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About the Journal

Founded in 2013, the Journal of Teacher Action Research (ISSN: 2332-2233) is a peer-reviewed online journal indexed with EBSCO that seeks practical research that can be implemented in Pre-Kindergarten through Post-Secondary classrooms. The primary function of this journal is to provide classroom teachers and researchers a means for sharing classroom practices.

The journal accepts articles for peer-review that describe classroom practice which positively impacts student learning. We define teacher action research as teachers (at all levels) studying their practice and/or their students' learning in a methodical way in order to inform classroom practice. Articles submitted to the journal should demonstrate an action research focus with intent to improve the author's practice.

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INTRODUCTORY ATTEMPT AT THE DEVELOPMENT OF CRITICAL CONSCIOUSNESS: LESSONS LEARNED

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Abstract The action research study presented critically examines curricular choices such as text selections, field placements and the sequencing of learning experiences in an introductory methods course to identify supports for the development of critical consciousness in preservice teachers. Preservice teacher journal assignments were analyzed to look for moments of critical consciousness. Findings point to themes that largely fall short of critical consciousness development and highlight potential mismatches between text selections, field placements and course sequencing in the field for supporting the development of critical consciousness in preservice teachers. These mismatches may be centered around the timing of texts with field placements and the number of field hours required to form meaningful student-teacher and mentor-preservice teacher relationships to support critical consciousness. Recommended revisions to course syllabi and field placement requirements that might better support critical consciousness are discussed.

Keywords: teacher action research, teacher preparation, critical consciousness, White teacher identity

Introduction

As our nation and our schools are becoming increasingly diverse, it is important for teacher preparation programs to mirror this diversity in the demographics of its faculty and preservice teacher candidates. It is also important that the curriculum and experiences offered in teacher preparation programs prepare preservice teachers, who remain at this time predominately White and female, for work with students of color in diverse settings.

Part of this preparation is curriculum and field experiences that might awaken critical consciousness of preservice teachers. Critical consciousness is “the ability to recognize and analyze systems of inequality and the commitment to take action against these systems” (El-Amin, Seider & Graves et. al p. 18). The work of Freire (1998) describes moments of critical consciousness as moments of awareness around race and class where marginalized people are able to “see, judge and act” on oppressive practices and policies. This action research case study sought to understand the following questions:

1. How do method course curriculum and field placements foster the development of critical consciousness in preservice teacher candidates as evidenced in reflective journal writing and related course assignments?
2. What revisions to course curriculum and field placements might better support the development of critical consciousness in future course offerings?

Most teachers for students of color are White, middle-class females who do not share the same race or class as the students they teach (Love, 2019; Nieto, 2003). To prepare this demographic of teachers for service for and with students of color, university teacher preparation programs have sought to include content around culturally relevant pedagogies, differentiation of instruction and classroom management strategies. Additionally, field experience placements with diverse groups of students are sought. These efforts, however, often lack program coherence. The problem remains that culturally relevant theory and practice are taught in isolation, or as one of many approaches, for methods, lesson planning and field experiences in teacher preparation programs (Cochran-Smith, 2012; Ladson-Billings, 2009; Schauer, 2015, 2018). This approach also affords limited opportunities for preservice teachers to engage in their own identity development through reflective practices that might awaken critical consciousness, foster strong relationships with students of color, and influence the adoption of culturally relevant pedagogies and practices (Schauer, 2015, 2018).

The purpose of this study was to explore ways that an introductory method course curriculum and associated field placements may foster the development of critical consciousness in preservice teacher candidates as evidenced in reflective journal writing and related course assignments. From the findings, revisions to course content and field placements will be considered and studied in an ongoing cycle of action research. Related studies (Bloom & Peters, 2012; Groff & Peters, 2012; Howard, 2010) have researched the implementation of culturally relevant curriculum and field placements to support critical consciousness in general descriptions where courses do or do not incorporate these strategies. However, few studies have examined specific text selections and the sequence of class learning experiences to awaken critical consciousness in preservice teachers.

