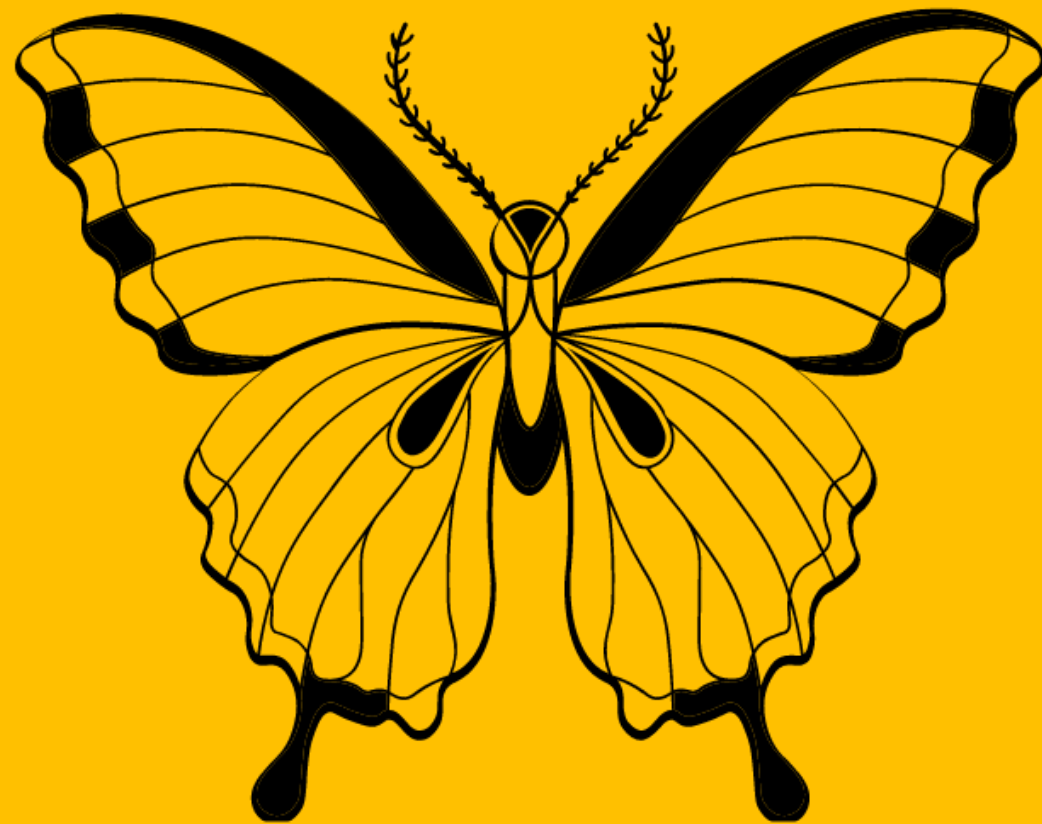


TEACHER EDUCATION ASSEMBLY
2022



BREAKING THROUGH
To

Transform

NIKKO POOLE

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.

PAC-TE TEACHER EDUCATION ASSEMBLY

OCTOBER 27-28 2022



WHAT ANALYSIS REVEALS ABOUT TEACHER EDUCATORS' UNDERSTANDING OF CULTURALLY RESPONSIVE INSTRUCTION AND TRANSLATION INTO PRACTICE



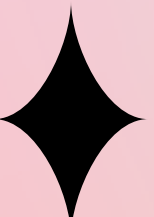
WIDENER UNIVERSITY

DANA REISBOARD PH.D., PATRICIA NEWMAN ED.D.

INTRODUCTION




SCHOOLS PRODUCE AND TRANSMIT SOCIAL RELATIONS THAT MIRROR SOCIETAL INEQUALITIES AND CULTURAL NORMS (AU, 2021).




EVEN WHEN WHITE TEACHER EDUCATORS RECOGNIZE THE IMPORTANCE OF DIVERSITY IN THE TEACHER EDUCATION CURRICULUM, THEY “GRAPPLE (SOMETIMES BLINDLY) WITH THE TENSION, CONTRADICTION, DIFFICULTY, PAIN, AND FAILURE INHERENT IN UNLEARNING RACISM” (COCHRAN-SMITH, 2000, P. 165).

