

Stretching Experiences to Build Cultural Responsiveness of Pre-Service Teachers

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Abstract: This study investigated interactions of pre-service teachers' experiences and self-efficacy for teaching students with disabilities using culturally responsive practices. Extending a previous study, this study investigated what happens with intentional instructional changes. Pre-service teachers participated in courses about inclusion of students with disabilities, with embedded content related to cultural responsiveness. Students self-rated frequency and intensity of previous experiences plus the amount of professional development needed in components of culturally responsive practices in teaching children with disabilities. Analysis of Co-Variance (ANCOVA) revealed that variance in experiences explained over a third of the variance in the future teachers' self-efficacy to teach children with disabilities using culturally responsive practices. Furthermore, results demonstrated that with small instructional changes, future teachers grew significantly in culturally responsive experiences ($d=.86$, large) and their self-efficacy for teaching with culturally responsive practices ($d=1.07$, very large).

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Interactions and Gains in Cultural Responsiveness in Pre-Service Educators

Background

Teachers, regardless of specific certification areas or grade ranges, must design environments and employ pedagogy that welcome all their students. For the purposes of this study, “culturally responsive teaching means using students’ customs, characteristics, experience, and perspectives as tools for better classroom instruction” (Will & Najarro, 2022). That means that pre-service teachers need opportunities to grow in experiences and an array of culturally responsive practices. This is especially important when teaching children with interacting identities or needs, such as disability intersecting with poverty, historically marginalized race or ethnicity, or linguistic diversity.

Rationale for the Study

The researcher identified a need to improve components of special education courses taken by all pre-service teachers. This specific study investigated interactions and student gains specifically related to teaching children with disabilities with additional marginalizing identities.

Building Teacher Self-Efficacy.

Self-efficacy in general is a type of confidence to set goals and achieve them, to anticipate positive outcomes (Woolfolk Hoy, 2007). Specific to teachers, self-efficacy predicts success and retention in the field of teaching. Self-efficacy is sensitive to interventions and grows in response to experiences and timely specific feedback, (Erdem & Demirel, 2007). Therefore, quality teacher preparation programs do not just impart information, but prioritize building experiences with engaging practices and field experiences and share feedback so future teachers grow in skills

and in their confidence, or self-efficacy to use those skills.

Competencies for Cultural

Responsiveness across Teaching Disciplines

Many frameworks or standards for teachers include expected competencies related to cultural responsiveness. One of those, *The Framework for Teaching* (Danielson, 2013) is a framework used in many states and school districts. Specific subdomains of that framework promote and/or rate teachers’ responsiveness to home culture or language, or interactions with diverse families (for examples, subdomains 1b, 1c, 2a, 2d, 3e, and 4c). Such competencies apply regardless of a teacher’s certification expertise.

One state implementing related competencies is Pennsylvania. That state now requires professional development in schools and accountability in teacher preparation programs so teachers are prepared to meet nine competencies of *Culturally Relevant and Sustaining Education* (Pennsylvania Department of Education, 2022). Those competencies start with self-awareness of bias and perspectives and build to advocacy and actions toward change in personal practices and systems.

Cultural Responsiveness Specific to Teaching Children with Disabilities

When applying a lens of cultural responsiveness, the researcher explored how pedagogy differed when contextualized in teaching pre-service teachers to teach children with disabilities. For so many years, data revealed disparities in learning outcomes for students with disabilities by race, ethnicity, income, etc. A 2018 synthesis study revealed continued disproportionality in eligibility for specific learning disabilities by race and ethnicity,

and disparities in graduation rates when disability intersects with race (McFarland, et al., 2018).

The Council for Exceptional Children, the leading international organization for special education, publishes standards for initial practice (Berlinger & McLaughlin, 2022). Those standards include multiple competencies of cultural responsiveness, such as designing environments and experiences that support belonging for all students, selecting culturally appropriate assessments with limited bias, and improving the learning outcomes of diverse children with disabilities.

Broughton, et al. (2022) proposed a model when making instructional decisions to meet unique needs of students with disabilities who are also bilingual or multi-lingual. In the preparation phase of their Critical Consciousness Decision-Making Model (CCDM), the team starts with reflection upon teacher ideologies, then review of information, then analysis of context factors that might interact with delivery of a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). In the practice phase of the CCDM, teachers then design a culturally and linguistically appropriate plan, partner with families and communities, and practice and advocate for the unique needs of that student.