Literature Review

Critical Consciousness. The concept of critical consciousness was developed by Freire (1998) and was primarily focused on the conscious minds of the oppressed, rather than those who sought to aid liberation, such as teachers. Critical consciousness is comprised of three components: critical reflection, political efficacy and critical action or to use Freire's terms

“see, judge, act” (Gibson, 1999; Watts et al., 2011). Freire’s conceptualization of critical consciousness has been expanded to include the experiences of dominant groups as they work with marginalized populations and become awakened to oppressive systems (Ladson-Billings, 1998). Once teachers are awakened to structural inequalities and have a desire to challenge these structures, they often adopt pedagogical strategies that serve to empower and transform. These pedagogies have been termed culturally relevant in the research of Ladson-Billings (2009).

Whiteness and Teacher Identity Development. A first step in the development of critical consciousness is an ability to see one’s identity as it is positioned within social and structural systems of power (Freire, 1994; Kendi, 2019; Watts, 2011). Racial identity is particularly salient because it was constructed by Whites to separate themselves as superior to people of color (DiAngelo, 2018; Kendi, 2019). According to Cochran-Smith (2012), teacher identity is formed through the intersection of beliefs, prior life experiences, opportunities for on-going professional support and the context of the school environment. To move beyond colorblind views and deficit approaches to pedagogy and policies, White teachers need to engage in opportunities for critical reflection and action that are on-going and reiterative. In this way, learning to teach becomes “a process and not an event” (Cochran-Smith, 2012, p. 109). This framing of becoming a teacher is similar to Freire’s conception of critical consciousness where reflection leads to action and action leads to further reflection (Andrews et al, 2018). As White teachers are able to see that inequities in school are the result of structures of oppression rather than personal deficiencies in their students, they tend to adopt policies and pedagogies that are equity oriented and culturally relevant (Gorski, 2016; Ladson-Billings, 2009; Love, 2019).

Culturally Relevant Practices. For Freire, no form of education could be neutral; all pedagogy is a call to action. “Education either functions as an instrument which is used to facilitate the integration of generations into the logic of the present system and bring about conformity to it, or it becomes the ‘practice of freedom’, the means by which men and women deal critically with reality and discover how to participate in the transformation of their world” (Freire in Mayo, 1999: p.5).

The adoption of culturally relevant practices is one way teachers can demonstrate an action stance of critical consciousness. Culturally relevant teaching is defined as using the “cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively” (Gay, 2002, p.108). Over the past two decades, efforts to redefine and reclaim culturally relevant pedagogies has been explored. Ladson-Billings writes in “Culturally Relevant Pedagogies 2.0 a.k.a. the Remix” that her original intentions for culturally relevant pedagogy have taken on a life of its own and often does not include high expectations for learning and a focus around equity and justice (2014). High expectations and pedagogies centered on equity and justice are central to an action stance of critical consciousness.

A review of culturally relevant teaching and emphasis in teacher preparation programs demonstrate only cursory mention in university curriculum and a lack of emphasis in

accrediting bodies such as the Council for the Accreditation of Educator Preparation (Allen et. al 2017). As the authors state, “A teacher preparation program that does not critically interrogate race, power and privilege in the context of schools does not maintain a social justice mission and consequently does not meet the tenets of culturally relevant pedagogies” (p. 13). Culturally relevant pedagogies are not an add-on to a course syllabus; they are a mindset and should drive the entire teacher education program (Ladson-Billings, 2014).

