Project P6 Final Report

In Spring 2013, *Project P6: A Program-based Portfolio and Professional Development Project to improve Pre-Service Teachers' Writing Performance* (P6) was funded as an IDW action plan to improve writing for undergraduate students in pre-service teacher preparation programs. P6 focused on professional development to support preK-6 faculty's understanding of diversity issues and the creation of diversity-focused writing and sharing assignments hosted in a program-based digital portfolio. Specifically, it aimed to improve pre-service teachers' writing by: 1) providing professional development; 2) engaging faculty in the collaborative development of interrelated writing assignments; and 3) developing a digital repository to support interaction with student writing across the preK-6 program.

P6 accomplished these objectives (see Table 1 for a summary of P6 Outcomes). The team met for a total of ten sessions (See APPENDIX A for a summary of P6 Activities). The first six meetings focused on professional development and project planning. The participating faculty learned about diversity topics including deficit perspectives, intersectionality, and culturally responsive teaching in one of the poorest areas of Chesapeake from three diversity consultants. They developed diversity goals for their courses (see Appendix B). They shared writing ideas and pondered how to create assignments that addressed all six of the IDW's student learning outcomes (SLOs) with the assistance of writing consultant, Shelley Rodrigo. Then participating faculty developed diversity writing assignments focused on critical diversity-related topics such as home literacy practices, identity development, and Virginia's Massive Resistance movement (see Table 2 for P6 diversity writing assignments and samples). Tasks were diverse, ranging from documenting an oral history, to developing a community profile, to examining student and teacher roles in a cyberbullying incident. Student work was posted in a single digital portfolio, a WordPress web site, shared by all participating classes (http://p6.silver.odu.edu/). The website, *Seeing Beyond ,* includes 798 posts and 2,618 comments. The seventh meeting was a project reflection after the first semester of implementation. Five of six faculty members revised their assignment and implemented a second round in the spring. The sixth faculty member is planning his second implementation for this coming fall.

Table 1: Summary of P6 Successes

P6 Successes
Faculty developed six diversity-focused writing assignments and one low-stakes common writing activity. Students in twenty course sections completed these assignments, 487 students total.
A WordPress web site, *Seeing Beyond* , was developed and used as a program-based digital portfolio. Over the course of two semesters, there were 798 posts and 2,618 comments.
Two professional papers were submitted related to P6's success; 90% of students report benefit reading their peers' stories
Student writing samples showed 80% or more of the courses had 80% of students meet or exceed standard for IDW SLOs 1, 2, 4, and 5. Sixty percent of courses had 80% of students meet or exceed SLO 3 and seventy percent of students had 80% meet or exceed SLO 6.

Table 2: P6 Writing Assignments and Student Work Examples

Course	Assignment Description & Prompt	Student Work Examples
All courses	Students describe the effect their demographic background will have on their teaching practice. http://p6.silver.odu.edu/?page_id=32	http://p6.silver.odu.edu/?p=160 http://p6.silver.odu.edu/?p=789
STEM 434	Students created a practitioner journal article in science education that served to personally explore issues of diversity and suggest specific strategies for teaching science in culturally relevant ways. http://p6.silver.odu.edu/?page_id=2582	Part 1 examples: http://p6.silver.odu.edu/?p=692 http://p6.silver.odu.edu/?p=790
TLED 301	Students wrote the story of their K-12 identity development as a member of a particular demographic group. They read and commented on their peers' stories. http://p6.silver.odu.edu/?page_id=25	Essay, replies and reflection: http://p6.silver.odu.edu/?p=1560
TLED 430	Students role played characters in cyberbullying scenarios and shared reflections with their peers http://p6.silver.odu.edu/?page_id=29	http://p6.silver.odu.edu/?p=2309
TLED 432	Students created multi-media texts for school-aged children to address a selected diversity topic and wrote a research paper related to their diversity topic to present in roundtable sessionshttp://p6.silver.odu.edu/?page_id=2586	Multimodal Texts (1) & Profession Paper (2): http://literacy432.wordpress.com/projects/ http://literacy432.wordpress.com/odu-resources/
TLED 435	Students created oral histories of individuals who attended school during the time of the Massive Resistance movement in Virginia and then reflected on their process. http://p6.silver.odu.edu/?page_id=27	Oral History presentation: http://prezi.com/dadwutcr_sij/school-desegregation-in-virginia/ Reflection: http://p6.silver.odu.edu/?p=2017
TLED 479	As part of their practicum portfolio, students examined their own cultural upbringing, developed a community profile for the school they observed, and reflected on the interactions of a student demographically different from themselves. http://p6.silver.odu.edu/?page_id=2590	Part 1B: http://p6.silver.odu.edu/?p=2543 Part 3B: http://p6.silver.odu.edu/?p=2546

In addition to developing individual writing assignments, the P6 faculty also created a common writing-to-learn writing prompt[i] that was implemented across all the classes. This shared prompt introduced students to the digital portfolio with a low-stakes task and enabled cross-course interaction between demographically and programmatically diverse students. It allowed faculty to compare responses from students who have taken 1-2 courses[ii] in the program

with those who have taken 7-8.[iii] Although the responses were not studied systematically, some evidence suggests students who have been in the program longer thought and wrote more critically than their more novice peers.