PROBLEM

(SLIDE 1)



ALTHOUGH THERE ARE NOW SCHOOLS OF
EDUCATION THAT ESPOUSE THE USE OF
CULTURALLY RESPONSIVE TEACHING
PRACTICES (CRTP), CONVENTIONAL
PRACTICES AND PARADIGMS STILL RULE.
WHITE TEACHER EDUCATORS CANNOT
EFFECTIVELY EDUCATE TEACHER
CANDIDATES IF THEY HAVE NOT
THEMSELVES STUDIED AND REFLECTED
UPON THESE CONCEPTS AND HAVE
LEARNED HOW THEIR WHITE RACIAL
IDENTITY AFFORDS PRIVILEGES AND
SUPPORTS WHITENESS (MATIAS ET AL.,
2014).



CONSEQUENTLY, THERE IS A
RECURSIVE PATTERN IN PLAY
WHERE TEACHER EDUCATORS
MAINTAIN THE STATUS QUO
BECAUSE THEY THEMSELVES ARE
NOT WELL VERSED IN THE IDEAS
SUPPORTING CRTP (ALLEN ET AL.,
2017). AS SUCH, THE CYCLE OF
ILL-PREPARED TEACHERS
CONTINUES.

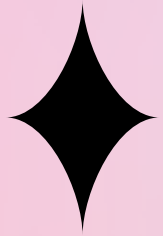
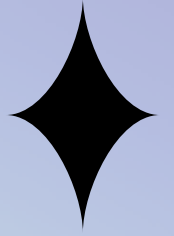
PROBLEM

SLIDE 2

TEACHERS NEED TO
RECOGNIZE THAT
SCHOOLS HAVE HELPED TO
REPRODUCE EXISTING
SOCIAL INEQUALITIES AND
NOT BECOME OR REMAIN
COMPLICIT IN
PERPETUATING THAT
INEQUITY
(CROSS ET AL., 2018).

ALL TEACHERS REQUIRE
CRITICAL
CONSCIOUSNESS TO
UNDERSTAND THEIR
OWN IDENTITIES AND TO
RECOGNIZE THE
INTERRELATEDNESS THAT
EXISTS BETWEEN
SCHOOLS AND SOCIETY
(CROSS ET AL., 2018).

GOAL



THE GOAL OF THIS PROJECT
IS TO IMPROVE THE QUALITY
OF AN UNDERGRADUATE
TEACHER EDUCATION
PROGRAM TO ENSURE THAT
FUTURE PRE- K- 4 TEACHERS
ARE CULTURALLY AND
LINGUISTICALLY PREPARED TO
TEACH INCREASING NUMBERS
OF DIVERSE STUDENTS.

CULTURALLY INFORMED PEDAGOGIES

CULTURALLY RELEVANT, CULTURALLY
RESPONSIVE, CULTURALLY SUSTAINING,
AND CULTURALLY PROACTIVE

ADDRESS DISPOSITIONS,
KNOWLEDGE, AND
PRACTICES TO MEET THE
NEEDS OF STUDENTS
WHO ARE OFTEN
MARGINALIZED IN
SCHOOLS (GIST, 2014)
TO REDRESS THIS
SITUATION.

THESE PEDAGOGIES ARE
INTENDED TO BE FAMILY-
CENTERED AND CONNECT
IN-SCHOOL LEARNING TO
OUT-OF-SCHOOL LIVING;
EDUCATIONAL EQUITY AND
EXCELLENCE ARE
PROMOTED, AND STUDENTS'
AGENCY, EFFICACY, AND
EMPOWERMENT ARE
DEVELOPED (GAY, 2018, P.
49).

CULTURALLY INFORMED PEDAGOGIES

- ADDRESS DISPOSITIONS, KNOWLEDGE, AND PRACTICES TO MEET THE NEEDS OF STUDENTS WHO ARE OFTEN MARGINALIZED IN SCHOOLS (GIST, 2014) TO REDRESS THIS SITUATION.
- INTENDED TO BE FAMILY-CENTERED AND CONNECT IN-SCHOOL LEARNING TO OUT-OF-SCHOOL LIVING; EDUCATIONAL EQUITY AND EXCELLENCE ARE PROMOTED, AND STUDENTS' AGENCY, EFFICACY, AND EMPOWERMENT ARE DEVELOPED (GAY, 2018, P. 49).



CULTURALLY INFORMED PEDAGOGIES





CULTURALLY RESPONSIVE TEACHING



CULTURALLY RESPONSIVE TEACHING

- CULTURALLY RESPONSIVE TEACHING, AN EMANCIPATORY PEDAGOGY, PROVIDES A COMPLICATED BLEND OF BELIEFS AND PEDAGOGICAL SKILLS THAT REQUIRES CRITICALLY CONSCIOUS TEACHERS TO REINTEGRATE MARGINALIZED KNOWLEDGE INTO TEACHING (NOURI & SAJJADI, 2014).
- CULTURALLY RESPONSIVE TEACHING IS NOW MORE IMPORTANT THAN EVER TO REDUCE THE CULTURAL MISMATCH AMONG TEACHER EDUCATORS, TEACHERS, AND THEIR MULTIRACIAL CLASSROOMS, WHICH WAS THE CASE IN THIS STUDY.