Methodology

This action research study is theoretically grounded in critical race theory (CRT). As a construct, critical theories seek to “understand the origins and operation of repressive social structures” (Gordon, 1995, p. 572). Critical race theory was developed in the legal system in the 1980’s to critique racist legal laws and practices that permeate the judicial system in America (Leonardo, 2012). In the 1990’s, Ladson-Billings built on the framework to define it from an educational perspective. Similar to the legal definitions, CRT in education is understood as a construct that permeates the entire fabric of education. Leonardo (2012) notes, “Critical race theorists in education argue that race and racism permeate the entire educational enterprise, from aspirations, to spatial configurations and teacher education itself (p. 428). Critical theorists, therefore, are interested in discovering and understanding why oppressive structures exist and exploring ways in which society can be transformed.

The action research case study presented used an interpretivist lens to construct meaning from a course experience and develop changes that might better support desired outcomes around the development of critical consciousness. Action research is actions teachers undertake to understand and improve their own practice (McCutcheon & Burga, 1990). In an interpretivist study, “The researcher is interested in understanding how participants make meaning of a situation or phenomenon. The research is mediated through the researcher as an instrument, the strategy is inductive, and the outcome is descriptive” (Merriam, 2009 p.6). In action research that uses an interpretivist lens “the context of the teaching situation gains in strategic importance, the intentionality of the actors is probed, the dynamics of the social relationship are examined, and throughout the research, some degree of dialogic interaction between teacher and student is openly included (Bogdan & Bilken, 1990 p. 146). In this study, journal reflections were collected to understand ways students were or were not able to develop critical consciousness as supported by the course design and field placements. From these understandings, actions for improvement can be implemented and explored in future studies.

This study took place in a cross-listed undergraduate/graduate adolescent methods course with associated field hours, which means that both undergraduate and graduate students participated side-by-side in the course. The researchers sought to understand the following questions: 1. How do method course curriculum and field placements foster the development of critical consciousness in preservice teacher candidates as evidenced in reflective journal writing and related course assignments? 2. What revisions to course curriculum and field placements might better support the development of critical

consciousness in future course offerings? The case study method allows for an in-depth understanding of a situation that is specific to the participants involved (Creswell, 2013).

Participant Selection. Purposeful sampling was used to select the participants for this study (Creswell, 2013). In this sampling, all students that opted to participate were enrolled in an Adolescent Special Methods course that includes 30 hours of field experience in area high schools. Participants were bound together as a single unit of analysis. With IRB approval from the university, consent forms were distributed by a third party not associated with the course and 14 out of 17 students granted permission to study their journal entries and related course assignments. Of the 14 students, seven identified as male and seven as female. All identified as White except for one female and one male who identified as Latina and multi-racial, respectively. Consent forms were locked in the office of the education department until the conclusion of the semester. In this way, the professor, who is also the primary researcher, did not know which students chose to participate until the semester was over and final grades were submitted.

Course Description and Rationale for Sequence of Method. The course taught and researched for this study is an entry level methods course for undergraduate and graduate students seeking high school licensure in English Language Arts, History, Science or Mathematics. To meet university standards, it was a stated course goal that the three texts assigned for the course would help preservice teachers reflect on teaching and develop professionally as part of the Teacher as Person learning strand. In the first six weeks of the semester, students were assigned *The Dreamkeepers* by Ladson-Billings (2009) and *Culturally Relevant Standards-Based Teaching* by Saifer et al. (2011). Discussion protocols for the Ladson-Billings text were conducted with one chapter discussed each week. Similarly, the Saifer text was used in class discussions and as a reference for designing and teaching culturally relevant sample lessons to peers in the class during week five of the semester. Additionally, by the fifth week of the semester, most of the students were placed in their field assignments and the third text, *Mindsets in the Classroom* text by Ricci (2017) was introduced and discussed in class through week twelve.

Learning goals and experiences were centered around helping preservice teachers prepare to work with diverse students to meet learning strands around Context, Child and Adolescent Development and Curriculum, Learning and Instruction. To this end, students became familiar with state and national standards and lesson design that is both developmentally appropriate and culturally relevant for groups of students and individual learners. Course assignments included an initial and revised visual representation of urban secondary schools; designing a lesson taught to peers in the class with a partner; developing a multidisciplinary unit plan in groups of four; a reflective paper on the knowledge, skills and dispositions required of an effective teacher, and a revised lesson plan from one of two lessons taught at the field experience site. Detailed descriptions of these performance tasks are included in Appendix A.