Two P6 participants collaboratively submitted two papers related to the project, one nominated for a best paper award at AERA[iv], the other accepted for publication in book about writing on the web.[v] The initial results reported in these papers indicate students found the P6 assignment to be a beneficial activity (84%) that helped them learn about themselves and their classmates. Almost all students found benefit in reading (90%) and reflecting on (91%) other students' stories, emphasizing the importance of the interaction facilitated by the digital portfolio website.[vi]

Despite these successes, some P6 faculty members reported difficulty developing writing prompts that focused on their course objectives and all six IDW student learning outcomes. Whereas faculty expressed confidence assessing course concepts, such as planning instruction for diverse learners, they expressed apprehension assessing students' writing performance related to the SLOs. A few suggested the IDW rubric was not appropriate for all writing in the PreK-6 teacher preparation program and that a revised version might be more useful. Given this need, three meetings were planned for summer 2014 focused on the assessment of student writing samples using the IDW rubric.

The three final meetings were held in summer 2014. To prepare, participating faculty selected two student samples from their diversity writing assignment. Borrowing the procedure from the IDW assessment summit, all faculty members and writing consultant, Shelley Rodrigo, evaluated the selected samples using the IDW rubric. The team compared and discussed scores on each sample (2 samples x 6 faculty = 12 samples evaluated; two samples were evaluated digitally and the process can be seen here[vii]). In addition, a new rubric was introduced, the Intercultural Knowledge and Competence Value (IKCV) rubric[viii], to evaluate the assignments for the diversity outcomes they were trying to achieve. There was considerable debate about the merits of the IDW rubric for teacher education and different interpretations for the individual SLOs. The general consensus was that the PreK-6 program should consider adopting a writing rubric, and that in general, PreK-6 students need more practice integrating credible sources into their writing, synthesizing multiple viewpoints, and applying theoretical frameworks. To achieve this, the participating faculty plan to build more scaffolding into writing assignments and to explicitly direct students to cite required readings. Students were seen to have greater skill establishing focus for their writing, drawing conclusions, and reflecting on what was learned. The IKCV rubric was deemed to have merit and may be considered for use program-wide. A summary[ix] of some of the responses from the end of project survey for faculty[x] are presented in Appendix C.

A significant challenge for Project P6 was the development of the digital portfolio to house student writing. This proved challenging for two reasons: 1) there were unanticipated difficulties coordinating the development of the site with ITS and 2) the categorizing requirements of the project surpasses the expertise of the project staff. The development of the site by ITS took much longer than anticipated and the site was not functional for users when complete. Jennifer and Shelley spent many hours communicating with ITS staff trying to explain and remedy the issues. This delayed the development of the WordPress digital portfolio and resulted in a website with less functionality than desired. Because of the delay, not all student work was able to be posted on the site. Because of the lack of functionality, all contributions of an individual student cannot be accessed via a single page meaning that the site does not function

effectively as an *individual* digital portfolio. Furthermore, all six instructors had to use a common set of tags and categories which reduced their usefulness as a way to sort entries and connect students and reduced the functionality of the website as a *program-based* portfolio. Separate course blogs (developed and housed via the English department) linked via a common landing page is proposed as a solution until such time that project staff or ITS gains the expertise to develop a single program-based website.

Getting the technology right is important as it affects student motivation. Student evaluation results from three semesters of Identity Exploration Assignment used in TLED 301(See Table 3) show students were less satisfied with the project each semester. These scores corresponded with students reporting difficulty using the website. The WordPress blog worked perfectly the first semester during the pilot when the website was used just for the TLED 301 students and was administered by the English department. In the subsequent iterations all the students participating in P6 posted their work on the newly developed blog and the site was more difficult to navigate. In addition, the narrated video instructions available in the first site were replaced by text-based directions. The other factor that changed over the course of the semesters was the addition of the shared assignment (also completed in the blog) and a peer review (completed in Blackboard with a sub-par tool). Both of these additions added complexity to the project which students reported disliking. The students' waning enthusiasm suggests returning to course-based blogs and maintaining an appropriate balance between the opposing tensions of scaffolding and complexity.

Two rounds of implementation of the diversity writing assignments occurred: Fall 2013 and Spring 2014. At the end of each semester, faculty assessed a percentage of student papers with the IDW rubric to determine what percentage of the class had met or exceed each SLO. Ideally, 80% or more of the students in a course would meet or exceed each standard. The percentage of courses that achieved this standard are shown in Table 4 along with the meets/exceeds rate for each course during each implementation. For four of the six SLOs 80% of P6 courses met the 80% standard. For SLO #1, 100% of P6 courses met the 80% standard. In some cases, the scores for the spring iteration were lower than the fall iteration. These results occurred because at least one faculty member evaluated her student samples after participating in the summer assessment meetings, and as a result, applied a new interpretation of several of the SLOs. While this new understanding of the SLOs skews the evaluation data somewhat, the overall result is beneficial. The more demanding interpretation of the SLOs is prompting the faculty to work harder to help students meet these standards. An explanation of the new interpretations can be found in Appendix D.

