

## PAC-TE welcomes you and encourages you to:

- 1. Cast your vote for the open seats on PAC-TE's Board of Directors before you leave the conference, if possible.
- 2. Register for the Spring Conference, March 22 today and receive a \$10 discount.



Centering Critical Vibes
Through Community
Immersion:
A Mixed Methods Study of
Early Grades Teacher
Candidates' Critical
Consciousness

Dr. Ashley Rowe (she/her)

PAC-TE TEA – October 2022

Dr. David Backer, Chair Dr. Cheryl Neale-McFall, Dr. Katie Solic, Dr. Diane D'Arcangelo & Dr. Cristin Young

## Introduction & Literature

- Essential Concepts
- Purpose of Study & Rationale
- RQs
- Theoretical Framework

#### Methodology

- Convergent Mixed Methods
- Setting, Participants, & Sample
- Recruitment & Data Collection
- Analysis

#### Results

- Critical Consciousness Survey:
  - Critical Reflection
  - Critical Motivation
  - Critical Action
- Focus Group: Collective Data

#### Discussion

- Reconciling Data
- Contributions of this Work
- Limitations
- Implications & Future Research

# **Essential Concepts**



# Purpose of the Study & Rationale

- The purpose of this mixed methods study is to investigate teacher candidates' critical consciousness as part of the curriculum in an elementary-level program at a predominately white institution (PWI)
- An alternative competency for educator preparation programs (EPPs)
- Culturally Relevant & Sustaining Education (CR-SE) competencies

## **Research Questions**

#### quan



Are there mean differences between the critical consciousness of elementary-level teacher candidates who participate in a semester-long Community Immersive experience at a PWI compared to those elementary-level teacher candidates who do not participate?

#### qual

Does participation in a Community
Immersive experience at a PWI
facilitate teacher candidates'
critical consciousness?

# Theoretical Framework



# Critical consciousness grounded in Critical Pedagogy

Humanizing Pedagogy theorized through Abolitionist Teaching

Community-engaged Teacher Education

# Methodology

Setting, Participants, & Sample

Procedures

Instrumentation

**Data Collection** 

Analysis

# Setting

# **Participants**

# Sample

Harper University: PWI

Oren Elementary: Community Immersive Site

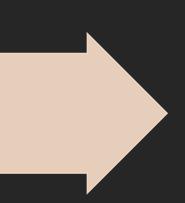
Early Grades PK-4 Teacher Candidates: 30 or more credits

Community Immersive (CI) Participants: n=16 (67%)

Traditional (Trad) Program Participants: n=77 (10%)



Critical Consciousness Survey



# Quan Analysis:

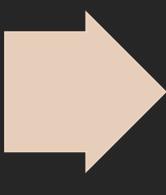
Descriptive
Statistics &
Independent
Samples *t*-tests



#### Results

# Qual Case Study:

Virtual Focus Groups



# Qual Analysis:

Deductive Coding



### **Qual Instrumentation & Data Collection**

#### **Virtual Focus Groups**

- Via Zoom
- Three groups:
  - 1. Ellen & Angelina (Trad)
  - 2. Charlotte (Trad)
  - 3. Rose & Sarah (CI)

#### **Questions**

- CR-SE Competencies: 1 & 2
- Reflect on One's Cultural Lens
  - Tell me about an activity, assignment, or class discussion where aspects of your identity, upbringing, beliefs, and values were discussed.

# **Data Analysis**

#### **Quantitative**

- Descriptive Statistics
  - Individual means between groups
- Inferential Statistics
  - Independent samples t-tests between groups' ShoCCS subscales and CCCMII subscales

#### **Qualitative**

- Deductive Coding:
  - Critical Reflection
    - Self-Analysis
  - Critical Action
  - Critical Motivation
  - Factors that facilitated or restricted critical consciousness

# Results & Findings

Quantitative

Qualitative

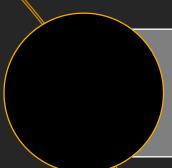
Integration

Limitations

Implications & Suggestions for Future Research

	Critical Reflection	Critical Motivation	Critical Action	Cissexism	Ableism	Sexism
Traditional Program Participants	4.34	5.02	1.41	5.21	5.58	5.88
Community Immersive Participants	4.58	5.00	1.85	5.43	5.64	5.76

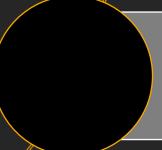
There is a statistically significant difference between groups' Critical Action p=.054; p≤.05



I, like my God, that question [amazed visual expression] you step over that boundary that feels like it, just like the fact that **you might have to teach those** [CCCMII Q1: It is appropriate for elementary school curriculum to teach children that there are more gender identities than man and woman] one day it's like oh gosh.