Osipova and Lao (2022) summarize pedagogy into three broad recommended practices for teacher preparation to teach culturally and linguistically diverse children with disabilities. Those recommendations included faculty collaboration in related teaching and scholarship, student collaborations such as co-teaching in field experiences, and university-school partnerships specifically aimed at enhanced culturally rich teaching experiences.

Scott, et al. (2014) implemented a model for improving pre-service special education programs, starting first with analysis of syllabi and documented evidences of where and how cultural responsiveness is being addressed within courses, then redesigning courses with specific content or tasks. Results from multiple surveys showed small gains in culturally and linguistically responsive practices, but emphasized importance of individual teachers taking ownership of personal culturally responsive practice beyond pre-service instruction. Furthermore, these researchers emphasized that future research examine "...students' attitudes and beliefs, knowledge and skills about multicultural competence with diverse populations within special education populations" (Scott, et al., 2014, 88).

More recently, Williams, et al. (2021) intentionally redesigned teacher preparation curriculum with frameworks of cultural responsiveness. Costa, et al. (2021) showed the importance of prompts to build shared vocabulary, thinking through and persisting with challenging questions, and practicing empathetic listening. Jones (2021) proposed similar emphasis on building a climate in which it is safe to process bias and solve problems collaboratively.

Specifically focusing upon cultural responsiveness within special education, Kelly and Barrio (2021) supported teachers through routines of repeated reflection. Layering lenses, McCall, et al. (2014) examined teacher perspectives concerning diverse identities paired with disability. Their study revealed the importance of authentic engagement with this intersection of need.

One set of scholars layered the lens of culturally responsive teaching to evidence-based practices such as teaching math or writing. They discussed options for implementation of specific evidence-based

practices to serve diverse students with learning disabilities (Freeman-Green, et al., 2021).

Students of one teacher preparation program completed pre and post surveys about both experiences and their self-efficacy to teach children with disabilities who are also linguistically or culturally diverse. Results demonstrated that variance in experiences explained nearly half of self-efficacy for such teaching practices. Contextualized in a university theme-year of reconciliation, those pre-service teachers made very large significant gains in both experiences and self-efficacy specific to teaching diverse children with disabilities (Burchard, 2022).

Certainly, special educators, and of course all teachers serving children with disabilities in regular education settings need to apply the lens of self-awareness of bias, and employ practices that support all learners, especially those who experience both disabilities and any other type of marginalization by race, ethnicity, religion, linguistic diversity, poverty, etc. Therefore, such intersecting identities add layers of complexity to teaching and thus require nuanced skills of cultural responsiveness.

Purposes of this Study

The purpose of this study was to investigate interactions and gains of pre-service teachers, specific to cultural responsiveness in teaching children with disabilities. Specifically, this study explored the interactions between experiences and self-efficacy as well as impact of instructional changes in one specific junior-level course taken by all pre-service teachers.

Methods

Participants

The research recruited participants from a mid-sized private university in the northeastern region of the United States. That faith-based university offers bachelors, masters and doctoral degrees, with approximately 2,500 students registered as degree-seeking undergraduates in the fall semester of 2022 (Messiah University, 2022). The researcher recruited participants from pre-service teachers enrolled in the junior-level courses about teaching students with high incidence disabilities. Though the university campus is rural, concurrent teaching experiences range from rural to suburban to urban settings.

The researcher applied strict inclusion and exclusion criteria. Inclusion criteria required students to be pursuing teacher certification, enrolled in a course about inclusion of learners with high incidence disabilities, and enrolled in a concurrent field experience. Exclusion criteria eliminated students who did not consent for their data to be included, or those who took courses as an elective, or who did not complete all instruments. Choosing not to complete all instruments was interpreted as one way of withdrawing from the study.

Application of inclusion and exclusion criteria resulted in 46 pre-service teachers. Demographic details include two students of historically marginalized race or ethnicity, four who disclosed disabilities, 11 males and 35 females. Participants included pre-service teachers pursuing varied types of teacher certifications (elementary grades; middle grades 4-8; secondary content grades 7-8; across grades content such as Family and Consumer Science, Health and Physical Education, Music Education, Art Education, and Special Education).

Instructional Methods

While the gains results of the previous study were impressively significant, those took place during a year in which the university theme of reconciliation included multiple campus events and speakers. That study revealed the importance of culturally responsive experiences toward building culturally responsive self-efficacy.

