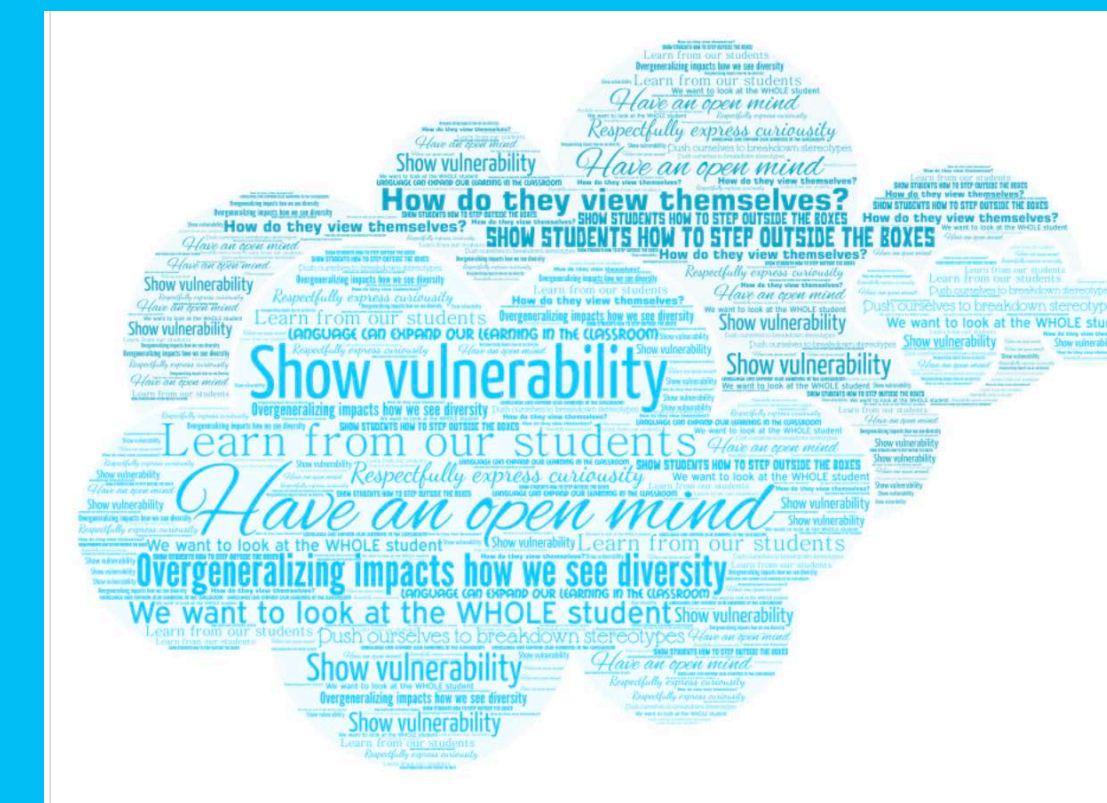


EXPLORING IDENTITY & CULTURALLY RESPONSIVE TEACHING THROUGH COMMUNITY ENGAGED LEARNING IN EDU 190

ALLISON SEGARRA HANSEN & DR. CATHI CORNELIUS



"What Diversity Means to Us" EDU 190 Fall 2021 Word Cloud

Course Essential Questions

- Who am I?
- Where did I come from?
- What do I carry with me?
- What (historical) practices, experiences, and influences have significantly impacted my dispositions, assumptions, expectations, and behaviors?
- How might all these things impact the way I approach teaching my future students?
- How will I help students to successfully navigate and negotiate cultural differences/conflict (assimilation v. acculturation)?
- How will I teach for social action (equity for all)?

Community Engaged Teacher Preparation

"Community-engaged teacher preparation is an innovative paradigm through which to prepare socially just, equity-focused teachers with the capacity to enact pedagogies that are culturally relevant, responsive, and sustaining. Operationalized through candidates' situated learning in historically marginalized communities, this approach emphasizes the concerted cultivation of collaborative relationships among universities, communities, and schools; the elevation of funds of knowledge and community cultural wealth; and an in-depth analysis of social inequality and positionality, and the intersections between the two, as essential knowledge for future teachers. As a means through which to address the persistent achievement gap between racially, socioeconomically, and linguistically non dominant and dominant students, community-engaged teacher preparation is a prototype through which to advance educational equity."

Zygmunt, E., Cipollone, K., Clark, P., & Tancock, S. (2018). Community-engaged teacher preparation. In Oxford Research Encyclopedia of Education.