Significant outcomes resulted from Project P6. A small group of faculty has established a professional learning community where they are working together productively toward the common goals of improving students' writing and developing students' cultural competence. More work is needed to help preservice teachers become competent and confident writers who enjoy writing and can pass their passion for writing onto their future prek-12students[xi,xii] , but the process has begun. The P6 faculty are planning to revise and use their diversity assignments this fall and to share strategies with the other PreK-6 faculty for teaching and assessing writing and for helping students increase their cultural competence. Perhaps, should more funding become available, this group and other faculty in the PreK-6 program can pursue additional activities to improve student writing, such as the use of screencasting to develop exemplars and provide formative feedback to students. In the meantime, the learning community developed among P6

faculty will aid the perseverance and spread of these practices within the college of education and throughout Old Dominion University.

Table 3: Three Semesters of Student Evaluation of TLED 301 Identity Exploration Project (1:30 section)

Survey Question	Spring 2013 % agree (somewhat or strongly)	Fall 2013 % agree (somewhat or strongly)	Spring 2014 % agree (somewhat or strongly)
By completing the Identity Exploration Assignment…			
I learned about identity development.	90	75	66
I learned about myself.	83	71	66
I learned about the effects of group memberships on people's identity.	97	84	83
I learned how other students' group memberships affected them in ways I hadn't previously considered.	90	86	70
Survey Question	% agree (somewhat or strongly)		
Section "X" helped me understand the effect of group memberships on identity development.			
Section 1 (Watching the videos, reading the articles and posting on the VoiceThread)	87	77	67
Section 2 (Completing the "Remembering Yourself" worksheet)	90	70	67
Section 3 of the Identity Exploration project (Reading the This I Believe stories of the high school students)	90	80	80
Section 4 (Writing your own story)	90 (60% strongly)	78	80
Section 5 (Reading other people's stories and making comments)	87 (67% strongly)	85	73
Section 6 of the Identity Exploration project (Reflecting on the whole project)	90	90	70
Survey Question	% agree (somewhat or strongly)		
The Identity Exploration project was beneficial to me as a future teacher.	93	82	70
I enjoyed participating in the Identity Exploration project.	87	66	60
The Identity Exploration Assignment was a good opportunity to practice my writing skills.	83	71	53
The Word Press site we used for the Identity Exploration	80	64	40

project was easy to use overall.			

Table 4: Percentage of students meeting or exceeding the SLOs on diversity writing assignments developed for Project P6

SLO (Student learning outcome)	% meets or exceeds	% meets or exceeds	% meets or exceeds	% meets or exceeds	% meets or exceeds	% meets or exceeds	% meets or exceeds	% meets or exceeds	% meets or exceeds	% meets or exceeds	% meets or exceeds	% meets or exceeds	%courses where 80% meets or exceeds standard
	TLED 301	TLED 301*	TLED 430	TLED 430	TLED 432	TLED 432	STEM 434	STEM 434	TLED 435	TLED 435	TLED 479	TLED 479	All Courses
	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	All
1 - clearly state a focused problem, question, or topic	89%	90%	95%	100%	100%	100%	92%	NA	TBA	80%	100%	100%	10/10 100%
2 - identify relevant knowledge and credible sources	92%	30%	95%	95%	95%	98%	92%	NA	TBA	40%	100%	100%	8/10 80%
3 - synthesize information and multiple viewpoints	50%	30%	95%	100%	86%	90%	53%	NA	TBA	50%	100%	100%	6/10 60%
4 - apply appropriate research methods or theoretical framework	68%	20%	85%	90%	86%	87%	85%	NA	TBA	80%	100%	100%	8/10 80%
5 - formulate conclusions and consider applications, limitations and implications	83%	80%	85%	80%	95%	92%	85%	NA	TBA	60%	100%	100%	9/10 90%
6 - reflect on or evaluate what was learned.	81%	85%	95%	100%	100%	77%	77%	NA	TBA	70%	100%	100%	7/10 70%

*In some cases percentages for spring 2014 were significantly lower than for fall 2013. This is because P6 participants met to discuss the IDW rubric and definitions and assess samples of student work during summer 2014. The instructor re-evaluated a sample of the students'

submissions after the group meeting (See Appendix 4 for an explanation of the re-interpretations).

APPENDIX A

Project P6 Completed Activities

Summary:
10 Meetings for Partner Faculty: diversity and writing professional development, project reflection and evaluation, assessment of student writing
Hours of Independent Work: developed individual diversity writing assignments and IDW-aligned rubrics; developed categorizing schema for posting student work in shared blog; assessed student work using the rubric; presented findings at con
3 Diversity Consultant Presentations
1 Writing/Tech Consultant ongoing support + digital portfolio design
2 Course Implementations: Fall 2013, Spring 2014
3 Conference/Institute presentations
4 Participants attended conferences for PD