Therefore, for this academic year, the instructor reorganized two courses, one of which is required for all juniors proceeding toward teacher certification, both of which covers inclusion of students with disabilities. In each of those courses, the instructor encouraged participation in culturally diverse campus events; included specific lessons on cultural days; required reading about cultural responsiveness; provided explicit instruction about disparities and frameworks of cultural responsiveness to teach children with disabilities who are also diverse in poverty, language, race, or ethnicity; and engaged students in critiques, reflections, and discussions.

Course Credit for Campus Events

A good number of campus events related to diversity and even intersections of diverse identities. The course instructor reinforced participation in targeted diversity events through course credit, such as earning a weekly quiz score by uploading a selfie as proof of attendance.

Observance of Cultural Days

Course participants observed some cultural days, such as *Ruby Bridges Walk to School Day*, an observance of desegregation of schools (Ruby Bridges Walk to School Day, 2021). For *Indigenous People's Day*, a community member who previously taught on an Indian Reservation, read a children's book, *Stolen Words* (Florence, 2017), shared

her experiences teaching on a reservation, taught some indigenous vocabulary words, and sang a traditional song. The instructor provided students with a calendar of holidays and cultural observances, which could be used in planning culturally responsive lessons.

Explicit Lessons

The course instructor updated research and data in delivery of lessons specifically about how disability interacts with other marginalizing identities. All students enrolled in one of the two courses and received the same amount of content and instruction specifically related to cultural responsiveness in teaching children with disabilities, nine hours of explicit lessons, with reflection questions embedded throughout other units of instruction, approximately three additional hours, 12 hours total.

In one three-day module, the instructor shared data and prompted reflection. Data addressed disability risks in poverty; increased risks of sexual abuse in certain disability categories; disproportionate disability eligibility by race, ethnicity, or poverty; disproportionate degrees of restrictive environments by race; the links to prison through disability and race; complexities in identifying disabilities for children who are linguistically diverse; biases against immigrants and refugees that may inhibit accessing special education; and disparities in the impact of a pandemic. To help students process how teachers might respond differently to various challenges of cultural responsiveness for learners with disabilities, the instructor first introduced those lessons with students sharing perspectives about their own personalities and ways they like to engage, then referencing state competencies for Culturally Relevant and Sustaining Education (Pennsylvania Department of

Education, 2022). On the third day, students wrote written responses to reflection questions. Then volunteers role-played an administrator interviewing teacher candidates about their plans to implement culturally responsive practices, especially as they relate to intersections with disability.

Critique of Children’s Books about Disability and Race or Ethnicity

For a few class sessions, the instructor designed station activities to critique and discuss reflection prompts using children’s picture books. The pre-service teachers used the *Finding Belonging through Children’s Books Rating Scale* (Burchard, 2022a) to analyze interactions of race and ethnicity with disability using three sets of books. The first set featured main characters of diverse races or ethnicities who did not have disabilities. The second set featured children with disabilities of varied races. A third set of picture books featured main character children with black or brown skin who had disabilities of learning, behavior or communication. In small discussion groups, pre-service teachers analyzed representations of children with black or brown skin with disabilities, including with which types of disabilities. They then discussed teacher actions to promote identity and empathy using such books.

Two lessons involved engagement with picture books for two purposes, considering intersections of disability with race and ethnicity, and interactions of disability and migration experiences. The researcher shared those lessons through *Building Belonging and Empathy: Lesson Activities with Culturally Rich Children’s Literature* (Burchard, 2023). For example, using books about refugee experiences, students discussed prompts, then painted a pebble similar to the one painted by one book character. Using books about

migration stories, students reflected on their own family migration stories and colored illustrations. Community neighbors also illustrated migration stories. The instructor sewed each set of illustrations into a migration story quilt, one for the class, and one for the neighbors, which students then compared for experiences and expressions of emotion.

Instrumentation

During fall semester of the junior year, all students enrolled in one of two courses about inclusion of students with high incidence disabilities completed pre and post program evaluation surveys. To assess professional development needs and gains across the semester, the researcher used the *Culturally Responsive Special Education Experiences and Efficacy Scale, CRSEES* (Appendix A) (Burchard, 2021). That instrument includes 29 items with two subscales of culturally responsive experiences and self-efficacy for culturally responsive practices. Students complete that survey in approximately ten minutes.