Identity & Positionality of Professor Segarra

I have been an educator for 15 years. I attended a 4-year college for teaching and obtained my teaching license. I was a founding teacher of a charter school in an urban, economically disenfranchised area. The demographics of the school community was 60% Hispanic/Latino and 40% Black. I grew up in a middle class, majority white school community and was trained to teach in a rural, low-income, majority white environment. The mismatch of my personal experiences in schooling spaces in comparison to where I began teaching remains a significant part of my positionality as the professor of this course. I transitioned into teacher prep and co-designed the 90's series courses for KEC in response to how unprepared my colleagues and I were to teach during my first 4 years. Also of note is my Latinidad, which inspires me to create more equitable classrooms for Black and brown students. As the professor of this course, I must acknowledge the power structure between myself and my students (pre-service teachers) as they discover and uncover important pieces of their complex identities and how to navigate them as culturally responsive educators.

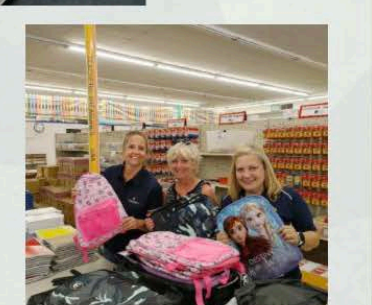
Teachers' Treasures' Assets

Helping schools that are stigmatized as below average standards for learning

Important to acknowledge HOW the store helps rather than WHY.

The store provides a multitude of unique resources and items for teachers.

By focusing on the outcome of the store's aid, we see how they are helping students to thrive rather than stigmatizing the school.