Date/ Time	Activity/Purpose	Participant(s)	Outcomes/Events
6/27/13 1-4pm	**Meeting 1**: Project Introduction, Discussion of Goals, Diversity Professional Development	Lead/Partner Faculty Alonzo Flowers, Diversity Consultant	-Discussed project goals and plan -Discussed diversity goals for PreK-6 program and for individual courses -Alonzo presented via Adobe Connect on why race matters in interactions with students, Ruby Payne, and deficit perspectives
6/28/13 2-4pm	**Meeting 2:** Diversity Professional Development	Lead/Partner Faculty Jeff Toussaint and Wendy Scott, Diversity Consultants	-Jeff presented on colorblindness, intersectionality, prejudice and discrimination -Wendy presented on culturally relevant pedagogy
7/3/13	Replace participant		-Tiffany Hall replaced Brandon Butler as a participating faculty member
7/23/13 10-12pm	**Meeting 3:** Faculty Training and Sharing	Lead/Partner Faculty Writing & Tech Consultant, Shelley Rodrigo + Jeff	-Revisited diversity goals and themes and began brainstorming ideas for fall writing and sharing assignments.
July 2013	Independent Work	Lead/Partner Faculty	-Partner faculty developed a writing and sharing assignment that addresses all six QEP learning outcomes
7/25/13	Planning the digital portfolio to support the project (meeting)	Jennifer, Shelley, Helen Crompton (Tech Consultant)	-Discussed technology to host student writing
7/30/13	**Meeting 4:** Faculty Training and Sharing	Lead/Partner Faculty Shelley	-Participating faculty shared their diversity goals and writing and sharing assignment with the group to receive feedback
August 2013	Independent Work	Lead/Partner Faculty	- Partner faculty revised writing assignment based on feedback
8/20/13	Design digital	Jennifer & Shelley	-Began designing digital repository to support writing and

	portfolio (meeting)		sharing assignments; experienced technical difficulties
8/22/13 10-12pm	**Meeting 5:** Planning student interaction on the website	Lead/Partner Faculty	-Presented matrix of diversity goals and assignments across our 6 courses -Discussed the WordPress website and how to tag and categorize student posts
8/30/13	Added shared assignment	Lead/Partner Faculty	-A shared low-stakes common assignment was introduced; all partner faculty agreed to implement it in their courses
9/11/13	**Meeting 6:** Shared Assignment Logistics, Tagging in WordPress & Research Plan Development	Lead/Partner Faculty	-Discussed logistics for shared assignment and tagging; Each partner faculty must send a list of categories to label posts; Developed a tentative plan for pursuing research interests tied to P6
October 2013	Technical Difficulties	Jennifer & Shelley	-Experienced significant technical difficulties with ITS: the website took much longer to be developed than expected, didn't have the desired functionality, was not ready for users, etc. Jennifer spent hours trying to solve technical issues (using coding language etc) and corresponding with ITS staff. This delayed the start of the shared assignment and consequentially the start of the individual course assignments.
10/31/13	Project Website (our WordPress blog) is finally ready		
Fall 2013	Course Implementation I	Lead/Partner Faculty	-Students completed shared assignments and individual course writing and sharing assignments, posted work in the digital repository -Faculty graded student work using QEP rubric/ or adapted QEP rubric -Pre- and post-test students' diversity attitudes (only Jennifer & Tiffany's courses) -Developed and posted student evaluation surveys
12/13/13 8:30-10am	**Meeting 7:** First Semester Reflections		-Reflected on success of shared and individual prompts; decided to continue shared prompt -Discussed concerns with blog, suggested moving to new blog hosted by English dept
December 2013	Independent Work	Lead/Partner Faculty	Faculty submitted SLO matrix and first semester evaluations
December 2013	Independent Work	Lead/Partner Faculty	-Faculty revise their assignments based on student learning outcomes from fall
Spring 2014	Course Implementation II	Lead/Partner Faculty	-2nd Round Course Implementation & Evaluation with IDW Rubric (revised activities/assignments)
4/6/14	International Conference Presentation	Jennifer	AERA (American Educational Research Association) Presentation: Getting Uncomfortable: Identity Exploration in a Multiclass Blog

5/20/14 1-2pm	ODU CLT Summer Institute Presentation	Lead/Partner Faculty + Shelley + Jeff	Seeing Beyond Our Own Perspectives: A Faculty Learning Community helps Students Write and Learn about Diversity in a Multi-Class Blog
5/21/14 1-2pm	ODU CLT Summer Institute Presentation	Jennifer (with Remica and other IDW participants)	Improving Disciplinary Writing Through Action Projects: Sparking Departmental Change.
Summer 2014	Faculty Attend Conferences to Learn about Supporting Student Writing	Jennifer, Jody, Yonghee, Judith	Judith: International Reading Association Conference (May 10-12) Yonghee: International Writing Across the Curriculum Conference (June 12-14) Jennifer & Jody: International Society for Technology in Education Conference (June 27-July 1)
May-June 2014	Independent Work	Lead/Partner Faculty Shelley	-Selected samples of student work -Evaluated student samples with IDW rubric and Intercultural knowledge and competence value rubric -Compiled student evaluation data -Completed Final Reflection Survey
6/4/14 10-1pm	**Meeting 8:** Assessing Student Writing Samples I	Lead/Partner Faculty Shelley	-Following IDW assessment submit procedures, participants discussed IDW rubric and then assessed samples of student writing from 3 instructors -Assessed student writing using Intercultural knowledge and competence value (IKCV) rubric -Reflected on the assignment prompt and needed changes
6/5/14 1-4pm	**Meeting 9:** Assessing Student Writing Samples II	Lead/Partner Faculty Shelley	Same as above, but for 3 more instructors' writing samples
7/9/14 10-1pm	**Meeting 10:** Project Reflection	Lead/Partner Faculty Shelley	-Shared strategies/ideas from conferences (Jen, Jody, Judith, Yonghee)-Reflection on and evaluation of project activities -Generated suggestions for sustaining/ expanding Project P6 including revising IDW for PreK-6 purposes and using IKCV rubric in all prek-6 courses
August 2014	**Final Report Compiled**	Jennifer	

