
Culturally Responsive Teaching & Leading Standards Implementation

Illinois Education Preparation Program

Assessment Options for CRTL

Continuing to Build Our Community

Please share your:

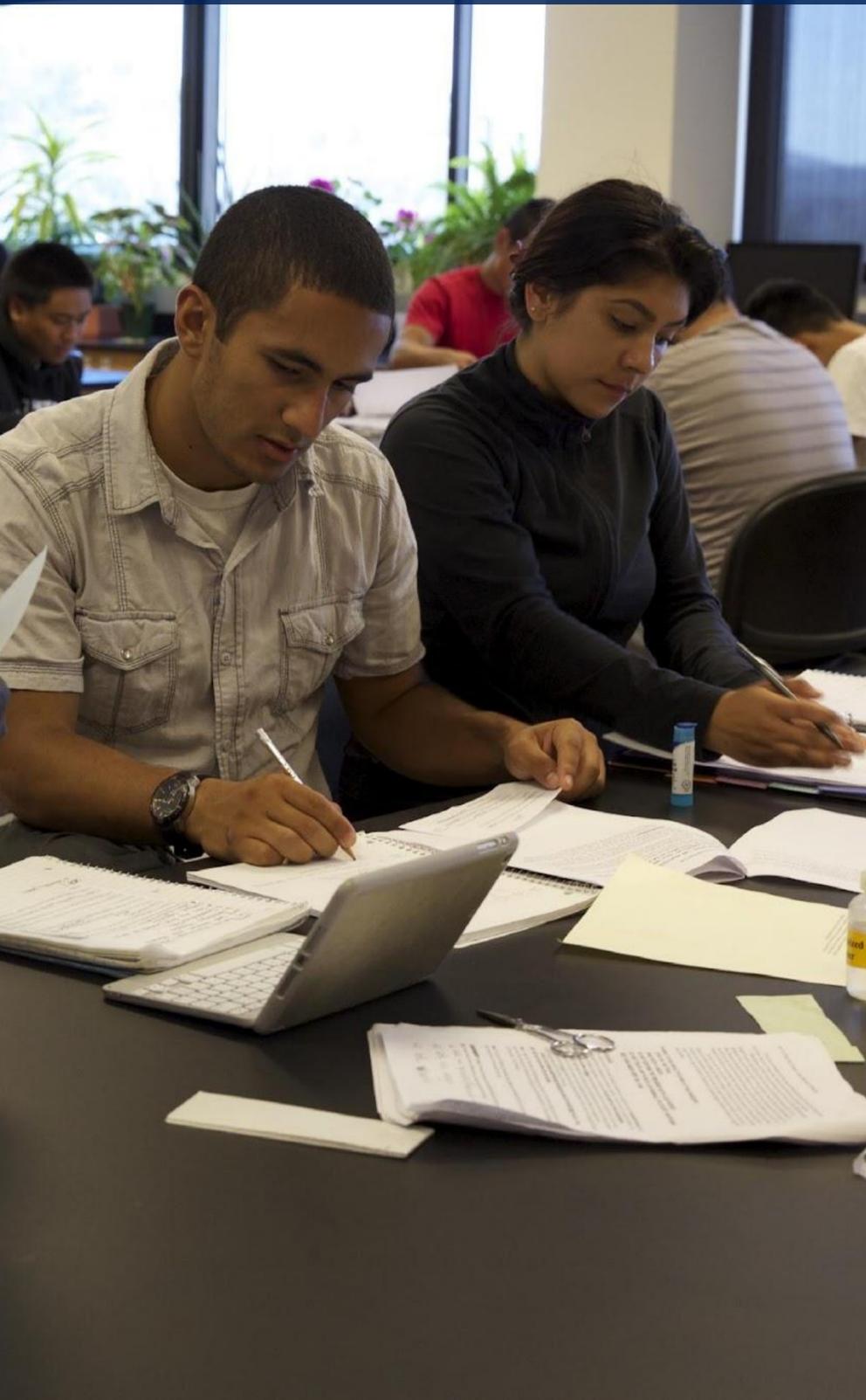
- Name
- Role
- What is a skill that you've been nurturing and improving?