QUALITIES INHERENT IN CULTURALLY RESPONSIVE EDUCATORS

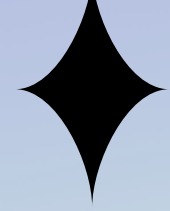
(VILLEGAS & LUCAS, 2002)

- 1. ARE SOCIALLY CONSCIOUS**
- 2. POSSESS AFFIRMING VIEWS OF STUDENTS FROM DIVERSE BACKGROUNDS**
- 3. SEE THEMSELVES AS RESPONSIBLE FOR AND CAPABLE OF BRINGING ABOUT CHANGE TO MAKE SCHOOLS MORE EQUITABLE**
- 4. UNDERSTAND HOW LEARNERS CONSTRUCT KNOWLEDGE AND CAN PROMOTE KNOWLEDGE CONSTRUCTION**
- 5. KNOW ABOUT THE LIVES OF THEIR STUDENTS**
- 6. DESIGN INSTRUCTION THAT BUILDS ON WHAT THEIR STUDENTS ALREADY KNOW WHILE STRETCHING THEM BEYOND THE FAMILIAR**



MODELS OF CR TEACHER PREPARATION

- SCHOOLS IN THE CONTEXT OF COMMUNITY
(SCC – BALL STATE UNIVERSITY)
- SUMMER TEACHER EDUCATION PROGRAM FOR
URBAN PREPARATION AND INNOVATIVE
NETWORK OF FUTURE URBAN SPECIAL
EDUCATORS (STEP-UP AND INFUSE – ILLINOIS
STATE UNIVERSITY)
- NEXUS TEACHER EDUCATION PROGRAM IN MELBOURNE,
AUSTRALIA



RESEARCH QUESTIONS

1. TO WHAT EXTENT DO PRE-SERVICE TEACHER EDUCATORS USE CULTURALLY RESPONSIVE TEACHING PRACTICES TO CREATE AND SUSTAIN A CULTURE OF EQUITY?

2. TO WHAT EXTENT DO PRE-SERVICE TEACHER EDUCATORS INTEGRATE ETHNIC AND CULTURAL DIVERSITY CONTENT IN THE CURRICULUM AND THROUGH THE DELIVERY OF INSTRUCTION?

3. TO WHAT EXTENT DO PRE-SERVICE TEACHER EDUCATORS FACILITATE COMMUNICATION WITH ETHNICALLY AND CULTURALLY DIVERSE STUDENTS?

4. TO WHAT EXTENT DO PRE-SERVICE TEACHER EDUCATORS BUILD CARING LEARNING COMMUNITIES?

METHODOLOGY:

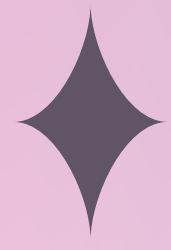
DESCRIPTIVE RESEARCH DESIGN

✦ QUANTITATIVE METHODS

- SEMI-STRUCTURED INTERVIEW (CANTRELL, CORRELL, MALO-JUVERA, CORNELIUS, AND IVANYUK (2015))

✦ QUALITATIVE METHODS

- CULTURALLY RESPONSIVE TEACHING SELF-EFFICACY SCALE (SIWATU, 2007)
- SYLLABI CONTENT ANALYSIS- THE CULTURALLY RESPONSIVE INSTRUCTION OBSERVATION PROTOCOL (POWELL, CANTRELL, & CORRELL, 2017)



STUDY CONTEXT AND PARTICIPANTS



THE RACIAL COMPOSITION OF THE TEACHER EDUCATION FACULTY

N=6

- 66.6% WHITE
- 16.7% BLACK
- 16.7% ASIAN OR ASIAN/PACIFIC ISLANDER

THE RACIAL COMPOSITION OF THE TEACHER EDUCATION STUDENT POPLUATION

- 70.9% WHITE
- 12.6% BLACK
- 0.1% ASIAN OR ASIAN/PACIFIC ISLANDER
- 8.6% HISPANIC/LATINO
- 2.1% OF STUDENTS ARE IN TWO OR MORE RACES