Diversity-related Curriculum across Project P6 Courses

Course	Diversity Goals	Writing/Sharing Assignment Summary	Topics Discussed in Course	Other Activities

301	1-Discuss and describe how social inequality affects education. 2- Discuss and describe how diversity (differences in ethnicity, race, socioeconomic status, religion, gender, sexual orientation, learning abilities, and language use) relates to students' social and academic development and school experiences. 3- Positively view all aspects of student diversity and consider how that diversity can enhance teaching and learning	Focus: Identity Development
		
		Students write and respond to blog posts exploring the influence of group memberships on K-12 identity
			Gender
			Power, Privilege & Prejudice
			Racial/Ethnic Issues
			   • Inequities; Affirmative Action; Colorblindness; Achievement/Opportunity Gap; Harvard's IAT tests; Stereotypes; Stereotype threat; Generalizations
			Poverty
			   • Ruby Payne; Deficit Perspective
			Culturally Responsive Teaching
			Linguistic Diversity
			   • ELLs; Code Switching
			Learning Differences
			   • Inclusion; ADHD; Tracking; Multiple Intelligences; Emotional Intelligence
				-Diversity Project – interview someone in a non-dominant group
				-Observation Assignment - read article and interview cooperating teacher regarding the achievement/opportunity gap

430	1-Students will understand how issues such as ethnicity, race, socioeconomic status, religion, gender, sexual orientation, learning differences, and linguistic differences relate to students' social and academic development and school experiences.
	
	2-Students will develop a plan of action for how to address cyberbullying as a teacher in their future K-6 classroom.
		Students will role-play various students and the teacher in a cyberbullying situation; Students will develop an action plan for addressing cyberbullying in the classroom; Students will read and respond to other students' plans	Digital divide
			Cyberbullying
			-homosexuality
			-"not Black enough"
			-religion (Muslim)
			-"Mean girls"
			-weight issues
			Ruby Payne
				-Speed Date Your Classmates - Students get to know other classmates by finding commonalities; this will include cyberbullying experiences
				-Prompts added to the portfolio final project :
				  1-What will you do in your future classroom to promote tolerance and an acceptance of those who are different from you?
				  2-How will address bullying/cyberbullying in your classroom?
				  3-How might the BYOD (Bring Your Own Device) movement in school systems change the landscape of cyberbullying? What will you do to lessen that impact?

432	1-Students will examine the ways in which minorities and those living in poverty are frequently subjected to a deficit view of their home-literacy practices that belie their actual literacy engagement rather than capitalizing on cultural capital and funds of knowledge available in many families 2-Students will discuss what literacies are available to whom, and how issues of positive and negative freedom related to literacy impact the "possible futures" of students and their social participation at the local/global levels. 3-Students will engage in social justice projects to demonstrate their awareness and activism around social justice/diversity issues.	Students will create a multi-media, student-friendly text to address their selected diversity topic; students will write and present a 3-5 page paper for a professional/peer audience	• Family Literacy (resisting deficit model) • Power and positioning of literacy in society • Portrayals of diversity in a variety of text • Social Justice Education in Literacy • Multimodal/Transmediation as vehicles to express literate behaviors	Students will create a *Critical Literacy Action Project* focused on available literacies in school neighborhoods that meets the needs of the families in our communities and schools. Students will investigate and report how closely the texts in their classrooms/schools reflect the cultural backgrounds of the children attending the school.

Course	Diversity Goals	Writing/Sharing Assignment Summary	Topics Discussed in Course	Other Activities
434	1-Appropriately involve families/community in the teaching and learning of science 2- Provide instruction that is culturally responsive and appropriate for students with varying needs 3-Prepare appropriate activities for ALL students to learn and to do science.	Action Plan for teaching Science to ALL students based on 1) Barton article, 2) a reflection of their personal experiences learning science, and 3) a lit review of best culturally relevant science practices	• What is diversity, why is it important (esp in science)? • Strategies for working with diverse learners	-"Race to Become a Scientist" activity – students step forward/back to indicate advantages/challenges they've faced relative to race, class, gender and exposure to science -Discussion of Ms. Jones vignette – using science language in the classroom with students who use AAVE -Draw a scientist (helps explore gender)

435	1- Differentiate instruction to meet the needs of students from diverse backgrounds 2-Students will discuss and describe the history and experience of diverse groups (NCCREST, 2006, p. 6). 3-Students will explore personal, family and community histories (NCCREST, 2006, p. 6). 4-Students will develop an appreciation of diversity (NCCREST, p. 7).	Students will conduct an oral history project by interviewing those who experienced "Massive Resistance" in VA	Virginia's Massive Resistance to school desegregation	-Read three articles on how students in the U.S. and other countries make sense of history. -Afterwards modify lesson plan based on the demographics of students. -Read Parker's seven guidelines for teaching diverse classrooms -Discuss how to talk about gays and lesbian issues; watch episodes from the film, "It's elementary!" -Final Exam Question: How do I (as a teacher) view my students?