Students were required to complete thirty hours at the field site. Field experience placements were made by the office of field placement to ensure students were placed by

content area and transportation needs. At the request of the researcher, field placements were prioritized at sites where at least fifty percent of the student body represented students of color. Field placements represented six secondary schools within a fifteen-mile radius of the university. According to data found on the school websites and state report cards, four of the schools have student populations where the majority are students of color. Two of the schools have student populations where most of the students are White. This placement request was met for 12 of the 14 participants in the study. The findings of this study are themes that emerged from preservice teachers placed at schools where students of color represented fifty percent or more of the student population.

From the texts read, course learning experiences and field experiences, students completed four reflective journal assignments throughout the semester to help them make meaning of their experiences. The journal entry prompts were not specific. The general prompt called for students to reflect on the knowledge, skills and dispositions toward teaching that they were considering from recent text readings, course learning activities, and field experiences. A rubric (included in Appendix B) assessed students on knowledge learned through texts and discussions, skills applied in class or field experiences and dispositions developed for becoming an effective teacher.

Data Analysis. Student journals were collected and analyzed by the authors of this study in a recursive, constant comparative process. The journal entries were analyzed independently by the researchers using NVivo qualitative software for analysis of similarities, differences, patterns, and emerging themes that became the findings of this study (Miles, Haberman & Saldana, 2013). The researchers met regularly to compare codes and see ways they aligned or needed adjustment or clarification. Once the researchers reached consensus on the codes, another reading of the data was conducted utilizing the revised codes. To ensure the trustworthiness of this study, three researchers were employed to code the data independently and then again as codes were finalized. These efforts to triangulate the data increase the credibility of the study (Lincoln & Guba, 1985).

Positionality of the Researchers and Limitations of the Method. As an action research study, the lead researcher was also the instructor of the course studied. All three of the researchers are female and two identify as White with the third identifying as multiracial. The purpose of the study was to examine moments of critical consciousness as experienced in course curriculum and field experiences. As the majority of the researchers share the same demographic as the majority of participants, it is important to recognize that White privilege could cause the researchers to miss moments of critical consciousness in the data due to the individual's own White identity development and unconscious bias.

This study is limited to a one semester methods course and the students who chose to participate. Experiences and journal reflections cannot be generalized for larger populations of preservice teachers. It is also possible that despite sharing the same demographic as most participants, the students submitted reflections that were most comfortable for them to share and left thoughts around race unwritten because they did not want to be perceived as racist.

Results

Teaching as a Skill to be Learned. Text from the student journals framed their growing teacher identity as one where they would need to learn specific skills to become an effective teacher for diverse learners. Students reflected on their positionality as primarily White students learning about diverse school settings for the first time. Students demonstrated an eagerness to learn about students of color and the strategies that might support student learning. They did not, however, frame teacher identity development as work they might need to do to unpack their own biases so they could become effective teachers for students of color. For example, in reference to the Ladson-Billings text, Lexi wrote of her need to “burst out of her bubble of ignorance” in reference to her lived experiences in predominantly White, suburban neighborhoods. She framed this needed growth through an acquisition of skills and resources to improve student performance rather than critical reflection. Both Lexi and Brad’s journals highlight this theme.

- Classes [at the university] provide invaluable knowledge and resources to better arm future teachers for effective careers in education...I hope to become the type of teacher that can make a difference in education by acting like the conductors described in Gloria’s book. (Lexi, journal 1)
- I hope to become an educator that will have a positive intellectual and behavioral impact on my students. By reading the Ladson-Billings text I hope to improve my repertoire of skills to better influence my students toward this goal. (Brad, journal 1)

In the *Culturally Relevant Standards Based Teaching* (CRSBT) text, students provided evidence that they understood barriers exist between teachers who are White and students of color, but again framed their effectiveness as future teachers as an acquisition of skills that could be learned through coursework and trainings.