- TEACHER EDUCATOR A IS A WHITE MALE
- TEACHER EDUCATOR B IS AN ASIAN MALE
- TEACHER EDUCATOR C IS A WHITE FEMALE
- TEACHER EDUCATOR D IS A WHITE FEMALE
- TEACHER EDUCATOR E IS A BLACK FEMALE
- TEACHER EDUCATOR F IS A WHITE FEMALE

DATA COLLECTION

- ✦ SURVEY: THE TEACHER EDUCATORS COMPLETED AN ADAPTED VERSION OF SIWATU'S (2007) CULTURALLY RESPONSIVE TEACHING SELF-EFFICACY SCALE (CRTSE)
- ✦ INTERVIEWS: A 30-MINUTE SEMI-STRUCTURED INTERVIEW WAS CONDUCTED VIRTUALLY. THE INTERVIEW QUESTIONS, WHICH WERE DERIVED FROM THE WORK OF CANTRELL ET AL. (2015)
- ✦ SYLLABI CONTENT ANALYSIS: CONTENT ANALYSIS WAS EMPLOYED BY THE AUTHORS USING THE CULTURALLY RESPONSIVE INSTRUCTION OBSERVATION PROTOCOL (CRIOP) (POWELL ET AL., 2016)

DATA ANALYSIS ALIGNMENT: QUESTIONS, CODES, AND CATEGORIES

Research Questions	Code	Survey Question	Interview Question	Syllabi Content Analysis
To what extent do literacy pre-service teacher educators use culturally responsive teaching practices to create and sustain a culture of equity?	Instructional Practices (IP) Assessment Practices (AP)	1, 11, 14. 28, 37, 2, 3, 4, 7, 21, 31, 34.	1. 2, 3, 4.	Indicator 1,2,3, 4
To what extent do pre service teacher educators develop the knowledge base of cultural diversity through the inclusion of ethnic and cultural diversity content in the curriculum?	Critical Consciousness (CC)	13, 17, 25, 27,,32, 35, 36 5, 6, 8, 16, 23, 26, 30,		Indicator 1, 2, 3,
To what extent do pre service teacher educators facilitate communicate with ethnically diverse students?r	Discourse (D)	15, 18, 22	5	Indicator 1, 2 ,3 ,4
To what extent do pre service teacher educators build caring learning communities?	Classroom Relationships (CR) Family Collaboration (FC)	9, 10, 12, 19, 20, 24, 29	6. 7, 8, 9	Indicator 1,2 3,4

DATA ANALYSIS

✦ PHASE 1- CODING

- 1) CLASSROOM RELATIONSHIPS (CR)
- 2) ASSESSMENT PRACTICES (AP)
- 3) INSTRUCTIONAL PRACTICES (IP)
- 4) DISCOURSE (D)
- 5) CRITICAL CONSCIOUSNESS (CC)

✦ PHASE 2- SORTING

DATA WAS SORTED THE DATA TO ANSWER EACH QUESTION

DATA ANALYSIS

SYLLABI

- ASSIGN A RATING THAT MOST CLOSELY REFLECTS THE IMPLEMENTATION OF EACH INDICATOR WITHIN EACH COURSE SYLLABUS
- RECORD THE MEAN HOLISTIC SCORE FOR EACH CULTURALLY RESPONSIVE ELEMENT
 - ALIGN EACH INDICATOR TO ONE OF THE FIVE HOLISTIC ELEMENTS (APRIORI CODE-AP, IP, D, AND CC).

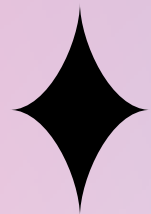
INTERVIEW

- READ TRANSCRIBED INTERVIEW DATA AND ASSIGN A PRIORI CODES REPRESENTING THE FIVE AREAS OF CULTURALLY RESPONSIVE INSTRUCTION FROM THE CRIOP.

SURVEY:

- SUM RESPONSES OF THE 37 ITEMS IN THE CULTURALLY RESPONSIVE TEACHING SELF-EFFICACY SCALE (SIWATU, 2007) TO GENERATE A TOTAL SCORE
- SUM ITEMS THAT ALIGN WITH EACH OF THE FIVE ELEMENTS (CR, AP, IP, D, AND CC) TO GENERATE A TOTAL SCORE

FINDINGS



RESEARCH QUESTION 1: TO WHAT EXTENT DO PRE-SERVICE TEACHER EDUCATORS USE CULTURALLY RESPONSIVE TEACHING PRACTICES TO CREATE AND SUSTAIN A CULTURE OF EQUITY?