#### Charlotte (Trad)

Bring[ing] anything [identity-based] in the classroom because they are so young, I don't think they should be like exposed to that kind of...because you don't want to be wrong, you know when I teach wrong information, but in those situations it's not right or wrong it's just your belief, but to be even harder, because everyone has different. I mean I don't feel like I would have to teach a lot because it's quite young age, like they barely know who they are themselves.



...yeah we didn't [talk about families and communities].

Ellen (Trad) I feel like with my education there is before I found the critical conscious professor; I really had to seek out those people, and stay in that path, and add a lot more work to my own schedule to stay with them.

Angelina (Trad) ...as a woman, I'm in a minority group of one thing, but also in the majority group of so many other things. And it wasn't until I had those activities where I was asked to look at my identity...**So it wasn't until I was going into**the extra-curricular things or bringing my own personal perspective or lens to look at those assignments there that I got that out of it.

Rose (CI)

...nothing is a child's fault [because there are] deep inequities in the system...that have been there for years and years.

Sarah (CI) It's motivating in a way, because you want to be that person to make these other people [referring to family and her home community] **kind of realize like it's not as bad as it seems**, and I think that's kind of what [the Community Immersive experience] made me realize, because I was definitely scared of the beginning...I remember parking my car the first day there.

...everyone that's in the room for like our [Intro to Urban Change class] walks away after every class - mind blown, so passionate, like education is the key to changing the world.

But you walk out of one of the [Early Grades] classes and it's not the same vibe. -Angelina

## The Conventional Vibe: Status Quo

#### **Commonalities in the Major**

- the lack of teacher candidates' ability to go "deeper"; surface-level conversations
- Hesitation, avoidance, passivity, individual focus lacking regard for the collective
- That's not a teacher's business. That's not what teachers should be worried about – Angelina describing a conversation with a peer
- Teaching as "cute" Ellen

#### The Robotic Teacher?

 And for me at least, so much of like what being a teacher is...is like laid out in front of you. Like you're going to read this script. So it's like if you don't have those other tools, then a robot [could] do it...The thing about being a teacher is having those tools. -Angelina

## The Critical Vibe: The Right Spot to Hear It

# Beyond the Role of the Teacher Angelina & Ellen

- stays after and looks at it [curriculum] through a whole different lens...I do have the tools now to look at a lesson, break it down, and add in what I need to... - Angelina
- I noticed that you have to be in the right spot to be ready to hear it. And it's like, how do we get more people in that spot sooner? - Ellen

# Modeling Criticality in PK-12 Rose & Sarah

- Opt into the CI experience seeking to analyze systems toward an antioppressive praxis
- If you don't ever review your own biases, and that's something that I can, that I do constantly and kids need to do...it's really crazy how deep you can have a bias in your head that you don't even know is there. – Rose

And then when it's brought up in the early ed classes, there's maybe two people that are like, "Yeah!" And the rest of the class were like, "He's annoying." And that was the vibe. If you can read between the lines of the assignment, you get a lot more out of it, but it needs to be a lot more explicit. And I think knowing how to have that discourse is really important because the few people that were engaged weren't able to engage because so many did not have that uncomfortable discussion, perhaps. - Ellen

# Findings: Research Question 1

Are there mean differences between the critical consciousness of elementary-level teacher candidates who participate in a semester-long Community Immersive experience at a PWI compared to those elementary-level teacher candidates who do not participate?

- Reconciling high means for Critical Reflection and Critical Motivation, but low means for Critical Action.
- Despite a statistically significant difference between group means in Critical
   Action...integration of these results expose the finding for what it is a vibe that
   neglects to encompass all components of critical consciousness.