Welcome



**Illinois
State Board of
Education**

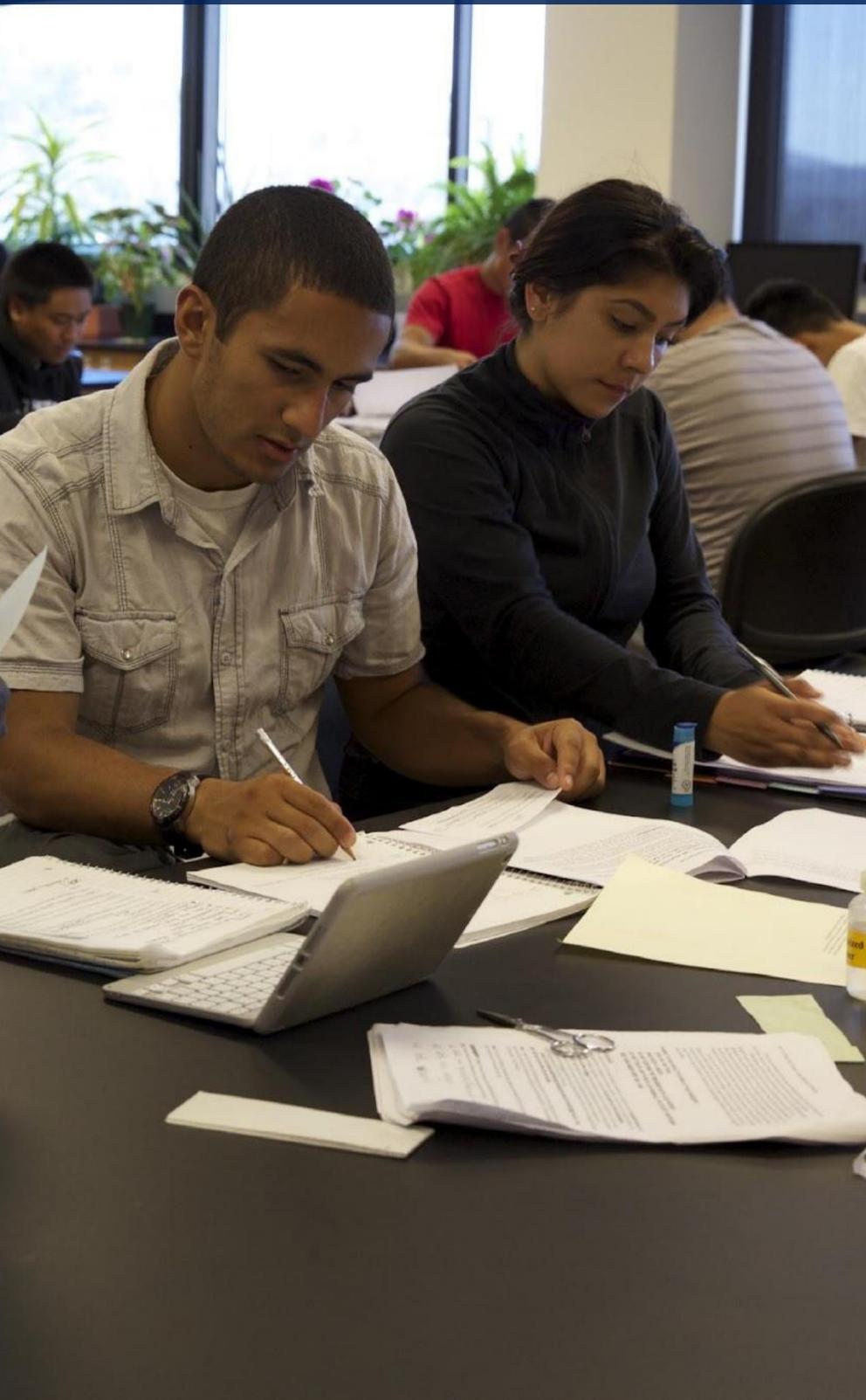




Session Objectives

Participants will:

1. Consider the assessment resources and options for the evaluating and supporting candidates to demonstrate expertise in the CRTL Standards.
2. Share ideas and strategies with colleagues across Illinois to assess candidates' knowledge of and ability to meet the CRTL Standards.