COURSE SYLLABI DATA INDICATE THAT INSTRUCTORS:

- “OFTEN” UTILIZE CULTURALLY RESPONSIVE ASSESSMENT PRACTICES (M=3.06)
- ENGAGEMENT WITH CR PRACTICE IS LIMITED TO RESPONSES TO READINGS AND REFLECTIONS ON FIELD PLACEMENT EXPERIENCES: “OCCASIONAL” OPPORTUNITIES FOR SELF-REFLECTION DURING COURSEWORK (M=2.15)
- “OCCASIONALLY” (M=2.59) INCORPORATED STUDENTS’ CULTURAL KNOWLEDGE AND AFFIRMED THEIR RACIAL AND CULTURAL IDENTITIES”

INTERVIEW DATA INDICATE THAT INSTRUCTORS:

- POSSESS VARYING LEVELS OF UNDERSTANDING ABOUT CR INSTRUCTION
- USE CHOICE, HANDS-ON MANIPULATIVES, LEARNER INVENTORIES, MOVIES, SOCIAL MEDIA, AND COLLABORATIVE DISCUSSIONS TO MAKE LEARNING ENGAGING AND RELEVANT TO STUDENT'S LIVES

SURVEY DATA INDICATE THAT INSTRUCTORS:

- “SOMEWHAT CONFIDENT” IN THEIR ABILITY TO USE CULTURALLY RESPONSIVE INSTRUCTIONAL (M=3.67) AND ASSESSMENT PRACTICES (M=3.28)
- POSSESS LITTLE CONFIDENCE IN THEIR ABILITIES TO DETERMINE STUDENTS’ LEARNING STYLE PREFERENCES (ALONE OR IN GROUPS), COMFORT COMPETING WITH OTHER STUDENTS, OR KNOWLEDGE ABOUT STUDENTS’ ACADEMIC STRENGTHS (M=3.16) AND WEAKNESSES (M=3)

FINDINGS



RESEARCH QUESTION 2: TO WHAT EXTENT DO PRE-SERVICE TEACHER EDUCATORS DEVELOP THE KNOWLEDGE BASE OF CULTURAL DIVERSITY THROUGH THE INCLUSION OF ETHNIC AND CULTURAL DIVERSITY CONTENT IN THE CURRICULUM AND THROUGH THE DELIVERY OF INSTRUCTION?

COURSE SYLLABI DATA INDICATE THAT INSTRUCTORS:

- “OFTEN” PROVIDE CURRICULAR AND PLANNED LEARNING EXPERIENCES REGARDING THE INCLUSION OF ISSUES IMPORTANT TO THE CLASSROOM, SCHOOL, AND COMMUNITY ($M = 2.93$)
- “RARELY” PROVIDE OPPORTUNITIES FOR STUDENTS TO CONFRONT NEGATIVE STEREOTYPES AND BIASES ($M = 1.29$)
 - “OCCASIONALLY” PROVIDE OPPORTUNITIES FOR THE EXPRESSION OF DIVERSE PERSPECTIVES ($M = 1.86$)

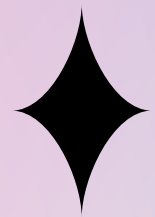
INTERVIEW DATA INDICATE THAT INSTRUCTORS:

- VARY IN THEIR DEFINITIONS OF CRP AND SAW THE INCLUSION OF THIS KNOWLEDGE BASE AS SOMETHING THAT WAS HARD TO FIT INTO EXISTING COURSEWORK
- USE OPEN DISCUSSIONS THAT RECOGNIZE DIFFERENCES IN PERSPECTIVES IN A NO-JUDGMENT ZONE AND DIVERSE FIELD PLACEMENTS TO HIGHLIGHT THE DIVERSITY
- VARY WIDELY IN THEIR COMFORT LEVEL WITH THE APPLICATION OF CRP
 - STRUGGLE WITH STUDENT RESISTANCE TO WHITE FRAGILITY

SURVEY DATA INDICATE THAT INSTRUCTORS:

- ARE “LESS CONFIDENT” IN THEIR ABILITIES TO IDENTIFY WAYS THAT THE SCHOOL CULTURE, VALUES, NORMS, AND PRACTICES DIFFER FROM STUDENTS’ HOME CULTURES, OR HOW TO IMPLEMENT STRATEGIES TO MINIMIZE THE EFFECTS OF THIS MISMATCH

FINDINGS



RESEARCH QUESTION 3: TO WHAT EXTENT DO PRE-SERVICE TEACHER EDUCATORS FACILITATE COMMUNICATION WITH ETHNICALLY DIVERSE STUDENTS?