# Findings: Research Question 2

Does participation in a Community Immersive experience at a PWI facilitate teacher candidates' critical consciousness?

- The hopes of a restructured society may not be fully envisioned by teacher candidates in a semester-long experience, but they get a flavor for the inner work and community accountability required for critical consciousness.
- While not a concrete, rigorous program or set of courses, the critical vibe is most often ambivalent, complicated, and frequently transitory.

## Limitations

- Researcher bias
- Methodology
  - Scope of study due to narrow setting and participants
    - Confounding factor =
       Urban Change Minor
  - Survey instruments
- Generalizability of the sample

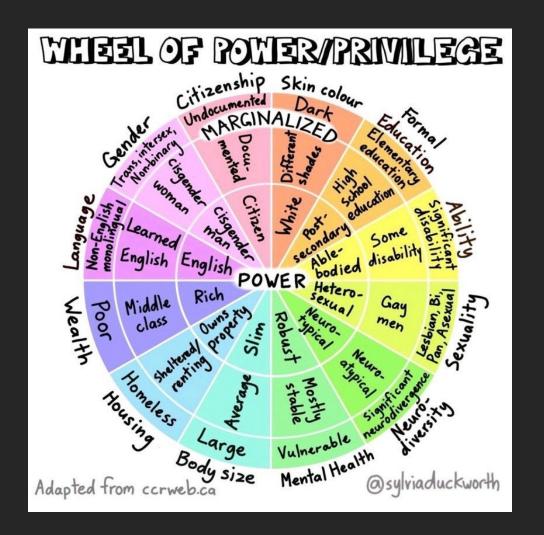
# **Implications: Teacher Candidates**

- Organizing & Advocacy Work
- Peer socialization
- Engagement in minors
- Engagement in cocurricular activities



#### **Implications: EPPs**

- Implementing CR-SE Competencies as part of Chapter 49
  - PDE's Listening Sessions and Working Group
  - PAC-TE's Virtual Spring
     '23 Conference: March 22
- Challenging ourselves to explore our Identities
  - Ex. White Affinity Group



# Future Research

- Multi-case study with other Community Immersive-like programs and sites
- Centering Action: Policy and Advocacy Initiatives
  - PAC-TE's GRC activity
  - PAC-TE's Day on Hill: Spring 2023
  - AACTE's Washington Week June 5-7, 2023
- Teacher Shortage?

# **Contributions**of this Work

- More complex view of critical consciousness
- The concept of the vibe a state of becoming
- Co-conspirator
- An action-oriented imperative in teacher education

Because we're raised in a racist world and we have to accept that truth...nobody's just, antiracist growing up. We weren't raised to be. I really wish that there was a mandatory class freshman year of like, Hey, this is what teaching is. Check your biases. If you're super uncomfortable...it sounds harsh but it's like, this isn't the career for you. You are a public servant. Anyone could walk through those doors that deserves just as much love and understanding and grace. I wish that we started as, like, this is the expectation, not your test scores, not anything else. This is the expectation, and do what you have to do to get there. We'll provide you support there. - Ellen

# Thank You & Questions!

arowe@wcupa.edu

Continue to be curious...

- B. Love



# My Wonderings & Your Context

- How does critical consciousness relate to your work as an educator?
- What challenges do you face?
- How can you:
  - provide "that support to get there" mentioned by Ellen?
  - Work within, around, against, beyond standards?\*
  - Support identity and systems conscious thinking?\*
  - Prepare our teacher candidates for advocacy at multiple levels\*
- Personal Reflexivity where does positionality and our lived experiences come into play?

<sup>\*</sup>Taken from my colleague, Dr. Riley ©



PAC-TE and the presenter(s) of this session desire your feedback.

On the Whova event main menu, go to the agenda. Tap on a session to view the session detail page, and then tap on the "Rate" button.

# **Key References**

Au, W. (2009). Unequal by design: High-stakes testing and the standardization of inequality. Routledge.

