

**For and with the community:  
Forging a school-university-community partnership focused on civic engagement**

Grace Kang  
Illinois State University

Ashley Mayor  
Champaign Community Unit School District 4

**Abstract:** The purpose of this article is to describe a School-University-Community Partnership, the Civic Engagement Cohort, in a teacher preparation program. The authors provide background on teacher education research around issues of diversity, equity, and social justice; describe a Civic Engagement School University-Community Partnership; and offer several implications moving forward. The Civic Engagement Cohort focused on three core principles: 1) issues of diversity, equity, & social justice; 2) immersive experiences in and out of the classroom; 3) critical and agentive teachers in racially, culturally, and socioeconomically diverse educational contexts. The Civic Engagement Cohort offered candidates opportunities for embedded long-term mutual rapport, intentional (re)design of coursework, and complexity of lived experiences.

**KEYWORDS:** School-University-Community Partnership, Rapport, Civic Engagement, Social Justice

**NAPDS NINE ESSENTIALS ADDRESSED:**

**Essential 1:** A professional development school (PDS) is a learning community guided by a comprehensive, articulated mission that is broader than the goals of any single partner, and that aims to advance equity, antiracism, and social justice within and among schools, colleges/universities, and their respective community and professional partners.

**Essential 2:** A PDS embraces the preparation of educators through clinical practice.

**Essential 4:** A PDS makes a shared commitment to reflective practice, responsive innovation, and generative knowledge.

**Essential 7:** A PDS is built upon shared, sustainable governance structures that promote collaboration, foster reflection, and honor and value all participants' voices.

## Introduction

In 2018, the School-University Partnership [SUP] Editors initiated a call to action for those involved in the work of PDS to reflect and examine how we can better engage the university, school, and community--to better serve students. In response to this call, we agree with the SUP editors (2018) of adding a tenth item to the NAPDS's Nine Essentials focusing "on engaging the community and advocacy efforts that advance the profession. It is in these spaces and communities where we see partnerships continue to move towards mutually beneficial action" (p. 146). Recently, NAPDS revised *The Nine Essentials* (NAPDS, 2021) where aspects of community and advocacy are mentioned in several of the essentials. Ensuring that our partnerships are mutually beneficial is something that has been at the forefront of forging the School-University-Community partnership development in this article. This work is not easy and often neglected, yet it is imperative to support not only our university Teacher Candidates (TCs), but to serve all students, Cooperating Teachers (CTs), and the larger community in the schools we work with. When preparing TCs for teaching in diverse environments, it is paramount for teacher preparation programs to build content knowledge and aspects of pedagogy, while also considering the sociopolitical backdrop (Bair, 2017; Milner, 2010).

Organizations like NAPDS began this charge almost a decade ago with their creation of the Nine Essentials (NAPDS, 2008). If such a charge was already answered, why do we need to revisit the question of *What is a PDS?* Like so many innovations, when PDSs moved from conceptualization to application, the concept of PDS was widely interpreted (Abdel-Haqq, 1998; Goodlad & Sirotnik, 1988; Field, 2009). Likewise, the notion of school-university partnerships is equally problematic. Some use the term school-university partnership and PDS interchangeably. Look at Johnston's text as an illustration. She uses school-university partnerships in her title but the entire book is about her work in a PDS (Johnston, 1997). We would not disagree that school-university partnerships and PDSs are closely connected. In fact, we would contend that all PDSs are school-university partnerships, but not all school-university partnerships are PDSs, particularly if they do not adhere to the NAPDS Nine Essentials (2008).

In this article, we provide background on teacher education research around issues of diversity, equity, and social justice, describe a Civic Engagement School-University-Community partnership, and offer several implications moving forward. The Civic Engagement Cohort was founded by Grace in partnership with the school district. The CEC was grounded in hopes to embody long-term mutual rapport, intentional (re)design of coursework, and complexity of lived experiences.

## Background

The intersection of a sociocultural theory of human development (Lave & Wenger, 1991), a Discourse theory of identity development (Gee, 1996), and situated community (Barton & Hamilton, 2000; Gee, 1996) informs this School-University-Community partnership. This framework holds that literacy never exists in a vacuum; it is always a part of the practices, languages, and cultural values of a situated community (Friere, 1993). What makes communities unique is their specific practices, own features, or ways of living and viewing the world. Communities espouse a shared repertoire, which includes languages, routines, gestures, symbols, and ways of doing things that a community has established in its existence (Wenger, 1998).

Unpacking these shared repertoires is fundamental to highlighting equity, diversity, and advocacy. Communities are full of assets, funds of knowledge, and various forms of diversity (Gonzalez, Moll & Amanti, 2005). Funds of knowledge are described as historically accumulated resources, knowledge, and competencies of families and community members, and is a core concept in many teacher education programs.