The first subscale includes 24 items asking educators to rate their previous engagement with specific culturally responsive teaching actions serving children with disabilities. Ratings include both frequency and levels of support used for such skills as building a representative classroom library, establishing culturally respectful class routines, and honoring cultures with respectful vocabulary.

The second subscale includes five items asking educators to rate the amount of professional development they need in components of cultural responsiveness as they teach students with disabilities. Those broad categories include informing one’s teaching, designing a positive environment, adapting practices, engaging families, and problem-solving for individual needs.

The instructor allotted class time during the first week of classes and the last week of classes for completion of the CRSEES through *Qualtrics* software. The first question asked for consent. Students who consented to participate in the study then completed the 29 items on the CRSEES during approximately ten minutes. The instructor did leave the classroom during survey completion. During the last week of classes, students then completed post-assessment using the CRSEES.

Culturally Responsive Components of Assignments.

The instructor curated updated assigned readings including articles about cultural responsiveness within special education. Students completed brief weekly quizzes on assigned readings by Thursday evenings, with follow-up discussions during Friday class sessions.

To existing assignments, the instructor added requirements with graded components specifically related to planning for and reflecting about specific teaching practices in serving students with disabilities that are culturally responsive. For one example, exam questions required essay responses to some of the reflection questions used during in-class discussions. For a second example, students wrote a paper about one documented issue of disparity for individuals with disabilities who also are diverse in race, ethnicity, language, poverty, etc. That paper required analysis of data about the problem, research about what is working to address the problem, and a proposal for their own personal actions to address that aspect of cultural responsiveness in their own teaching.

Study Methods

During one class session in the first week of classes, the researcher recruited

participants from all students in the two courses. One question asked consent, so students who consented to participate then proceeded to the study questions. Participant recruitment and post-survey occurred during one class session in the last week of classes.

The researcher employed within-group quantitative methods, analyzing data through the Statistical Package for Social Sciences, SPSS version 27. Analysis included frequencies, correlations, Analysis of Co-variance of paired data (ANCOVA), as well as calculation of effectiveness of any gains comparing pre-assessment group means to post-assessment group means, through *Cohen's d* measurement of effect sizes.

Results

Correlation and Co-variance of Culturally Responsive Experiences and Culturally Responsive Self-Efficacy

Mean scores on the subscale of experiences correlated to mean scores on the subscale of self-efficacy $r=.492, p<.001$. Furthermore, results revealed significant one-way co-variance with 35% of variance in self-efficacy explained by variance in experiences, $F(1,45)=3.22, p<.05, R^2=.35$. This means the variance in one's culturally responsive experiences teaching students with disabilities explains 35% of the variance in self-efficacy for teaching children with disabilities using culturally responsive practices.

Effectiveness of Gains in Culturally Responsive Experiences

The researcher computed results into *Cohen's d* effect sizes to analyze within-group degree of change across standard deviation from pre-assessment to post-assessment. Though limited by the within-group study design, change across the semester resulted in large effect sizes for

educational research (Cohen, 1988; Kraft, 2019).

Students responded to prompts on a scale of 0 (for “I have not YET done this/ OR I CANNOT YET do this”) to 5 (for “I do this regularly and provide assistance to others to do this.”). Results showed participants’ pre-assessment mean score for culturally responsive experiences at a

relatively low mean of .74 (.68 σ). Further, results showed a post-assessment mean of 1.41 (.86 σ). Results showed mean gains in culturally responsive experiences of .66 (.68 σ). Such resulted in an effect size gain in culturally responsive experiences of $d=.86$ (Table 1).

Table 1
Effectiveness of Gains in Culturally Responsive Experiences and Self-Efficacy for Special Education Across one Semester

	Pre-Assessment Mean (σ)	Post-Assessment Mean (σ)	Gains Mean (σ)	Effects d
Culturally Responsive Experiences	.74 (.68)	1.41 (.86)	.66 (.68)	.86
Culturally Responsive Self-Efficacy	2.20 (.66)	3.07 (.94)	.87 (.88)	1.07

Effectiveness of Gains in Culturally Responsive Self-Efficacy

Students responded to self-efficacy questions asking them to assess their need for professional development. Responses ranged from 1 to 5 (1= “I’ll take anything” to 5= “I feel ready to help others”). Results showed a pre-assessment mean score on culturally responsive self-efficacy of 2.20 (.66 σ) and a post-assessment mean score of 3.07 (.94 σ). These pre-service teachers made mean gains over one semester of .87 (.88 σ). In computation of degree of that gain, results showed an effect size gain in culturally responsive self-efficacy of $d=1.07$ (Table 1). This means that across one semester, students demonstrated significant growth in self-efficacy for culturally responsive practices specific to teaching children with disabilities.