- I never thought about teaching as incorporating cultures into lessons. This is probably because I came from a predominantly White community and different cultures weren’t apparent to me. I didn’t start thinking about culture as something that separates people until recently. (Jessica, journal 1)
- I thought about how much teachers may or may not have gone through cultural competency training. (Emily, journal 2)

As students entered their field placements, the third text, *Mindsets in the Classroom* by Ricci was introduced and discussed in class concurrently with experiences in the field. Similar to the other texts, students wrote little that would evidence connections between critical consciousness, teacher identity and the readings. Only one journal spoke to a teacher’s need for having a growth mindset as part of their teacher identity and even this writing was an overall observation of its importance rather than a more personal statement of adoption.

Although it is important for students to have a growth mindset in order to reach education goals, it is equally as important for the teacher to have a growth mindset, as their students depend on them to be flexible in the teaching process. (Michelle, journal 4)

Texts and Limited Connections to the Field. Through the assigned Ladson-Billings and Saifer et al texts, journal reflections provided examples of students becoming aware of working with diverse student populations and a general consideration of culturally relevant pedagogies. However, the reflections were not connected to specific examples or experiences to the field that might demonstrate critical consciousness in seeing inequalities in schools or culturally relevant pedagogies as a response to oppressive systems. Reflecting on the *Dreamkeepers*, Katie wrote,

From a teaching perspective, I have learned how to celebrate racial differences in the classroom and recognize the ways in which different learners experience success in different ways. I learned about connecting with each individual student, becoming active and involved in my students' communities and making a conscious effort to create lessons that connect to the cultural backgrounds of my future students.
(Katie, journal 2)

Journals that discuss the Saifer text are similar and described general concepts around culturally relevant pedagogy and its implementation as a means of demonstrating care for students of color.

When a teacher makes an effort to become more familiar with students' backgrounds, it shows that they care about students beyond just their performance in the classroom. (Katie, journal 3)

As students were placed in the field and began observations, the Ricci, *Mindsets in the Classroom* text was introduced. Student journals reflected stronger theory to practice connections with this text. Students wrote about seeing or not seeing evidence of growth mindset at their field placements and a commitment to build growth mindset curriculum into their current or future work as a teacher.

After reading chapter three of *Mindsets in the Classroom*, I have tried to incorporate the students previous work into the next class. (Randy, journal 3)

Emily wrote that she did not always see flexible grouping at her field site and how that was in conflict with the pedagogies described in the text:

One of the many important things I have learned [in the text] is the idea of flexible grouping. This is something that I have and have not seen at [my field site]. (Emily, journal 3)

Students wrote about a commitment to implementing growth mindset strategies in their classrooms. They also wrote about mindset development as something needed by both students and teachers. Critical consciousness requires a judgement that actions are both worthy and possible (Freire, 1994). The student reflections around growth mindset demonstrated that the experiences in the field influenced judgements that both they and their students needed to hold high expectations for student achievement. High expectations are an integral aspect of culturally relevant pedagogies (Ladson-Billings, 2009).

- I intend to open my first day of classes with a discussion of the growth mindset rather than merely mapping out the year for my students. This will surely have a

more positive impact on their education than knowing we will read *To Kill a Mockingbird* in October. (Jerry, journal 3)

- Although it is important for the student to have a growth mindset in order to reach education goals, it is equally as important for the teacher to have a growth mindset, as their students depend on them to be flexible in the teaching process. (Michelle, journal 4)