Andrews, D. J. C., Brown, T., Castillo, B. M., Jackson, D., & Vellanki, V. (2019). Beyond damage-centered teacher education: Humanizing pedagogy for teacher educators and preservice teachers. Teachers College Record, 121(4), 1–28. https://www.tcrecord.org/Content.asp?Contentld=22737

Creswell, J. W., & Plano Clark, V.L. (2017). Designing and conducting mixed methods research (3rd ed.). Sage.

Cole-Malott, D., Parker Thompson, K., Peterson-Ansari, R., & Whitaker II, R. (submitted 2021). The Pennsylvania culturally relevant and sustaining education competencies. Pennsylvania State Board of Education. <a href="https://www.paeddiversity.org/resources">https://www.paeddiversity.org/resources</a>

Daniels, J.R. (2018). White women teachers and the possibilities of harm reduction. (Publication No. 587815) [Doctoral dissertation, University of Washington]. ProQuest Dissertations Publishing. Daniels, J.R., & Varghese, M. (2020). Troubling practice: Exploring the relationship between whiteness and practice-based teacher education in considering a raciolinguicized teacher subjectivity. *Educational Researcher*, 49(1), 56–63. http://doi.org/10.3102/0013189X19879450.

Diemer, M.A., Rapa, L.J., Park, C.J., & Perry, J.C. (2017). Development and validation of the critical consciousness scale. *Youth & Society*, 49(4), 461-483, <a href="https://doi.org/10.1177/0044118X14538289">https://doi.org/10.1177/0044118X14538289</a> Freire, P. (1970). *Pedagogy of the oppressed*. Continuum.

Jemal, A. (2017). Critical consciousness: A critique and critical analysis of the literature. Urban Review, 49(4), 602–626, https://doi.org/10.1007/s11256-017-0411-3

Kaba, M. (2021). We do this 'til we free us: Abolitionist organizing and transforming justice. Haymarket Books.

Kohli, R., Pizarro, M., & Nevárez, A. (2017). The "new racism" of K-12 schools: Centering critical research on racism. Review of Research in Education, 41, 182-202, https://www.jstor.org/stable/44668692.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. American Educational Research Journal, 32(3), 465-491. http://www.istor.org/stable/1163320

Love, B. (2019). We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom. Beacon Press.

Merriam, S. (2001). Qualitative research and case study applications in education: Revised and expanded from Case Study Research in Education. Jossey-Bass.

Merritt, A. (2021). Leveling the opportunity for an achievement: White teachers' critical consciousness development as an entry point [Doctoral dissertation, Virginia Commonwealth University] VCU University Archives. <a href="https://scholarscompass.vcu.edu/etd/6854/">https://scholarscompass.vcu.edu/etd/6854/</a>

Murrell, P. (2001). The community teacher: A new framework for effective urban teaching. Teachers College Press.

Picower, B. (2021). Reading, writing, and racism: Disrupting whiteness in teacher education and in the classroom. Beacon Press.

Riley, K., & Solic, K. (2021). Abolitionist teacher education in the contact zone: Tensions of facilitating teacher-candidate learning in activist educator spaces. Equity & Excellence in Education, 1–13. http://doi.org10.1080/10665684.2021.1951633

Seider, S. & Graves, D. (2020). Schooling for critical consciousness: Engaging black and latinx youth in analyzing, navigating, and challenging racial injustice. Harvard Education Press.

Shin, R. Q., Smith, L. C., Lu, Y., Welch, J. C., Sharma, R., Vernay, C. N., & Yee, S. (2018). The development and validation of the contemporary critical consciousness measure II. Journal of Counseling Psychology, 65(5), 539–555. https://doi.org/10.1037/cou0000302

Varghese, M., Daniels, J. R., & Park, C. C. (2019). Structuring disruption within university-based teacher education programs: Possibilities and challenges of race-based caucuses. *Teachers College Record*, 121(4). http://www.tcrecord.org/Content.asp?Contentld=22631

Zygmunt, E., & Clark, P. (2016). Transforming teacher education for social justice. Teachers College Press.

Zygmunt, E., & Clark, P. (2021). Educator preparation and the rhetoric of "with liberty and justice for all." In P. Clark, E. Zygmunt, S. Tancock, & K. Cipollone (Eds.), The power of community-engaged teacher preparation: voices and visions of hope and healing. (pp. 1–16). Teachers College Press.