479	1-Identify and apply developmentally and culturally appropriate instructional teaching practices for a multicultural and diverse society. 2-Apply skills in using a variety of instructional materials, strategies and techniques for teaching in urban environments. 3-Demonstrate teaching behaviors that communicate high expectations to all learners. 4-Apply effective questioning techniques and practices identifying student needs within a diverse classroom. 5-Create differentiated instructional plan that responds to the needs of all learners.	Reflect on own cultural heritage Take Harvard's IAT & reflect Describe demographics of practicum class PMI chart of school community Student Observation & Reflection on Interaction	Culturally responsive pedagogy Stereotypes Equity Deficit model Learning differences	Students will create a classroom management plan that incorporates culturally responsive classroom management practices.

Summary of End of Project Faculty Survey

Student Participation in P6 Writing Activities

	TLED 301	TLED 301	TLED 430	TLED 430	TLED 432	TLED 432	STEM 434	STEM 434	TLED 435	TLED 435	TLED 479	TLED 479	
	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	
Number of students completing diversity related writing assignment	116	111	40	40	21	22	40	0	11	20	10	56	
Where was writing submitted?	blog	blog	blog	blog	blog	blog	Instruct-or	NA	blog	Instruct-or	blog	blog	
Did students complete shared low-stakes writing assignment?	yes	yes	yes	yes	yes	yes	yes	NA	yes	yes	yes	yes	

Writing Strengths
- Students demonstrated a good deal of strength in selecting and **staying on topic**, identifying relevant **sources** and formulating **conclusions**. (432)
- I felt like the **reflection** piece was the strongest across the board for my students. They were able to take the activity and connect it to their future classrooms. (430)
- For the most part, the students were very candid and seemed to deeply **reflect** on the prompts. TLED 479/579 students' writing was more sophisticated and refined than that of the TLED 301 students. TLED 479/579 writing included few grammatical and spelling errors and the students' writing was clear and concise. There were some standouts in TLED 301, but a good number of students seemed to struggle with writing. TLED 301 students completed their work in drafts prior to posting the final product on the blog. They needed this additional layer of support. (479)
- SLO 1 - state a focused **topic**; SLO 5 - drawing **conclusions** about teaching and learning; SLO 6 - **reflect** on what was learned. In general, students were able to **focus** on a group membership, provide **credible evidence** from their lives to support their stories, **reflect** on their own and other students' experiences, and draw some **conclusions** about identity development and the implications for teaching and learning. (301)
- I was impressed by their abilities to honestly and thoughtfully **reflect** about how their own practice might be one day influenced by what they learned. (434)
- Students were able to **identify the problem** (not in depth as I wish), and articulate their thoughts, using **some evidence**. Students were also able to **evaluate and reflect** the methodology that they used for the writing assignment (e.g., oral history). They were also **reflective** of the implication of the methodology in their own teaching. (435)

Writing Weaknesses
- The areas of weakness generally revolved around **reflections** and in **applying a theoretical framework**, even when one had been previously discussed. (432)

- Operating within the context of **a framework**, and **connecting their responses to the actual literature** was the weakest. Honestly, I have to take responsibility for that. It was not explicit within the directions. (430)
- The TLED 479/579 students had few weaknesses. TLED 301 students frequently had issues with spelling and grammar. Their writing was also **unclear** at times when reflecting on past and present experiences. I don't think their final blog postings would have been as good, or at the very least as readable, if they weren't required to submit a rough draft. (479)
- Students need more explicit scaffolding in terms of **synthesizing** information from **multiple sources** (e.g., scholarship, first-hand accounts, etc.).
- SLO 2 - using **credible sources;** SLO 3 - **synthesize information** from multiple sources; SLO 4 - apply a **theoretical framework.** Students did not integrate information from outside readings, or **synthesize** these with their reflections, and, as a result, **did not apply a framework** based on the literature on identity development. They did follow the structural framework e.g. format of the assignment. (301)
- The **literature review** portion was the weakest. In particular, students had trouble **synthesizing** and seem edit I merely be summarizing studies in isolation. (434)