Agenda

- 1. Welcome & Community Building Activity**
- 2. Review of Resources & Discussion**
- 3. Panel: CRTL Candidate Assessment and Discussion**
- 4. Reflection & Closing**

Presenter Introduction

Sandra Leu Bonanno, PhD,
Research Associate,
WestEd, SleuBon@WestEd.org

Multilingual, daughter of Taiwanese immigrants,
bilingual educator, culturally sustaining
researcher, and Libra

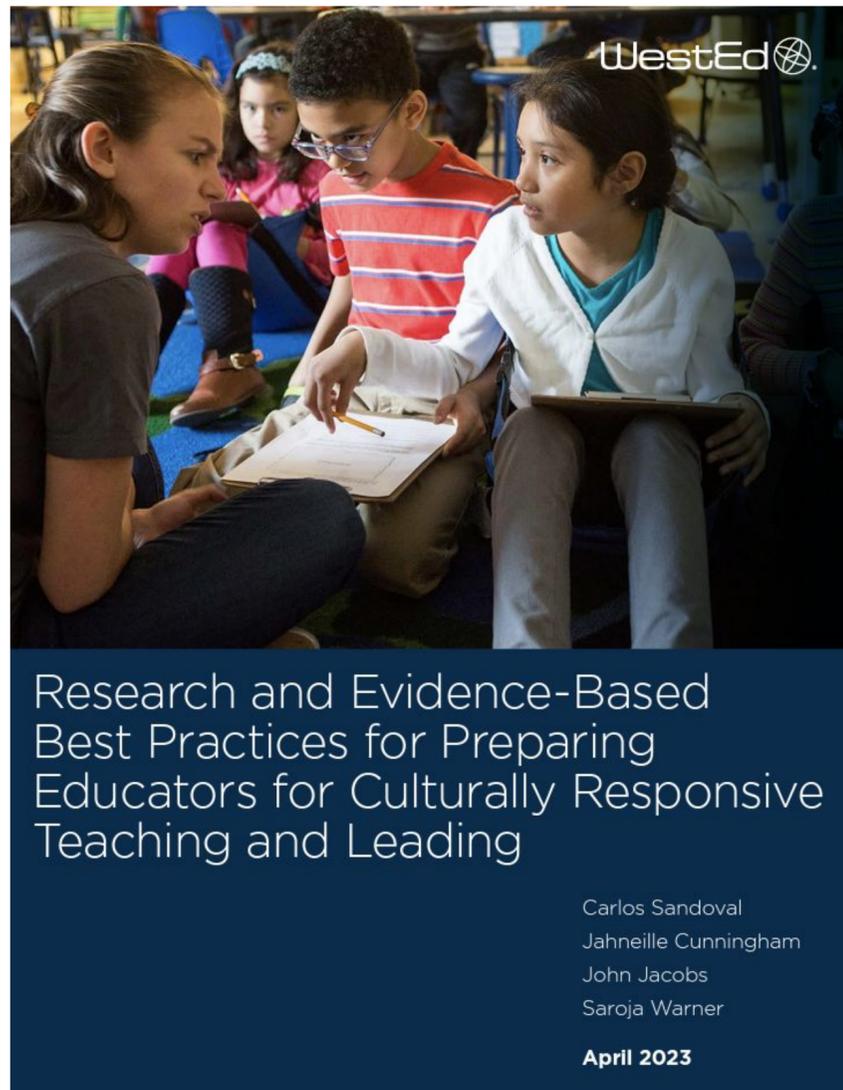




Collective Agreements

1. Suspend judgement and seek to understand
2. Be present
3. Balance sharing virtual space and giving the gift of your ideas
4. Extend grace

