Formative Assessment and Dispositions in Teaching: A 360 Degree Approach to Teacher Development

Assessment Faire 2018

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LAUTR-TI Residency Contexts

- USDOE Teacher Quality Partnership Grant funding (2009, 2014)
- Single Subject Math or Science and SpEd
- We have just admitted our 9th Cohort (Summer 2018)
- **Community partners support the social justice perspective**
- Residents and Mentors co-teach four days per week for an entire school year in four partner, high needs districts in Southern California
- LAUTR-TI faculty and staff provide coaching and support to connect coursework and classroom experiences

RT360 Formative Framework

- **Integrates 360 degrees of dispositional data from online surveys into systematic reflection** between residents and support providers about strengths, needs, areas for improvement, and **action plan generation**
- Culminates in two-levels of **facilitated debrief meetings** (Residents and LAUTR Faculty and Staff)
- **Generates "actionable goals" for resident growth**
  - Evidence regarding resident success
  - Evidence regarding resident challenges
- **Actionable plans for growth** implemented **collaboratively by residents and mentors in the field**

Breakdown of Dispositions Assessed



Sampling of RT360 Items

- Diversity and Social Justice
  - **14-1 - Demonstrated unbiased treatment of students**
  - **14-2 - Honored and acknowledged diversity among students**
  - **14-3 - Effectively built upon students' backgrounds**
  - **14-4 - Views diversity as an asset which enhances student knowledge**

Q: Respects/Advocates for Diversity and Social Justice:

Check ALL the statements that apply to you during this semester. (RESIDENTS)

	NOT EVIDENT	EMERGING	MET EXPECTATIONS	EXCEEDED EXPECTATIONS	TOTAL	WEIGHTED AVERAGE
Demonstrated unbiased treatment of students	0.00% 0	5.56% 1	66.67% 12	27.78% 5	18	3.22
Honored diversity among students	0.00% 0	5.56% 1	66.67% 12	27.78% 5	18	3.22
Effectively built upon students' backgrounds when teaching	0.00% 0	27.78% 5	61.11% 11	11.11% 2	18	2.83

Q: Respects/Advocates for Diversity and Social Justice:

Check ALL the statements that apply to your resident this semester. (MENTORS)

	NOT EVIDENT	EMERGING	MET EXPECTATIONS	EXCEEDED EXPECTATIONS	N/A	TOTAL	WEIGHTED AVERAGE
Demonstrated unbiased treatment of students	0.00% 0	0.00% 0	57.89% 11	42.11% 8	0.00% 0	19	3.42
Honored diversity among students	0.00% 0	5.26% 1	47.37% 9	47.37% 9	0.00% 0	19	3.42
Effectively built upon students' backgrounds when teaching	5.26% 1	15.79% 3	57.89% 11	21.05% 4	0.00% 0	19	2.95

Q: Respects/Advocates for Diversity and Social Justice:
University Supervisors, Faculty, LAUTR Staff

	NOT EVIDENT	EMERGING	MET EXPECTATIONS	EXCEEDED EXPECTATIONS	N/A	TOTAL	WEIGHTED AVERAGE
Honored diversity among students	0.00% 0	0.00% 0	50.00% 2	50.00% 2	0.00% 0	4	3.50
Demonstrated unbiased treatment of students	0.00% 0	0.00% 0	50.00% 2	25.00% 1	25.00% 1	4	3.33
Effectively built upon students' backgrounds when teaching	25.00% 1	0.00% 0	25.00% 1	0.00% 0	50.00% 2	4	2.00

Sample Open-Ended Responses

- Resident
  - It took me some time to get to know the students, their backgrounds and interests. I have some good ideas as to how can incorporate social justice themes into my teaching though I didn't always feel comfortable doing so. There were some aspects of the content material that I struggled with connecting to social justice themes (e.g. photosynthesis and cellular respiration).
- Mentor
  - The Resident has participated in several Restorative Justice Circles. S/he greets students on a daily basis. S/he will ask students how they are doing.
- Supervisor
  - S/He has articulated that he desires to have more opportunities to engage in social justice work within the classroom and is finding the right opportunities to express this desire with his mentor.

Utilizing a Dialectical and Pluralistic Methodology



(Modified) SRI Protocol***: What? So What? Now What?

What?

- What was my initial reaction and continued reflection?
- What data did I see that I want to share?

So What?

- Why is what I shared important to me?

Now What?

- How do I turn what I have learned into an actionable idea?

RT360 Debrief: Identifying Action Goals

RT 360 Reflection Debrief Summary

List your action goal(s) from 360 debrief	• reach out to parents to introduce myself • get more involved with school functions and community activities • *integrate social justice themes like social Darwinism into my teaching* • get ready for job interviewing--identify what schools are a right fit for me
What new perspectives were revealed during What, So What, Now what protocol?	• Be proud of ability to receive feedback • I am appreciative of having the opportunity to really plan my lesson from scratch—this is allowing me to develop and reflect on my teaching style • I need to plan more in advance –both by myself and with my mentor
Refine your action plan to be specific & time-bound	• by next Friday have a role play activity to prepare for parent calls/conference • cultural context pre-assessment within every unit along with formative assessments
List steps you and your mentor might take to achieve your action plan goals.	1. I can practice talking to parent with mentor 2. Create a script 3. Class climate for 3rd period: new seats, wait time, quiet warm-up

Co-Construction of a Professional Identity

- Personal/Professional Identity is fluid.
  - How does one see themselves?
    - Ability to act in alignment with one's personal values/beliefs.
  - How do others see that individual?
    - Others treat an individual based on their interpretation of that individual's perceived values/beliefs.
- Through dialogue this Professional Identity is now negotiated to align both aspects.