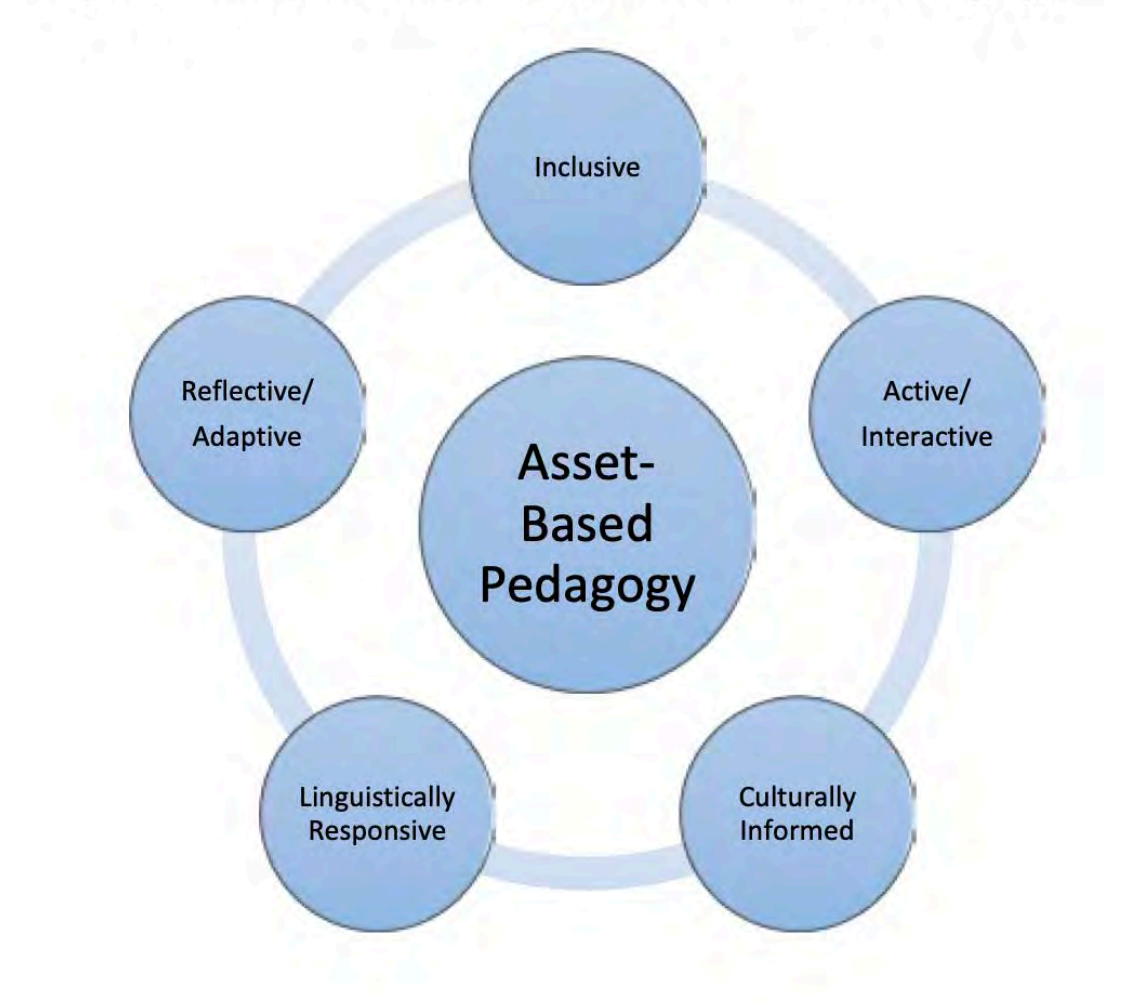


Megan, Brianna, Kathryn Digital Storytelling Final Project



Segarra lecture slide

Figure 2. Characteristics of Asset-Based Pedagogy



Mein, Erika L., "Asset-Based Teaching and Learning with Diverse Learners in Postsecondary Settings" (2018). Departmental Technical Reports (CS). 1271.



- School on Wheels
- Teachers' Treasures
- Holy Angels Catholic School

Impact on Partner(s)

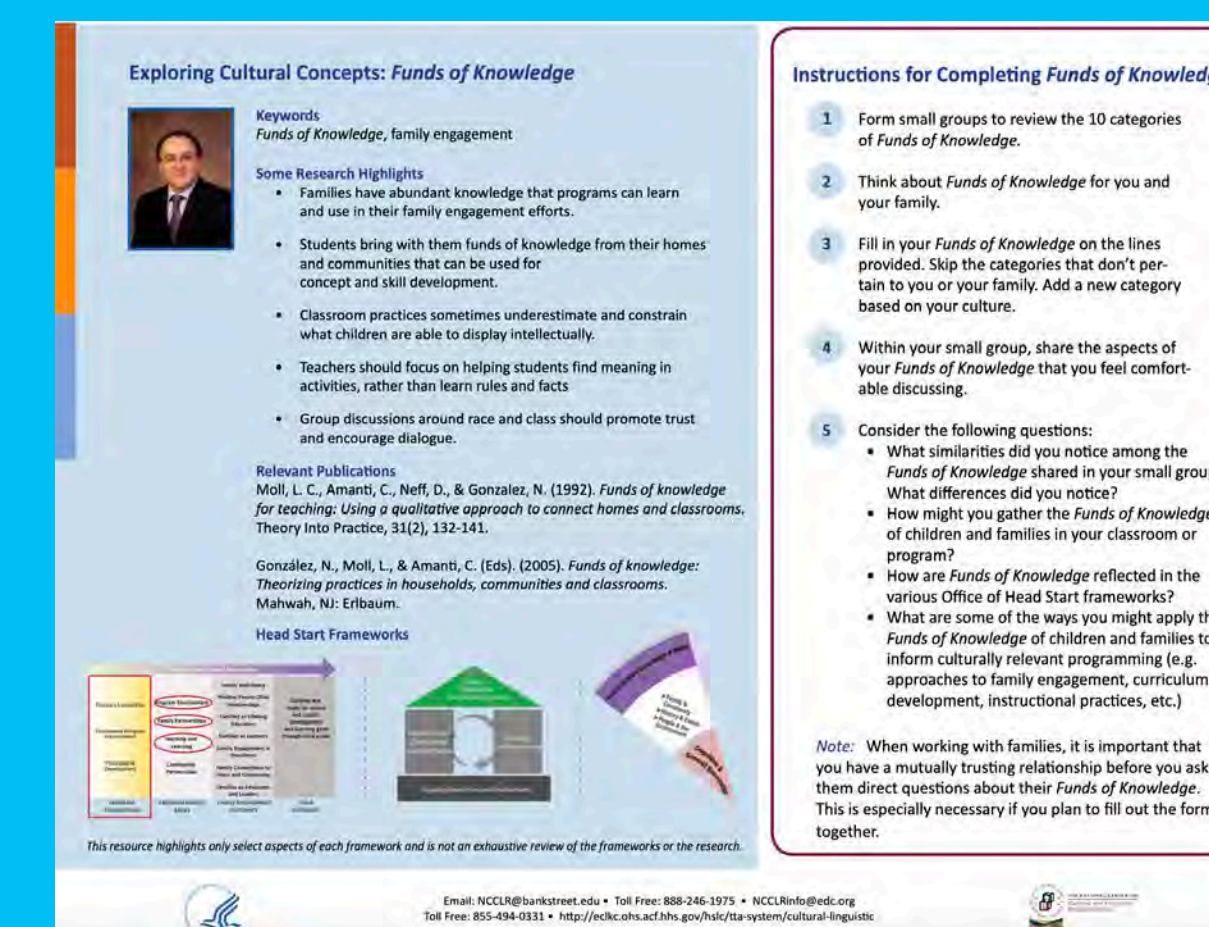
"Very responsive to student emotional needs. Always checking in with each student, this strategy helps manage expectations and gives student a voice. Lauren should keep this up. With her Spanish language skills Lauren worked especially well with our ELL students. This skill will serve her well in the future."