COURSE SYLLABI DATA INDICATE THAT INSTRUCTORS:

- "OFTEN" AND "CONSISTENTLY" PROMOTE ACTIVE STUDENT ENGAGEMENT THROUGH ACADEMIC DISCOURSE (M=3.5)
- "OFTEN" AND "OCCASIONALLY" PROVIDE STRUCTURES THAT PROMOTE ACADEMIC CONVERSATION (M=2.86).
- "OCCASIONALLY" PROVIDES AN OPPORTUNITY TO DEVELOP LINGUISTIC COMPETENCE (M=2.36)
- "RARELY" TO "OCCASIONALLY" PROMOTE EQUITABLE AND CULTURALLY CONGRUENT DISCOURSE PRACTICES (M=1.71)

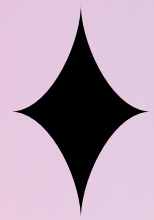
INTERVIEW DATA INDICATE THAT INSTRUCTORS:

- VARY IN THEIR UNDERSTANDING OF HOW TO FACILITATE COMMUNICATION WITH ETHNICALLY DIVERSE STUDENTS
- USE WHOLE-CLASS STUDENT-CENTERED DISCUSSION STRATEGIES, GROUPING/COOPERATIVE LEARNING, AND ROOM LAYOUT
- LACK OF UNDERSTANDING OF CULTURALLY CONGRUENT DISCOURSE

SURVEY DATA INDICATE THAT INSTRUCTORS:

- "SOMEWHAT CONFIDENT" TO LEARN HOW STUDENTS' HOME COMMUNICATION MIGHT DIFFER FROM SCHOOL NORMS (M=3)
- "A LITTLE CONFIDENT" TO GREET ENGLISH LANGUAGE LEARNERS WITH A PHRASE IN THEIR NATIVE LANGUAGE (M=2.3) OR TO PRAISE ENGLISH LEARNERS FOR THEIR ACCOMPLISHMENTS USING A PHRASE IN THEIR NATIVE LANGUAGE (M= 2.8)

FINDINGS



RESEARCH QUESTION 4: TO WHAT EXTENT DO PRE-SERVICE TEACHER EDUCATORS BUILD CARING LEARNING COMMUNITIES (GAY, 2002)?

COURSE SYLLABI DATA INDICATE THAT INSTRUCTORS:

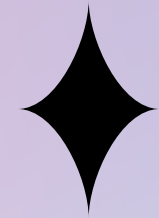
- "OFTEN" COMMUNICATE HIGH EXPECTATIONS FOR ALL STUDENTS (M=3.02)
- "OCCASIONALLY " CREATE A LEARNING ATMOSPHERE THAT ENGENDERS RESPECT FOR ONE ANOTHER TOWARD DIVERSE POPULATIONS (M=2.07)
- "OCCASIONALLY" PROVIDE AN OPPORTUNITY FOR STUDENTS TO WORK TOGETHER PRODUCTIVELY (M=2.36)
- "RARELY" DEMONSTRATE AN ETHIC OF CARE (M=1.45)

INTERVIEW DATA INDICATE THAT INSTRUCTORS:

- VARY HOW THEY ENGAGE IN/WITH THE CARING COMMUNITY
- INCORPORATE CONCEPTS INTO COURSEWORK WHEN TOPICS ALIGN WITH READINGS
- HAVE CONCERNS ABOUT TAKING TIME AWAY FROM COURSE CONTENT TO ADDRESS PERSONAL TOPICS/RELATIONSHIP BUILDING

SURVEY DATA INDICATE THAT INSTRUCTORS:

- "CONFIDENT" THAT WE BUILD A SENSE OF TRUST IN STUDENTS. (M=3.5)
- "CONFIDENT" THAT WE DEVELOP PERSONAL RELATIONSHIPS (M=3.8)
- " A LITTLE CONFIDENT" THAT WE ESTABLISH POSITIVE HOME-SCHOOL RELATIONS. (M=2.2)

