

NAME Conference Proposal – Presentation

1. Three Subject Areas

- Culturally relevant pedagogy/critical pedagogy
- Teacher education/professional development
- Critical race studies/racism/anti-racism

2. Presenters

- Valerie Simmons (Lead Presenter) – valerie.simmons@asu.edu
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3. Title of Proposal

- Creating Teacher-Advocates: Building Competency in CRP through On-Demand Modules

4. Abstract

- The presentation centers around discussing the use of On-Demand learning modules to orient teachers, both in-service and pre-service, to the foundations of culturally relevant pedagogy as a way of developing professionals who are adequately positioned to face and dispel the inequities and systems that disadvantage many of their students.

5. Proposal

- Creating Teacher-Advocates: Building Competency in CRP through On-Demand Modules

Subject Areas:

- Culturally relevant pedagogy/critical pedagogy
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Organizing Level:

- Introductory/Intermediate

Type of Session:

- Presentation

Number of Presenters:

- 2

Content in Relationship to Conference Theme

- This presentation focuses on sharing with participants a free, high-quality, research-based resource that can be used in both the pre-service and in-service setting to prepare teachers who are empowered to be advocates for their students. Through this resource – called an On-Demand Module – users receive foundational knowledge on culturally relevant pedagogy, which directly enables them to both internalize the information and use it to form their own identity as an agent of change, prepared to challenge the systems of inequity that permeate our educational system.

Significance of Content

- Research consistently shows that the majority of teachers enter the profession for intrinsic or altruistic reasons (Chong & Low 2008). For the vast majority, a love of the subject they teach and the opportunity to contribute to the children and community they teach in propels them into the field. However, we also know that all too often, minority students in our education system face the reality of both an increasing achievement gap and rising high school dropout rates (National Center for Education Statistics 2014). Rather than focusing on changing students, a teacher acting as a change agent focuses on changing the systems of inequity in the education system and views all students as capable learners (Nasir 2008). This can only take place when the role of the teacher in the classroom is changed from “technician” to “change agent,” the difference being the former focuses on implementing curriculum with excellent pedagogical skill, while the latter focuses on making the curriculum responsive to students, thus helping them achieve self-actualization (Cammarrota 2011; Duncan-Andrade & Morrell 2008; Villegas & Lucas 2002).
- Developing a professional identity is an important and vital step in a teacher’s journey through preparation program and first few years in the profession. In fact, a plethora of literature details the complex link between the development of their professional identity and their efficacy in the profession. This link ultimately impacts “their ability to effect change within the school setting and beyond,” (Chong & Low 2008; Alsup 2005; Beijjaard et al. 2000; White & Moss 2003). Unfortunately, many preparation programs and districts struggle to provide teachers with high-quality, properly evaluated professional development, let alone professional development that is tailored to their individual development as an advocate for their students.
- One attempt at remedying this issue is the subject of this presentation - On-Demand Modules. On-Demand Modules are 60 minute micro-courses that develop teachers’ knowledge, skills and mindsets around specific elements of culturally relevant pedagogy. Each module begins with a foundation of research-based background knowledge and then teachers are introduced to the module resource, a tool or strategy they can immediately implement in the classroom. They then have the opportunity to practice using the resource through in-module scenarios or case studies. Finally, an assessment is given to ensure mastery of the content delivered throughout the module, providing feedback when gaps appear. When used by teachers, instructional leaders and teacher preparation programs, these modules become a fulcrum we can leverage to prepare teachers to change systems within the education system that keep their students from achieving their full potential.

Audience Interaction and Process

- PowerPoint Presentation covering proposal (time given by conference organizers) and including screen shots of the On-Demand Module.
- Last 5-10 minutes of session will be set aside for questions, comments and discussion from the audience.

Organizing Level and Outcomes

- This presentation is geared toward any and all individuals who work with pre- and in-service teachers (e.g. teacher educators, administrators, instructional coaches, teacher leaders, etc.).
- This presentation will provide space for participants to learn about and begin to engage with a free, high-quality resource that they can use to help develop teachers prepared to be agents of change in their schools and community.
- Objectives: Participants will...
 - Learn key features of on-demand modules
 - Consider how On-Demand Modules can be used in their setting most effectively
 - Discuss the potential of On-Demand Modules to incorporate CRP into schools and teacher preparation programs at a large scale