"Kept productively challenging students, including sometimes hard to engage 5th graders. Tonisue was able to strike a balance between creating confidence with review tasks and pushing students to challenge themselves in new areas, especially in phonics work, which is essential with our population."

"Calmed higher energy students and effectively got them to reengage with material at hand. Elizabeth worked very well with both younger (K) students and our middle level students (5). I've seen improvement in one student's social emotional regulation thanks to Elizabeth's guidance."

-Jen, School on Wheels Mentor

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newamerica.org/education-policy/reports/culturally-responsive-teaching/

Cultural Teaching 2

Urban Act Academy



Growing up in a rural area I did not really get a full cultural learning experience. I was surrounded by only white people and if there was someone of a different race at school it was really rare. What EDU 190 has made me realize is how uneducated some students are about other cultures. Urban Act Academy has shown me how you can use different races in your simple math and reading activities so it isn't considered uncommon to be around or deal with someone of a different culture or race.

I have grown myself through my experience in EDU 190 and in my clinical that all races should be included in your curriculum and it shouldn't be something that is a big deal to do. If more was done to do this in every school, then more children would be culturally educated.

Anna, Adam, Sarah, and Averie Final Project Presentation

Funds of Knowledge

Holy Angels

The capital seen the most in our clinical placement community is Cultural Capital. At Holy Angels I would say about 95% or more of the schools population are students of color. This is a different culture than I have grown up around and it is a very loving and cool environment. The students learn how to love themselves and love where they come from. They had an assignment one day to draw a picture of themselves with crayons. The teacher told them to pick the correct color shade of their skin and make it just as beautiful as them. Learning about the funds of knowledge owned by the families of your students would be beneficial to know so you can help them be more successful in school and help them feel more happy. It is very important to know the backgrounds of our students so that we can help each student in a more personal way. Students feel more important and loved when you know them a little bit deeper.

Impact on Pre-Service Teachers

"This was an extremely beneficial course, and one I will be taking with me into my future classrooms."

-Anonymous Course Evaluation Comment Fall 2021

"My experience volunteering at Teachers' Treasures has exposed me to various ways to be creative in the classroom and a deeper insight into the reality of being a teacher. I have been able to see all the different needs and materials teachers can use to help their students. I have also heard a lot of the teachers talk among themselves about how their schools run things, hold events, and provide opportunities for students to thrive. For example, one man carried out a white board to create a bracket for a spelling bee tournament. I've been able to recognize a lot of how my idea of a teacher was very narrow. It has helped me a lot not only as a future educator, but as a person, being exposed to a diverse community of professionals. This shows a lot of my implicit bias - socioeconomic, racial, linguistic, and cultural bias. I have not personally had many conversations with the teachers, but I have observed how some of the older volunteers interact with some of the teachers, and I have also recognized some subconscious biases and stereotypes that I do not feel necessarily effect how I encountered the teachers, but definitely gave me something to think about. These examples are things I plan on including in my final project."

-Megan, Reflection #8

Impact on Pre-Service Teachers

"I really enjoy my clinical and it has even taught me a lot about my stereotypes and biases. It was not easy for me to overcome these biases as I just recently found out about them. Research in class really helped me open my eyes to the fact I have these hidden biases, stereotypes, myths, lies, etc. Once I got this background knowledge on this I was able to reflect on myself and dispel or become self aware of these issues so I would not bring them into the classroom. Without the class lessons we had I most likely would have a much different experience in my clinical."

-Carter, Reflection #8

"In conclusion, I am extremely grateful for EDU 190 and my clinical through School on Wheels. I have learned a lot about how to be more culturally aware and I have learned a lot about myself as well. Ultimately, the best way to end implicit bias, racism, and microaggressions is through education. As an educator, I intend to do my part by embracing every child's differences and creating equity within my classroom."

-Lizzy
Digital Storytelling Final Project