Discussion

Implications of Interactions between Culturally Responsive Experiences and Self-Efficacy

Similar to the approaches of other studies, this study started with program redesign (Scott, et al., 2014; Williams, et al., 2021). Consistent with previous models, the researcher emphasized shared vocabulary with routines for thinking and reflection (Kelly & Barrio, 2021; Costa, et al., 2021).

In an earlier study contextualized within a university theme year of reconciliation pre-service teachers’ culturally responsive experience predicted almost half of the variance in culturally responsive self-efficacy for teaching children with disabilities (Burchard, 2022b). Consistent with those results, the variance in culturally responsive experiences of this cohort of pre-service teachers explained 35% of the variance in their self-efficacy to

teach children with disabilities using culturally responsive practices. These two studies together suggest that teacher preparation programs should prioritize engaging future teachers in authentic experiences with culturally responsive practices specific to students with disabilities.

Implications of Gains in Culturally Responsive Experiences and Culturally Responsive Self-Efficacy

Strong gains the previous year occurred in the context of a university theme of reconciliation. Strong gains across one semester this more typical academic year means that students actually experienced increased frequency of engagement or new culturally responsive experiences in teaching children with disabilities. Such strong effect size gains in both culturally responsive experiences and culturally responsive self-efficacy related to teaching children with disabilities encourages teacher educators to try specific instructional changes, such as reinforcement to participate in diversity-related campus events, explicit instruction about cultural responsiveness, use of guest speakers, engagement with children's books, and grading for components of cultural responsiveness within assignments. Instruction within the control of faculty can and does make a difference in building both experiences and self-efficacy to grow into culturally responsive teachers for children with disabilities.

Limitations

This study included a relatively small sample size. Such limits broad conclusions and suggests the value of scaling a similar study to a larger sample.

Of course, one key limitation is that this study occurred at one faith-based university. No assessment items asked students to identify political party, family

income, or other such demographics. One observed characteristic of this sample is that many of the students represent generally middle-class conservative perspectives. Future research might ask detailed demographics to discern if a pre-service teacher's political views interact with willingness to adopt culturally responsive practices.

While instruction emphasized possibilities for field implementation, no assessment required demonstration of cultural competencies in concurrent field experiences. Therefore, assessments stayed primarily limited to self-ratings of experiences and self-efficacy, without assessment of practice.

While the researcher encouraged participation in existing campus events and engaged students with particular cultural days, still authentic cultural engagement in the community was quite limited for most participants. Previous research demonstrated the importance of authentic engagement in culturally rich community or field experiences (McCall, et al., 2014). That suggests outcomes of even greater gains with intentionality of authentic cultural engagement.

Next Directions and Importance

Clearly, an essential competency, teacher preparation programs must prepare teachers to teach with culturally responsive practices, including when disability intersects with other diversities that marginalize. Helpful studies might explore how teacher preparation programs in largely middle-class populations or rural settings might improve culturally rich authentic experiences. As states implement related educator competencies, next studies should explore which specific program changes impact learning outcomes of specific competencies.

Ultimately, the field needs in-service teachers to employ culturally responsive practices in teaching, including in teaching children with disabilities. Next directions in research must include assessment of needs and gains for in-service educators as well.

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Appendix A

Culturally Responsive Special Education Experiences and Efficacy Scale, CRSEES

This instrument may be used at your discretion. Find a printer ready copy at

https://mosaic.messiah.edu/edu_ed/41/

Please reference the following citation:

Burchard (2021). Culturally Responsive Special Education Experiences and Efficacy Scale.

https://mosaic.messiah.edu/edu_ed/41/

This survey asks a total of 29 questions and should take about 10 minutes to complete. 24 questions ask about your experiences. The last 5 ask you to identify professional development needs. There are no right or wrong answers.

Part One Directions: For each of these statements, please select the response that BEST matches your current experience with this skill. If you don't know the meaning of a term or don't know if you can do the skill, choose "I have not YET tried this/ OR I CANNOT YET do this."