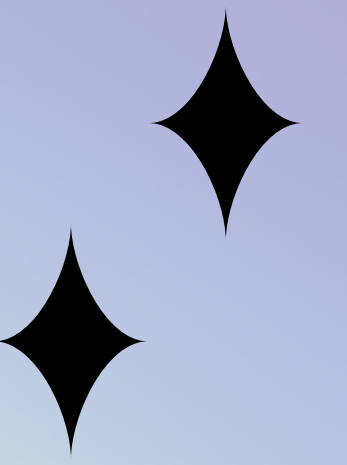


CONCLUSIONS



- **TEACHER EDUCATORS MADE A CONCERTED EFFORT TO USE THEIR “STUDENTS’ CULTURAL KNOWLEDGE, PRIOR EXPERIENCES, FRAMES OF REFERENCE, AND PERFORMANCE STYLES TO MAKE LEARNING ENCOUNTERS MORE RELEVANT TO AND EFFECTIVE FOR THEM.**
- **ALTHOUGH FACULTY UTILIZED A VARIETY OF PARTICIPATION STRATEGIES, THEY LESS OFTEN EXTENDED THE CURRICULUM TO EXPLORE HOW THEIR BELIEFS SHAPE THEIR INSTRUCTIONAL DECISIONS.**
- **TEACHER EDUCATORS’ LEVELS OF CONFIDENCE IN INCLUDING ETHNIC AND CULTURAL DIVERSITY CONTENT IN THEIR CURRICULUM AND THROUGH THEIR DELIVERY OF INSTRUCTION HAIL BACK TO THEIR OWN COMFORT WITH THE CONTENT ITSELF AND MORE TRADITIONAL WAYS OF INTERPRETING THAT CONTENT WHICH THEY THEN PASS ON TO THEIR TEACHER CANDIDATES.**
- **TEACHER EDUCATORS’ WERE COMFORTABLE IN SELECTING MATERIALS THAT ADDRESS ISSUES IMPORTANT TO THE CLASSROOM, SCHOOL, AND COMMUNITY. HOWEVER, IN ACCORDANCE WITH THE FINDINGS OF MILNER (2017), WHEN THESE ISSUES INCLUDE TOPICS LIKE RACE AND RACISM, IMPLICIT BIAS, WHITE FRAGILITY, AND MERITOCRACY, THESE SAME TEACHER EDUCATORS ARE LESS CONFIDENT**
- **ACADEMIC UNDERSTANDING DOES NOT TRANSLATE INTO CRITICAL CONSCIOUSNESS WHEN IT COMES TO ISSUES OF DIVERSITY KNOWLEDGE. WHILE THESE RESULTS SHOW THAT HISTORICAL, POLITICAL, AND SOCIAL CONTENT CAN SIMPLY BE ADDED TO THE CURRICULUM, TEACHER EDUCATORS MUST DECONSTRUCT THEIR ATTITUDES, DISPOSITIONS, KNOWLEDGE, AND SKILLS IN ORDER TO BRING ABOUT TRANSFORMATION FOR MARGINALIZED STUDENTS THROUGH THEIR WORK WITH TEACHER CANDIDATES.**
- **TEACHER EDUCATORS MUST EXAMINE THEIR OWN PERCEPTIONS, ATTITUDES, ASSUMPTIONS, AND BELIEFS THAT “TACITLY ACCEPTS DOMINANT WHITE NORM AND PRIVILEGES TO ALLOW FOR A TOTAL TRANSFORMATION OF THEIR PROGRAMS AND COURSEWORK.**
- **TEACHER EDUCATORS MUST BECOME MORE CONSCIOUS OF THE LANGUAGE THAT IS ROOTED IN THE VALUE OF DIFFERENCE AS OPPOSED TO DEFICIT.**

LIMITATIONS



- A SMALL SAMPLE ($N=6$)
- BIASED SELF-REPORTING
- NO OBSERVATIONS

FINDINGS INITIATED

- ...ONGOING REDESIGN OF OUR CURRICULUM LADDERS FROM FRESHMAN TO SENIOR YEAR, TO INCORPORATE CULTURALLY RESPONSIVE INSTRUCTION AND ASSESSMENT, A FOCUS ON CLASSROOM RELATIONSHIPS, DISCOURSE, AND DEVELOPING CRITICAL CONSCIOUSNESS WITH CLEAR ESSENTIAL LEARNING OUTCOMES FOR TEACHER CANDIDATES THAT ARE ALIGNED TO PROFESSIONAL ACCREDITATION STANDARDS AND REQUIREMENTS
 - RELATED TO SPECIAL EDUCATION, LITERACY, SOCIAL JUSTICE, SCIENCE, SOCIAL STUDIES, AND MATH
- YEAR-LONG FACULTY PD (2019-20) IN AN EFFORT TO INCREASE RACIAL CONSCIOUSNESS AND FACILITATE EQUITY PEDAGOGY
 - BIAS AND BELIEFS
 - COURAGEOUS CONVERSATIONS
 - RACE DOES NOT EXIST BUT RACISM DOES
 - WHITEWASHING OF HISTORY
 - WHITENESS, WHITE PRIVILEGE, WHITE FRAGILITY
 - SCHOOLS AS CONTEXTS FOR INEQUALITY
 - WHAT WORKS IN CULTURALLY RESPONSIVE PEDAGOGY
- FACULTY SELF-STUDY (2020-2021)
 - SYLLABUS CONTENT ANALYSIS
- MENTOR OBSERVATIONS (2021-2022)
- REPLICATE STUDY WITH OBSERVATIONS (2022-2023)