Changes Made/Planned Changes for Diversity Writing Assignments
- For the second iteration, I provided **more scaffolding** for the research/writing of the professional paper. I utilized **peer review** during the writing process and assisted students in **identifying sources**. (432)
- As mentioned above, I would address societal structures that contribute to diversity issues rather than have students research disparate components of diversity and culturally responsive teaching without seeing the macro structures that contribute it individual or group discrimination. (432)
- In the fall, the scenarios were in place, but we did not get to the "action plan" portion of the assignment. So, in the spring, I added that question as one that students answered in the blog post. If I taught it again, and time was not an issue, I would flesh out this part much more, and have students **connect more to the readings** related to cyberbullying, and how the BYOD movement might influence it. (430)
- Change the diversity goal a bit -- slight modification. Allow more time for the readings and development of the action plan. Be specific and intention in asking students to **reference the readings**. (430)
- I have been thinking about reducing the number of prompts in the TLED 479/679 portfolio. I think I need to talk more about what constitutes outstanding work in TLED 479/679 and TLED 301, but especially in TLED 301. I may **share exemplars** with the class. I may **share writing samples and have students evaluate those samples using the rubric** and then follow up with in class discussion. (479)
- A few changes were made during spring semester. 1. Interviewee: During the fall semester, I selected and invited the two interviewees and we interviewed them as a class. During the spring semester, I asked students to find out someone in their family who experienced the time period and conducted the interviews individually. 2. I simplified the writing assignment and **broke the assignment into the three small pieces** (e.g., background packet, gallery walk, and reflection paper). (435)
- I will tie the shared prompt (demographic background assignment) to the main writing assignment. I plan on using Delpit's "Seeing Color" as a **required reading**, and having a class discussion around their writing and the reading. 2. Some modifications will be made to the diversity writing assignment. a. Instead of having students select their own readings and write an annotated bibliography, I will **assign two required readings** on school desegregation and perhaps ask students to add one more reading of their own choice. b. **Rubric** for the reflection paper will be modified. I will explicitly ask students **to cite the sources**. c. I will be introducing this assignment early in the semester. d. Interviews will be done twice: one with a guest speaker as a class and another with their family members as an individual. (435)
- The assignment did not change from fall to spring, but changed from the original iteration in spring 2013 as follows: -**peer review** added for the draft of the narrative -**more pointed prompts** provided for the reflection portion (301)
- Spending more time in class **discussing readings and modeling how to integrate readings** into the narrative and reflection. Perhaps look at Judith's **scaffolding ideas** for this. I may consider revising the readings somewhat - find shorter readings and reading focused on more aspects of identity (perhaps not as many on race). I will probably revisit the reflection prompt again. I need to **require students to refer to the readings** and to their classmates' posts directly in their responses. This is also where they should be

comparing, contrasting, and synthesizing. Revise the tagging and responding process so traditionally underrepresented groups are brought to the forefront and so all students receive comments. Use a course blog, not the shared blog. (301)

- Provide a bit more flexibility in terms of journals to cite from and also **provide less guiding questions as students merely answered each in turn**. (434)

Did your participation in the project affect your attitudes or pedagogy related to student writing? How so?

- My participation in the project really underscored **the need to scaffold academic writing** for students. It can be a challenge to know what good writing should look like, but not know how to "get students there." This project provided many opportunities to discuss and debrief student writing in a way that will certainly enrich my pedagogical practices. (432)
- It made me more aware of **my writing expectations and how I convey them** in the classroom. Conversations with the group evaluating student writing were beneficial in seeing different perspectives on **how we view different areas of the rubric**. (430)
- I put even **more effort into developing prompts** that will give me what I am looking for from students. I also realize that lower level students may require a lot more **scaffolding** to produce quality writing. (479)
- Yes. Individual dialogs with Shelley had the most profound effect on my understanding of the writing process and how to support students in it. Discussing the prompts and writing samples was also helpful, especially as a means to understand how others interpret the IDW rubric and define good writing. Another interesting insight was the difference in the assignments created by the research focused faculty (more traditionally academic) vs the teaching/practice focused (more reflection focused). While the **academic writing is more closely aligned with the goals of the IDW initiative, it is become evident to me that writing stemming from emotionally charged experiences are the most likely to impact teacher attitudes and practices**. The question is how to create potent emotional experiences for students and provide them with powerful and engaging literature that helps them process their experiences via writing. I think we are all striving for this, but it is challenging. (301)
- Yes, it helped me see writing as a learning tool for students in a broader sense. It also helped me **systematically design and assess the writing** assignment in my course. (435)
- It opened my eyes to the value of these sorts of writing assignments, but also to the **difficulties associated with consistently assessing** that writing. (434)

Instructor Perceptions of Students Performance Level on P6 Diversity Writing Assignment
(Completed June 2014)

SLO (Student learning outcome)	Estimated Class Performance Level	Estimated Class Performance Level	Estimated Class Performance Level	Estimated Class Performance Level	Estimated Class Performance Level	Estimated Class Performance Level	% of Courses Meets/ Exceeds standard (esti-mated by instruct-or)
	TLED 301	**TLED 430**	**TLED 432**	**STEM 434**	**TLED 435**	**TLED 479**	**All courses**
1 - clearly state a focused problem, question, or topic	**Meets standard**	**Meets standard**	**Exceeds standard**	**Meets standard**	**Meets standard**	**Meets standard**	6/6 100%
2 - identify relevant knowledge and credible sources	Approaches standard	Needs Attention	**Meets standard**	**Exceeds standard**	Approaches standard	**Meets standard**	3/6 50%
3 - synthesize information and multiple viewpoints	Approaches standard	Exceeds standard	**Meets standard**	Approaches standard	Approaches standard	**Meets standard**	2/6 33%
4 - apply appropriate research methods or theoretical framework	Needs Attention	Needs Attention	Needs Attention	**Exceeds standard**	**Meets standard**	**Meets standard**	3/6 50%
5 - formulate conclusions and consider applications, limitations and implications	**Meets standard**	**Meets standard**	**Meets standard**	**Exceeds standard**	Approaches standard	**Meets standard**	5/6 83%
6 - reflect on or evaluate what was learned.	**Meets standard**	**Exceeds standard**	Approaches standard	**Exceeds standard**	**Meets standard**	**Meets standard**	5/6 83%

SLO Alignment with TLED 301's Identity Exploration Assignment – Revisited Summer 2014

