, equity, and inclusion. (Appleget et al., 2020; Garbett et al., 2018; Han et al., 2014).
- ♥ Tarleton State University will be the exception...

We will...

- ♥ Continue to provide rich and focused professional development and inquiry of practice.
- ♥ Encourage engagement, participation, motivation, and implementation of high leverage practices.
- ♥ Continue to collect data and evidence from faculty and students on DEI work.

More Information:

♥ Go to our self study site-Beyond Professional Development: A Self Study to Change Our Thinking and Practice

♥ Contact us:

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**Questions?
Thank you for
your time!**

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