✦ NEXT STEPS ✦

REFLECT-COLLABORATE-EXPLORE- EXAMINE-WORK

- REFLECT ON TEACHER EDUCATORS' VALUES AND ORIENTATIONS THAT INFORM PRACTICE
-
- COLLABORATE ON THE SELECTION OF A CORE SET OF READINGS/TEXTS THAT WOULD BE USED ACROSS THE COURSE SEQUENCES TO DEMONSTRATE AND LOCATE HOW RACE AND RACISM MANIFEST THEMSELVES IN THE K-12 PIPELINE (LEDESMA & CALDERON 2015)
-
- EXPLORE CONCEPTS/ STUDY GROUPS/ SELF STUDY
 - CARING COMMUNITY
 - DEBT VS DEFICIT
 - CULTURAL CAPITAL
 - LANGUAGE/DISCOURSE AS A CULTURAL CAPITAL
-
- EXAMINE PRESERVICE TEACHERS' SENSE OF PREPAREDNESS TO EXECUTE THE PRACTICES ASSOCIATED WITH CULTURALLY RESPONSIVE TEACHING (HSIAO, 2015)
-
- WORK WITHIN THE LARGER SOCIOPOLITICAL CONTEXT, TO EXPOSE RELATIONSHIPS AND RECONSTRUCT SCHOOLING IN WAYS THAT DISMANTLE SOCIAL STRATIFICATIONS (GORSKI, 2009).

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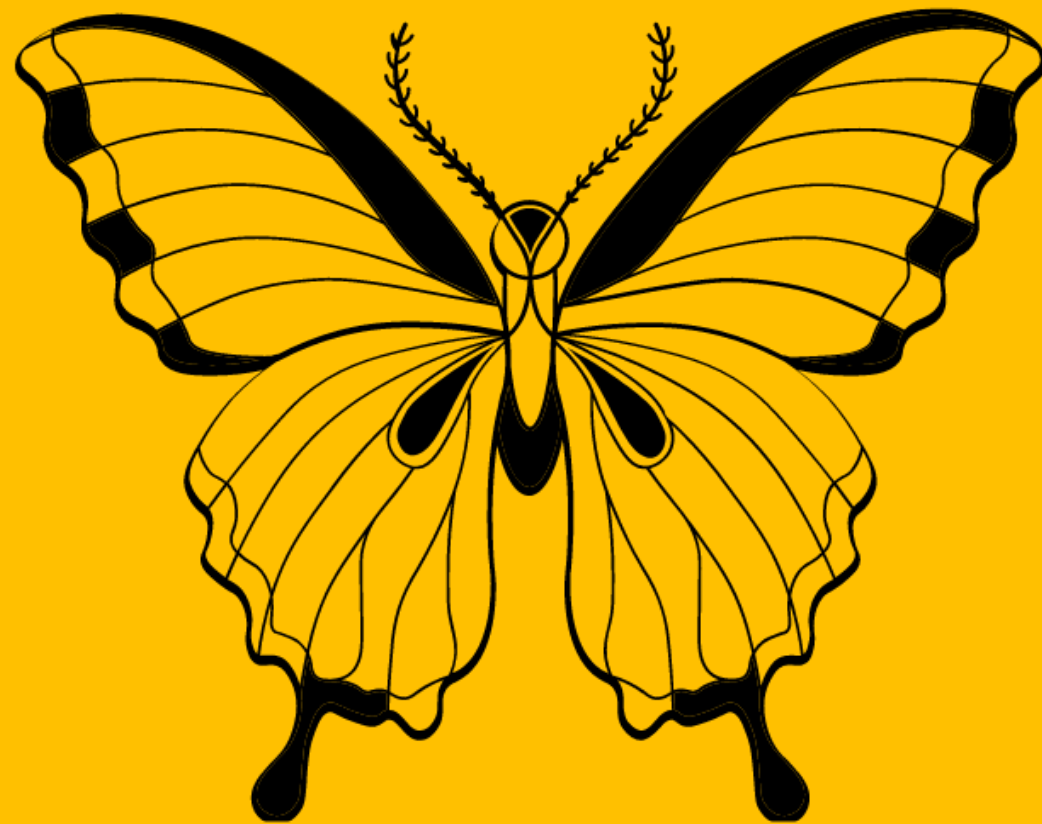
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