IDW Student Learning Outcomes	Scaffolded Activity/ Where I look for evidence	My Rubric	Revisiting Evidence Post-Assessment Meetings Summer 2014
1 - Students will be able to clearly state a focused problem, question, or topic appropriate for the purpose of the task.	PreWriting Graphic Organizer: "Remembering Yourself" – list the groups you belong to, pick the most influential First half of Final Essay	Essay has a clear focus which communicates the effect a group membership had on the student's identity as a K-12 student	No change in interpretation
2 - Students will be able to identify relevant knowledge and credible sources	PreWriting Graphic Organizer: "Remembering Yourself" –what expectations did people have of me? First half of Final Essay	Specific and detailed evidence used to support claims and illustrate development of student identity	REVISION There was significant debate about this SLO within our group. One member felt strongly that sources should come from outside the student and assignments that did not require outside sources should not be evaluated on this criterion. In my evaluation of student samples for the spring iteration, I rated students more critically on this SLO than I did during the fall iteration. Previously I only rated students on the knowledge they drew upon from their own memory. This time I rated them based on this personal knowledge, whether they referred specifically to other students' posts, and whether or not they referred to the required readings.
3 - Students will be able to synthesize information and multiple viewpoints related to the problem, question or topic.	VoiceThread Comments on Readings Posting Commenting on Peers' Narratives Reflection part of Final Essay	Student synthesized information from multiple viewpoints (including the initial readings)	STRICTER INTERPRETATION Here I didn't really change my definition, but I was stricter than the prior semester when judging whether students really integrated multiple viewpoints. For example, students may have reached a conclusion without discussing other student posts or the required readings. This final round, I would have been less likely to call this synthesis.
4 - Students will be able to apply appropriate research methods or theoretical framework to the problem, question or	VoiceThread Comments on Readings Posting Commenting on Peers' writing Reflection part of Final Essay	Student synthesized information from multiple viewpoints <u>(including the initial readings)</u> Student compared and contrasted	REVISION This was another area of contention and confusion in our group. Most faculty members were looking for a theoretical framework (i.e. students applying understanding of a theory in their writing). Some felt this criterion was not

topic.		perspectives from various students' accounts of their identity development	appropriate for certain writing assignments in education courses. I had been interpreting this SLO more loosely, i.e. I was looking to see that students followed the research methodology of examining and reflecting on other students' responses. Using this definition, most students were meeting the standard. In my spring evaluation, I looked to see if students were applying an understanding of identity development based on the readings I had assigned. Very few students did so and as a result the percent meeting the standard was quite low. Truthfully I did not emphasize this, so their performance is not surprising.
5 - Students will be able to formulate conclusions that are logically tied to inquiry findings and consider applications, limitations and implications	No scaffolding (Is it a coincidence that this is a weak part of students' essays??) Reflection part of Final Essay	Student formed meaningful conclusions and discussed implications for teaching and learning	No change in interpretation
6 - Students will be able to reflect on or evaluate what was learned.	No scaffolding (Is it a coincidence that this is a weak part of students' essays??) Reflection part of Final Essay	Students reflected thoughtfully on what was learned	No change in interpretation

End Notes

[i] Common prompt for all six classes: http://p6.silver.odu.edu/?page_id=32.

[ii] See http://p6.silver.odu.edu/?p=216 for a response posted by a student with 1-2 semesters' experience

[iii] See http://p6.silver.odu.edu/?p=789 for a response posted by a student with 7-8 semesters' experience

[iv] Selected as one eight papers in the running for a Best Paper Award in the Technology as an Agent of Change in Teaching and Learning (TACTL) special interest group (SIG) at the American Educational Research Association (AERA).

[v] Accepted as article/chapter in Jack Dougherty and Tennyson O'Donnell, eds., Web Writing: Why and How for Liberal Arts Teaching and Learning (Michigan Publishing/Trinity College ePress edition, August 2014), http://epress.trincoll.edu/webwriting

[vi] Kidd, J. & Rodrigo, R. (2014). Getting uncomfortable: Identity exploration in a multi-class blog. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA April 3-7.

[vii] Evaluation of Student Writing Samples: https://docs.google.com/document/d/1kkDTtsHdPZJ9t66n19IzAE2sZ2MFLNI046vZmxEMUdM/edit?usp=sharing

[viii] Intercultural Knowledge and Competence Value Rubric: http://www.aacu.org/value/rubrics/pdf/InterculturalKnowledge.pdf

[ix] End of Project Faculty Survey Responses: https://docs.google.com/a/odu.edu/forms/d/1oQMfE6VRlAL5o-2uJwqRTq5d5KzFfVawI-Fe7spDNYE/viewanalytics

[x] End of Project Faculty Survey Form: https://docs.google.com/forms/d/1oQMfE6VRlAL5o-2uJwqRTq5d5KzFfVawI-Fe7spDNYE/viewform?usp=send_form

[xi] Draper, M. C., Barksdale-Ladd, M. A., & Radencich, M. C. (2000). Reading and writing habits of preservice teachers. *Reading Horizons*, *40,* 185-203.

[xii] Street, C. (2003). Pre-service teachers' attitudes about writing and learning to teach writing: Implications for teacher educators. *Teacher Education Quarterly, 30*(3), 33-50.