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2. **Three Subject Areas:**
 - a. #1 Culturally Relevant Pedagogy/Critical Pedagogy
 - b. #2 Curriculum Studies
 - c. #3 Critical Race Studies/Racism/Anti-Racism
3. **Organizing Level:**
 - a. Intermediate
4. **Type of Session:**
 - a. Panel
5. **Title of Proposal:**
 - a. Using On-Demand Modules to Train Preservice Teachers in Culturally Relevant Pedagogy
6. **Number of Presenters:**
 - a. 4
7. **Abstract (49/50 words):**
 - a. On-demand modules empower teachers with concrete tools to meet the needs of all students and create more equitable classrooms. Our team created a series of six On-Demand Modules designed to help educators build knowledge, skills and mindsets needed to enact culturally responsive pedagogy.
8. **Proposal (624 of the 500-700 word limit):**

Content in Relationship to Conference Theme: The role of multicultural education is to affirm and celebrate diversity, and prepare students to create a more just world. On-demand modules offer strategies that teachers can use to work against racial bias, affirm students' identities, and develop their critical consciousness. The objective of this presentation is to demonstrate how one teacher preparation program is using these module to provide teachers 1) a common reference point as basis for deeper discussion about CRP and 2) a space where teachers can engage in experiential learning and work through cognitive dissonance. The presentation will show how the open-entry, open-exit modules were developed, how easy they are to navigate, what topics they cover, how programs can utilize modules in their courses, and how the teachers they train implement content in their classrooms.

Significance of Content:

While the demographics of the United States continue to change to include more minority students, those of the teaching force do not. The majority continue to be white, middle-class women (Kumar & Hamer, 2012; Villegas & Lucas, 2002; National Center for Education Statistics, 2012; Us Department of Education). The implications of this disconnect are most alarming when

we examine beliefs and attitudes towards students of color and feelings of efficacy in teaching. For example, “many white teachers experience some ambivalence toward minority and immigrant students (Hollins & Torres-Guzman, 2005; Sleeter, 2001) and doubt their efficacy in teaching students whose cultural backgrounds differ from their own (Helfrich & Bean, 2011).” One study found 25% of preservice teachers held a stereotypical belief and experienced discomfort with poor and minority students (Kumar & Hamer, 2012). Often, this doubt is attributed to poor preparation on the part of teacher education programs (Gay, 2009). This is important because when preservice teachers receive multicultural education it positively affects their attitudes and reported efficacy with culturally diverse students (Bodur, 2012). In the absence of training in culturally responsive and anti-racist pedagogy, preservice teachers tend to enter classrooms operating with unexamined stereotypes and biases.

On-Demand Modules, however, have the potential to disrupt the current teacher preparation status quo around CRP, which is dominated by costly, in-person, just-in-time, one-size-fits-all offerings. Modules have the ability to advance multicultural education by providing an inexpensive, research-based alternative option. On-Demand Modules provide concrete strategies that help users develop critical consciousness, view the world through multiple lenses, identify and combat racial biases, connect their own experiences and backgrounds to new or abstract concepts, and create safe and welcoming spaces at school for all.

In fact, testing of On-Demand Modules by 112 educators show that 96.3% agree the module was easy to navigate and 95.3% agree it was of high quality. Additionally, well over 90% of pilot-testers agreed the module content was concise (92.5%), accurate (96.2%), and useful (92.5%) in addition to over 80% agreeing it was engaging (83.2%) and interactive (85.8%). To date, 649 educators have registered and over 66% of them have completed a module to improve their teaching practices.

Audience Interaction and Process: The audience will observe the panel walk through what an On-Demand Module is and how it is changing the way teachers are trained in CRP. They will receive handouts of accompanying resources. They will then hear a Clinical Instructor and Associate Professor describe how they are using these interventions and the success and struggles they encountered. The presentation will culminate with a Q&A session and discussion about best practices for incorporating CRP into preservice teacher professional development.

Organizing Level and Outcomes: The organizing level is intermediate and the conversation of the panel will be geared towards this audience as it will be an introduction into the intervention and then a much deeper conversation into the experience of using it in the preservice classroom. Because of this deeper conversation, it will be helpful for attendees to have some experience with CRP and integrating the topic into the teacher preparation classroom. Conference participants will learn how to use On-Demand Modules, how to integrate CRP into their program and how to partner with the module developers to achieve their goals. Participants can use the information from the presentation to rethink and revamp how they teach and practice culturally responsive pedagogy in their teacher preparation programs.