No Reflection on Specific Student Relationships. In previous studies (Schauer, 2015; Ladson-Billings, 2009; Emdin, 2016) it was a preservice teacher's relationship with students in the classroom and with their mentor teacher that best helped awaken critical consciousness and the implementation of culturally relevant pedagogies and practices. In the journals analyzed, there were no specific connections as evidenced in a preservice teacher-student relationship to either the Ladson-Billings or Saifer texts. Despite being placed in schools where over half of the students represented students of color and the texts emphasize the importance of building relationships with students, the journals did not mention one instance of a connection made to the texts as experienced through a relationship formed with a student. The Ricci text makes limited observations and those were for groups of students and not individual students as it related to the importance of growth mindset and observing students with predominantly fixed mindsets in classrooms observed. Similarly, course assignments were discussed broadly in terms of benefiting students as a whole, but specific examples were lacking in the journals.

Mentors Do Far More than Teach Content. Finally, students appeared to be in awe of the many tasks a mentor teacher needs to accomplish throughout the day such as taking attendance or facilitating student engagement in lessons. The journals do not reflect upon the perceived critical consciousness of their mentor teachers to see, judge or act on oppressive systems as experienced by students of color. After reading about numerous examples of outstanding teachers for African-American students as researched by Ladson-Billings, students did not write about the extent to which their mentor teachers exemplify or do not represent the teachers Ladson-Billings lifts up in her work. Similarly, students' journals did not link their mentor teachers with pedagogies learned in the *Culturally Relevant Standards Based Teaching* text. The Ricci text sparks some reflection around growth mindset and the extent to which mentor teachers exhibit fixed or growth mindsets, but those reflections were rare.

My mentor teacher has a growth mindset. This is extremely evident in situations where she deals with difficult students or matters around the school. If there is a problem in her way she fixes it and adapts to the situation. (Michelle, journal 4)

Student journal reflections regarding mentor teachers represent a realization that teaching is "far more than just teaching content". Students reflect on the skills their mentor teachers have developed around pacing a lesson, being flexible with student learning needs and managing classroom tasks such as taking attendance while simultaneously managing student behavior and starting class on time. Overall, preservice students tended to express awe regarding the mechanics of being a teacher and did reflect deeply on teacher

pedagogies that may or may not be considered culturally relevant.

Discussion

The primary research question of this study examined ways that method course curriculum and associated field placements may foster the development of critical consciousness in preservice teacher candidates as evidenced in reflective journaling and related course assignments. The findings from this study point to significant mismatches between text selections, field placements and course sequencing for supporting the development of critical consciousness in preservice teachers. These mismatches may be centered around the timing of texts with field placements and the number of field hours required to form meaningful student-teacher and mentor-preservice teacher relationships to support critical consciousness.

The student journals demonstrated an engagement with the assigned texts and an awareness of culturally relevant pedagogies and practices. It was hoped that reading the Ladson-Billings and Saifer et al. texts prior to placement in the field would provide preservice teachers with prior knowledge and examples of culturally relevant pedagogies and practices that could be readily observed and reflected upon once they began field hours. However, the journal data showed that students did not connect the texts to their observations in the field. Students largely discuss the texts and the field experiences in isolation from each other. In this way, culturally relevant pedagogies remain limited to skills to be learned rather than actions that stem from critical reflection and experiences in the field.

In future course design, it will be important to align the course texts with the commencement of field placements so students can read the Ladson-Billings and Saifer et al. texts and have better opportunities to critically explore the concepts discussed as they see or do not see them exemplified in the field. The journals reflections might show stronger evidence around critical consciousness if texts and experiences occurred simultaneously. This approach might better help students read about the teachers and students as described in the Ladson-Billings text and immediately spark reflection on the extent to which their assigned mentors and students experience oppressive systems and respond with culturally relevant pedagogies. To facilitate this alignment, it will be important to work closely with the office of field placement to identify potential placements for students in the field to begin closer to the second or third week of the semester, rather than week five or six. It will also be important to identify mentor teachers who implement culturally relevant pedagogies and practices in their classrooms. The inquiry letter to schools should explicitly state that the observation of culturally relevant practices is a desired outcome of the field experience.