Framing Candidate Assessment - Research Brief



- **Numerous measurements of candidate proficiency with culturally responsive teaching and leading rely on self reports and surveys** (*Debnam et al., 2015; Hsiao, 2015; Whitaker & Valtierra, 2018*)
- **Demonstrations of CRTL expertise might also include video reflections, coaching conversations with CRTL classroom observation protocols, or use of case study reflections.** (*CRIOP, 2017; Gorski & Pothini, 2018; Khalifa, 2018; MA DESE, 2021; NM PED, 2020*)
- **Nuancing the measurement of discrete and decontextualized practices** (*Phillips et al, 2019*)

Overview of the Candidate Assessment Rubric

Consider one or more of the guiding questions:

- What resonates about the structure and the content of the rubric resonates with you?
- Are there terms or ideas that spark a need for additional professional learning amongst faculty members?
- How does this rubric highlight the possibility of each CRTL Standard?



CRTL Standard: Self-Awareness and Relationships to Others

Needs improvement	Emerging	Exploring	Integrating	Innovating
No evidence Explain below	Acknowledges how issues of culture, intersectional identities, privilege, and bias impact teaching, learning, and their relationships with students, families, community, and their colleagues.	Actively learns and reflects about how the alignment between their intersectional identities and those of their students, families, and community impact teaching and learning.	Uses their awareness of race and culture to adapt curriculum and pedagogy to integrate the cultural practices; lived experiences; and aspirations of students, families, and community.	Designs and implements comprehensive curriculum with multiple and varied instructional strategies and resources that integrate the cultural practices; lived experiences; and aspirations of students, families, and community.

Probing Questions

- In what ways has the candidate demonstrated that they value that multiple lived experiences exist?
- In what ways has the candidate used an asset-based mindset to affirm students' backgrounds?
- How does the candidate actively learn about students' cultures, communities, histories, and lives outside of school *and* integrate this knowledge into instruction?
- How does the candidate adapt the curriculum to represent students' cultures and expose them to different worldviews?
- How does the candidate reflect on and actively challenge their own biases?
- How does the candidate reflect on and address how their own identities affect their beliefs about students and pedagogy?
- How does the candidate understand and reform, when possible, the institutions in which they work to better serve students and communities?

— Breakout Discussion

In your rooms, consider one or more of the following prompts:

- What resonates about the structure and the content of the rubric resonates with you?
- Are there terms or ideas that spark a need for additional professional learning about faculty members?
- How does this rubric highlight the possibility of each CRTL Standard?

Please assign one notetaker to summarize the group discussion to post in the chat.

Panelist Discussion



Antoinette Jones, Executive Director, Northern Illinois University (she/hers)

ambitious, pragmatic, Capricorn



John Evar Strid, Assistant Professor, Northern Illinois University (he/him, 他)

inquisitive, accepting, Leo



Erica D. McCray, Associate Dean Personnel Affairs, Inclusive Excellence, and External Engagement, University of Florida, (she/hers)



Rebecca Neri, Senior Research Associate, WestEd, (she/hers)

