

## **Assessment 8: Socio-Cultural Autobiography**

### **Description of the assessment**

Candidates write an autobiography in which they reflect on how socio-cultural factors influence their dispositions as an urban special educator. This assessment is completed in taking SPED 551: Introduction to Multicultural Special Education.

### **How the assessment aligns with the standards cited**

This assessment is specifically aligned with CEC standard 3. It also reflects Standard 9 Professional and Ethnic Practices, specifically ICC 9S8, demonstration of effective written language.

CEC standard 3 Individual Learning Differences: Candidates need to demonstrate understanding of different beliefs, traditions and values across and within cultures. They also need to understand that various relationships (e.g., among and between family members and school community) are affected by different cultural values. They need to be aware that their cultural perspectives are not only shaped by their own cultural practices, but also influence their perceptions of the students and families that they serve. They also need to understand that their own cultural values have impact on their professional practices.

### **Analysis of Data**

Since Fall 2007, all 25 program candidates completed the Socio-Cultural Autobiography assessment. Overall, the two semesters' data indicate that all candidates successfully completed this assessment by meeting (43%) or exceeding (57%) the standards 3 & 9.

### **Evidence for Meeting Standards**

Data generated in Fall 2007 only provided the overall performance on the assessment. However, Fall 2009's data indicated that all 15 candidates demonstrated their competencies by achieving the following CEC standards:

CEC 3: Demonstrate a comprehensive and reflective description showing: culture; socio-economic; religion or spirituality; place of origin and/or present location; family structure, composition, roles; and family characteristics and interactions.

Describes: family child-rearing practices, traditions, customs, and activities of importance explains how they have contributed to development of self describes key factors and/or experiences that have greatly influenced development of self (i.e. schooling, neighborhood, church, significant life events etceteras).

Integrates course content in reflections on autobiography.

CEC 9: Autobiography is well organized and clearly articulated. The autobiography is professionally written.

**Direction of the assignment**

Write a five-page autobiography in which you reflect on key course concepts from a socio-cultural perspective. Select critical and important aspects of your family/ cultural and educational journey and share your reflections on the implications of these experiences for your role as an urban educator.

### Special Education 551: Socio-Cultural Autobiography Rubric

CEC 3 Individual Learning Differences; CEC 9; **Knowledge: Domain-Specific Knowledge, Contextual Perspective, Professional Awareness; RIPTS 1, 4, 5, 7; Practice: Evidence-Based Decision Making; Diversity of Practice; RIPTS 1, 2, 3, 4, 5, 10; TESOL 1.a.6; 1.a.8; 1.b.3; 2.a.1**

Areas of Analysis	Approaches Standard	Meets Standard	Exceeds Standard
Demonstrate a comprehensive and reflective description showing <ul style="list-style-type: none"> <li>▪ Culture</li> <li>▪ Socio-economic</li> <li>▪ Religion or spirituality</li> <li>▪ Place of origin and/or present location</li> <li>▪ Family structure, composition, roles</li> <li>▪ Family characteristics and interactions</li> </ul> CEC 3	Demonstrates some reflection and addresses adequately the cultural, socio-economic, and family characteristics and their contributions to the development of self.	Demonstrates a comprehensive and reflective description showing how cultural, socio-economic, and family characteristics have contributed to development of self.	Autobiography is very comprehensive and reflective and addresses cultural, socio-economic and family characteristics as well as other specific contributions.
	2                      4	6                      8	10
Describes: <ul style="list-style-type: none"> <li>▪ Family child-rearing practices</li> <li>▪ Traditions, customs, and activities of importance</li> </ul> Explains how they have contributed to development of self                     CEC 3	Begins to describe how family child-rearing practices, traditions, customs, and activities of importance have contributed to the development of self.	Describes child-rearing practices, traditions, customs, and activities of importance and how they have contributed to self.	Provides a comprehensive description and reflection on child-rearing practices, traditions, customs, and activities of importance and how they have influenced perceptions and values of the individual.
	2                      4	6                      8	10
Describes key factors and/or experiences that have greatly influenced development of self (i.e. schooling, neighborhood, church, significant life events etceteras).                     CEC 3	Begins to describe key factors and/ or experiences that have greatly influenced development of self.	Describes key factors and/or experiences that have greatly influenced development of self.	Provides a comprehensive description and reflection on key factors and/or experiences that have greatly influenced development of self.
	2                      4	6                      8	10
Integrates course content in reflections on autobiography.                     CEC 3	Begins to integrate course content in reflections on autobiography.	Integrates course content in reflections on autobiography.	Demonstrates a comprehensive integration of content in reflections of autobiography
	2                      4	6                      8	10
Autobiography is well organized and clearly articulated. The autobiography is professionally written.                     CEC 9	Autobiography shows some organization and clarity; demonstrates some degree of professionalism in the presentation of information	Autobiography is well organized and clear; demonstrates a satisfactory degree of professionalism	Autobiography is very well organized and is very clearly articulated; demonstrates a high level of professionalism in the presentation of information
	2                      4	6                      8	10

Name \_\_\_\_\_

Point \_\_\_\_\_/50

Performance Areas/Standards	Fall 07 N=12			*Fall 08			Fall 09 N=13		
	Approaches	Meets	Exceeds	Approaches	Meets	Exceeds	Approaches	Meets	Exceeds
Demonstrate a comprehensive and reflective description showing <ul style="list-style-type: none"> <li>▪ Culture</li> <li>▪ Socio-economic</li> <li>▪ Religion or spirituality</li> <li>▪ Place of origin and/or present location</li> <li>▪ Family structure, composition, roles</li> <li>▪ Family characteristics and interactions</li> </ul> CEC 3							1 8%	12 92%	
Describes: <ul style="list-style-type: none"> <li>▪ Family child-rearing practices</li> <li>▪ Traditions, customs, and activities of importance</li> </ul> Explains how they have contributed to development of self CEC 3							1 8%	12 92%	
Describes key factors and/or experiences that have greatly influenced development of self (i.e. schooling, neighborhood, church, significant life events etceteras). CEC 3							1 8%	12 92%	
Integrates course content in reflections on autobiography. CEC 3							4 33%	8 67%	
Autobiography is well organized and clearly articulated. The autobiography is professionally written. CEC 9							1 8%	12 92%	
Overall Assessment of		8 67%	4 33%				18%	92%	

The course was not offered in Fall 08.