Response options for Part One Items:

I do this regularly and provide assistance to others to do this.=5	I do this regularly without support =4	I have done this a few times without support =3	I have done this a few times using support from someone with expertise =2	I have done this once =1	I have not YET done this/ OR I CANNOT YET do this =0
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1. I **read articles** or chapters by experts on how **learning with a disability interacts with sociocultural factors** such as gender, race or ethnicity, English language learning, or economic status.
2. I **examine state and/or national performance data about how student disabilities interact with sociocultural factors** such as gender, race or ethnicity, English language learning, or economic status.
3. I **examine local progress monitoring data about how student disabilities interact with sociocultural factors** such as gender, race or ethnicity, English language learning, or economic status.
4. I use **students' comments** to understand **how learning with a disability interacts with sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status.
5. I use students' **nonverbal behaviors** to understand **how learning with a disability interacts with sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status.

6. I design my **classroom environment** with materials that welcome children with **disabilities** with additional interacting **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE Strategy posters showing learners with varied skin colors).
7. I build my **classroom library** with books that are inclusive of children with **disabilities** with additional interacting **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE book illustrations depicting a child with both a disability and garments specific to a particular ethnicity).
8. I **adapt vocabulary of texts** to meet the unique needs of children with **disabilities** with additional interacting **sociocultural factors** such as race or ethnicity, culture or faith, English language learning, or economic status (IE reading level of text, or names used in word problems).
9. I **adapt instruction** to meet the unique needs of children with **disabilities** with additional interacting **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE avoiding idioms or geographically specific terminology in examples).
10. I **adapt assessments** for children with **disabilities** with additional interacting **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE adjusting a rubric for group collaboration grade to acknowledge culturally expected gender roles).
11. I implement **class routines and rules that are culturally respectful of sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE rules about how to dress or wear hair during physical education do not clash with culture or religion of my students).
12. I **adapt proactive behavior practices** for children with **disabilities** with additional interacting **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE respecting faith-based dietary restrictions for positive behavior events).
13. I **adapt behavior intervention practices** for children with **disabilities** with additional interacting **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE explicitly teaching code switching from a home culture to the social expectations in school culture).
14. I **honor cultures** of my children with disabilities in our class events (IE how we celebrate holidays, OR whether a child's face shows in photos used in class newsletters).
15. I **flex** how to **engage families** of my **students with disabilities** who also **struggle financially** (IE flexing timing of meetings when parents lose pay to miss work for meetings, OR communicating through paper instead of digitally).

16. In my **visual communications with families**, I vary **illustrations** showing varied **types of families** (IE showing families with foster or adopted children with varied skin tones).
17. In my **written communications with families**, I use **culturally sensitive vocabulary** (IE describing a teaching unit using the name of a specific Native American tribe).
18. I actively engage **parent priorities in planning** for a child's special education (IE incorporating IEP goals that honor the parent's hopes for their child's future).
19. I **provide translated documents** for **families** of children with **disabilities** who are **English language learners** (IE providing a copy of parent rights in Special Education translated into Spanish).
20. I **use interpreters** or interpreting services to make **communication accessible** for **families** of children with **disabilities** who are **English language learners or who use American Sign Language** (IE holding an IEP meeting using video sign language interpreting).
21. I **advocate** for unique needs children with **disabilities** with additional interacting **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE organizing community Wi-Fi hot spots for access to on-line learning).
22. I **problem-solve** for unique needs of children with **disabilities** respecting additional interacting **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE collaborating with a neighborhood homework support program).
23. I **critique** how my own special education practices may be **biased** concerning **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE expecting less of students of one gender or race, OR interpreting cultural expressions as inappropriate behaviors).
24. I **change my special education practices** as I learn about how disability interacts with **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status.

Part Two Directions: For each of these statements, please select the response that BEST matches your current need for professional development with this skill. If you do not know if you can do the skill, choose “I’ll take anything.”

Response options for Part Two Items:

I’ll take anything= 1	I’m starting to get it, but I want lots more= 2	I do this, but I could benefit from more=3	I don’t feel the need for more= 4	I feel ready to help others= 5
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25. How much professional development do you need to **inform yourself how learning of a student with a disability interacts with sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status?

26. How much professional development do you need to **design a positive environment** to support unique needs of **a student with a disability with additional sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status?

27. How much professional development do you need to **adapt practices** to support unique needs of **a student with a disability with additional sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status?

28. How much professional development do you need to **engage with families of students with a disability** with additional **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status?

29. How much professional development do you need to **problem-solve** to support unique needs of **a student with a disability with additional sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status?