Panel Guiding Questions



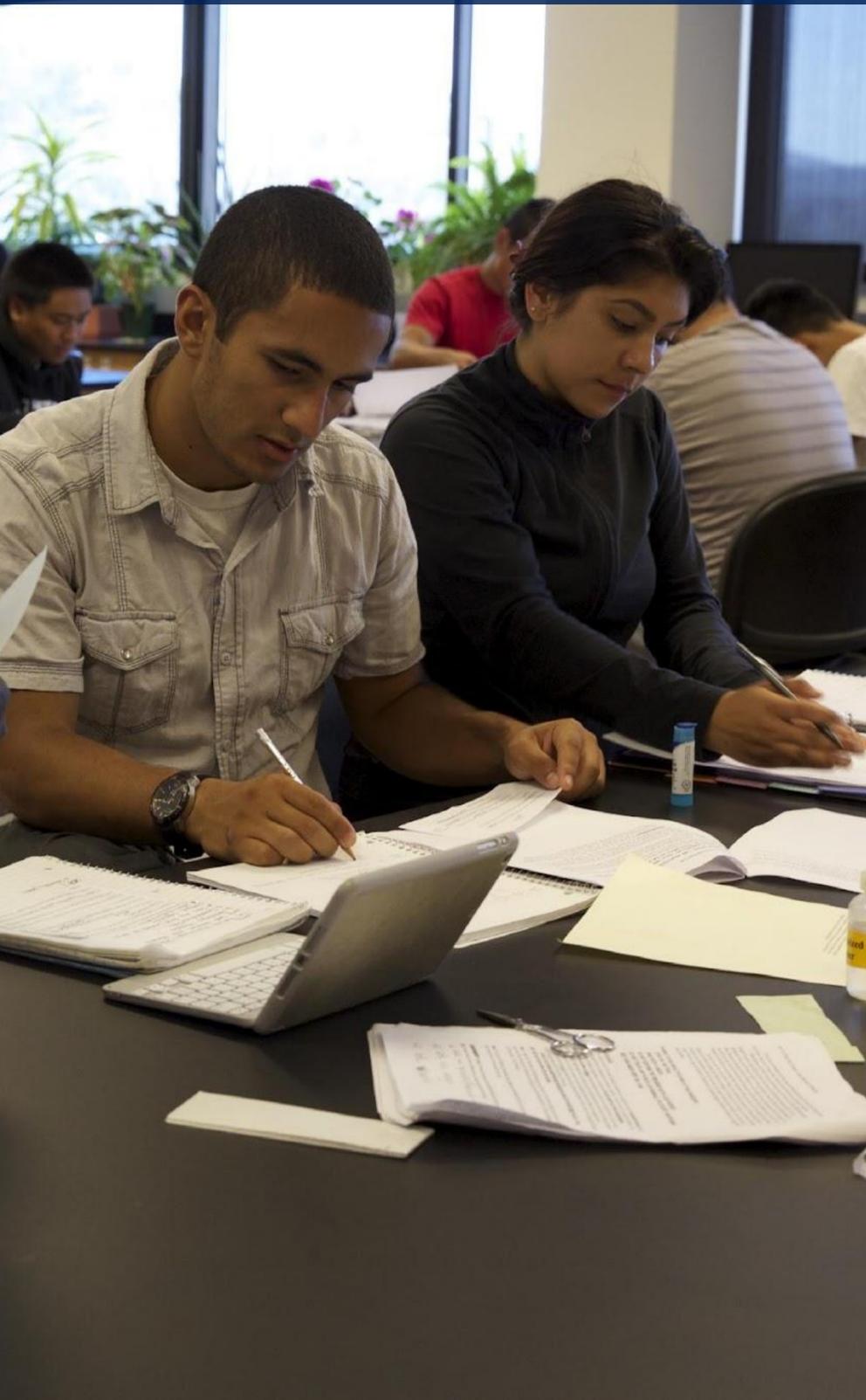
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- Please share how you have assessed or would like to assess the culturally responsive teaching and leading expertise of candidates.
 - What ideas or suggestions do you have for designing high-quality programs that help candidates meet these CRTL rubric criteria and standards?

— Breakout Room Discussion By Coach

In your rooms, consider one or more of the following prompts:

- How might you leverage this rubric in your program design?
- What are the programmatic supports that I need to provide for candidates to be able to demonstrate expertise in these standards?
- Are there ways that a formative assessment might capture proficiency across multiple standards?

Please assign one notetaker to summarize the group discussion to post in the chat.



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Takeaways

- Expertise in CRTL is demonstrated in gradation, contextual, and ever-changing because the populations we serve are frequently evolving.
- Assessment rubrics can act as tools to radically imagine the programmatic throughlines and supports that collectively support candidates to demonstrate expertise in CRTL.
- Consider how the CRTL Standards and Assessment rubric might nuance or impact the principles and practices of assessment in your program.

Feedback Survey