Additionally, as the Ricci text on growth mindset is a concept that is broader and less confined to a specific demographic of student, it might be a better text to start the semester with and have students make connections to prior knowledge and experiences from their own K-12 experiences. The same texts, in better alignment with placements in the field,

could yield better opportunities for students to critically reflect on their teacher identity and the use of culturally relevant practices and pedagogies.

Additionally, the student journals did not produce significant moments of critical consciousness as experienced through relationships developed with their mentor teachers or students in the classroom. Research has demonstrated that strong relationships with mentor teachers and students of color can help awaken critical consciousness of preservice teachers (Schauer, 2015; Cochran-Smith, 2012; Emdin, 2016; Romano, 2008; Sleeter, 2012). Possible revisions for course design might include increasing the number of hours spent in the field so these relationships can have more time to develop. The journals may only touch on the surface of teaching, learning and critical consciousness development because preservice teachers did not have enough time in the semester to form relationships with their mentor teachers and the students in the classroom. The current requirement is to complete thirty hours of observation and teach two lessons. It would be interesting to analyze future journals that represented a longer placement in the field. Again, if students were placed closer to week two or three of the semester, they could increase total field hours to approximately forty total hours if the average was three hours per week in the field. These additional hours, along with the closer alignment of texts with field observations, could do more to awaken critical consciousness in student journal responses.

Implications

The findings from this study suggest the following course revisions for future action research:

1. Culturally relevant readings and class discussions should align with the commencement of field experiences so students can better connect texts to experiences and support the development of critical consciousness.
2. Class discussions and assignments require more intentional connections to field experiences, so students have opportunities to share experiences in the field in the class setting. All text-based discussions need to include opportunities for students to connect the readings to observed practice. This can be achieved with guided questions and focused discussion protocols.
3. Revisions to the journal assignment and other assignments are needed to make the development of critical consciousness a stated and desired outcome. Future iterations of the course will ask students to explicitly identify potential moments of critical consciousness that are sparked by texts, class assignments or field experiences. Students will be asked to reflect on ways they “see, judge and act” through their experiences with texts, course assignments and field experiences.
4. The total number of hours completed in field experience should increase from 30 to 40 hours. An increase of hours, along with earlier placements, might better support relationships with the mentor teachers and students at the field site. Placements should seek mentors that already implement culturally relevant pedagogies in their classrooms. Explicitly asking mentor teachers to share their rationale for the implementation of culturally relevant pedagogies could be helpful in the preservice teachers’ development of critical consciousness. Adding an assignment where

preservice teachers interview their mentor teacher and students in the classroom to listen to their lived experiences with schooling and pedagogy might support the development of critical consciousness for all involved.

Conclusion

As teacher preparation programs seek to prepare preservice teachers for work with students in diverse settings, it is important to think deeply about the curriculum and experiences that best prepare candidates for this work. The selection and inclusion of texts, assignments, and field experiences that allow students to explore their identities as teachers and the evidence-based methods of teaching and learning that are most effective for students of color is essential. It is hoped that teacher preparation programs intentionally include texts, assignments and field placements that address culturally relevant teacher identities and pedagogies. However, as the findings from this study highlight, intentionality goes deeper than simply choosing culturally relevant texts and placing students in classrooms with students of color.

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And Integrating Culturally Responsive Group Work in Schools to Foster the Development of Career Aspirations among Marginalized Youth. DOI: [10.1080/01933922.2020.1856255](https://doi.org/10.1080/01933922.2020.1856255) Email: Tahani.Dari@utoledo.edu

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Appendix A: Course Performance Tasks

Teaching in the Field

Students will complete 30 hours in the field and submit signed documentation of hours at the end of the experience. Students will plan, teach and reflect on 2 lessons prepared for students in the field. These experiences will be assessed with the following checklist criteria:

1. All lesson plans and related instructional materials are uploaded and approved 48 hours prior to teaching the lesson
2. completed observation forms from the mentor teacher are uploaded and
3. lesson reflections are uploaded within 48 hours of teaching the lesson.

Journal Reflections

Students will complete 4 journal reflections by assigned dates in the semester. These reflections will include a demonstration of knowledge and skills learned in class, through assigned readings and in the field (once assigned to a site) as well as dispositional thinking toward becoming an effective teacher for students.

Initial Visual Representation of Middle/Secondary Schools:

Select a minimum of ten or more photos and/or visual representations from magazines, newspaper, or Internet sources to visually describe middle/high school education prior to your field experience. Display the photos on a poster board or electronically. Write a summary of what the photos represent. What influenced your decisions? How does poster relate to your personal experience while attending middle/high school? What aspects of your presentation influence your personal philosophy of teaching? At the end of the semester, you will revise your presentation.

Sample Lesson Plan

Students will work in subject area groups to design and teach a sample lesson to peers in the class.

Multi-Disciplinary Unit Plan

Students will work in multi-disciplinary groups to design and present a unit plan based on demographics and data provided by field sites. The performance task will include a unit plan, example of a performance task that would meet expectations, assessment criteria and a group presentation that details the process and products of the unit plan design assignment.

Mid-Term Presentation

Students will synthesize their learnings to respond to the needed knowledge, skills and dispositions required of an effective teacher based on experiences acquired through the course and related field experience. Each group will create an artifact of their learnings and share it through a 5-7 minute group presentation to the class. The artifact can take the form of a PowerPoint, video, drama, or poster/visual art.

Revised Visual Representation of Middle/Secondary Schools

Revise your initial visual representation of middle/high schools. Either remove photos or add photos to your board. Write a reflection of the changes. Cite specifically what has impacted your changes (experiences during the course, experiences at the school, etc)? How does your poster relate to your personal experience while attending K-12 school? What aspects of your poster influence your personal philosophy of teaching? How does this visual experience impact your decision to teach in a middle/high school setting? What changes, if any, has this experience had on you as a teaching professional?

Final Exam Project

Project includes a revised version on one lesson plan taught this semester, examples of student work produced during that lesson, an analysis of the students' work, and a 3-5 page paper explaining your rationale for revising the lesson.

Appendix B: Journal Rubric

	Approaching Expectations	Meets	Meets/Exceeds
Knowledge	<p>Points Range: 0-4</p> <p>Journal does not properly cite/connect (APA) relevant knowledge from the assigned readings and class discussions.</p>	<p>Points Range: 5 - 7</p> <p>Journal cites/connects (APA) relevant knowledge from the assigned readings OR class discussions.</p>	<p>Points Range: 8 - 9</p> <p>Journal cites/connects (APA) relevant knowledge from the assigned readings and class discussions. Exceeds: Cites sources outside of class/assigned readings</p>
Skills	<p>Points Range: 0-4</p> <p>Journal entry does not or inconsistently demonstrates an ability to apply knowledge to application in the field through specific examples discussed in class or observations in the field.</p>	<p>Points Range: 5-7</p> <p>Journal entry demonstrates an ability to apply knowledge to application in the field but does not cite specific examples discussed in class or observations in the field.</p>	<p>Points Range: 8-9</p> <p>Journal entry demonstrates an ability to apply knowledge to application in the field through specific examples discussed in class or observations in the field. Exceeds: applies skills not discussed in class/readings from personal research.</p>
Dispositions	<p>Points Range: 0-4</p> <p>Journal is late (more than 1 week) and/or does not demonstrate thoughtful reflection on becoming an effective teacher for students.</p>	<p>Points Range: 5-7</p> <p>Journal is late but demonstrates thoughtful reflection on becoming an effective teacher for students.</p>	<p>Points Range: 8-9</p> <p>Journal is completed on time and demonstrates thoughtful reflection on becoming an effective teacher for students.</p>