### **Preparing Teacher Candidates for Urban Contexts**

Many TCs enter teacher education programs in hopes to go back to their hometowns to teach, which often represents children and families that come from similar backgrounds to their own (Groulx, 2001) and similar school environments (Aragon et al., 2014). TCs who experience student teaching or clinical placements in urban settings, however, are more likely to teach in urban spaces in the future (Krieg et al., 2016). These trends are important for teacher education programs to consider and to create space for transformative opportunities in TCs' dispositions and trajectories toward urban teaching contexts. Matsko and Hammerness (2014) highlight the necessity of "context-specific teacher education" in urban settings for TCs to be equipped and prepared to work with diverse student populations and to address issues of equity in and out of the classroom. Additionally, urban education must be framed within the larger system and systemic issues (e.g., systemic racism, sociopolitical context, intersectionality, White privilege). TCs should not enter into urban schools and contexts to "save" or "rescue" students, but to play a role in disrupting the dominant mainstream narrative, disparities in education, and institutional racism.

### **Connecting Civic Engagement to Teaching for Social Justice**

Preparing TCs to teach is a complex endeavor, especially to teach in urban contexts and meet the needs of an increasingly racially, linguistically, and culturally diverse student population. Teacher education programs must prepare TCs to teach in diverse populations with a focus on equity, social-justice, and anti-racism (Ladson-Billings, 1999; Milner, 2011; Sleeter, 2015). Muhammad (2020) calls for teacher educators to prepare the next generation of TCs to disrupt racism, sexism, and other forms of oppression. However, predominately White, middle-class female TCs often show resistance and become defensive when learning about issues of social justice, various forms of oppression, and White privilege. It is of extreme importance for White female TCs (which remains 80% of the public school teaching population) to be prepared to teach in racially, ethnically, and linguistically diverse spaces different from themselves (Kaczmarczyk et al., 2019).

Kinloch (2013) describes teacher education as a form of community engagement. Critical teacher education prepares TCs for anti-racist and social justice-oriented through forms of community/civic engagement and self-reflection/autobiographical work (Riley & Solic, 2017; Cochran-Smith, 2004; Crawford-Garrett, 2016; Kumashiro, 2015). It is essential for TCs to have opportunities to have critical dialogue with K-12 students and teachers to question their prior thinking and past generalizations about urban contexts. Murrel (2001) reconceptualizes urban teaching and teaching education to highlight the role of parents, families, and community in educational reform. Community engagement includes working with teachers, families, and community activists to disrupt the status quo and dominant narratives.

## Context

The Civic Engagement Cohort (CEC) is situated in a Midwestern public university. The university is a predominantly white institution where the demographics of the elementary education program mirror the demographics of the teaching force (80% of the public school teaching population are White females). As the teaching force remains predominantly White, monolingual, middle-class females and the student population becomes increasingly diverse, there is an urgent call and need for a focus on cultural, linguistic, and racial diversity in teacher education (Banks & Banks, 2000; Milner, 2006). Establishing rapport, intentional (re)design of coursework, and complexity of lived experiences were pillars and themes of the CEC.

### Establishing Rapport

The instructors for the CEC included Grace, an Asian-American tenured-track elementary literacy professor and a White non-tenured track professor. More description about both of their roles will be described below. From the start of the CEC, the instructors were intentional to establish, develop, and foster strong relationships with the CTs, schools, and communities. Author 1 developed rapport with the district over several years. Only after four semesters, the district administrators were willing to conduct a pilot partnership model. The CEC was created to support TCs in their understanding and growth in diversity, equity, and social justice; not only seeing their students in their classrooms, but the larger community's strengths, assets, and funds of knowledge.

### Intentional (Re)design of Coursework

The CEC consisted of three courses: Literacy I: Reading and language development, Elementary Education: Issues and practices, and Clinical I. These three courses were (re)designed to build on each other and work in tandem to support the school-university learning and development. Appendix A lists the readings, learning activities, and assignments/projects that were completed in each of these courses. These readings and learning activities were intentionally selected to have diversity, equity, and social justice at the center. We slowly introduced these topics and then delved into the content by layering and building from one course to the next. The two instructors shared the same course assignments and were, therefore, aware of how topics were being taught and addressed. Additionally, all TCs were placed in clinical classrooms in the same district.

### Complexity of Lived Experiences

The three courses built upon one another with these three core principles:

1. Focus on issues of diversity, equity, & social justice.
2. Provide immersive experiences in and out of the classroom.
3. Develop critical and agentic teachers in racially, culturally, and socioeconomically diverse educational contexts.

Through these core principles, the students of the CEC investigated their notions of community, their backgrounds and experiences, and their students' funds of knowledge and lived experiences. It may be important to note that the CEC was piloted in 2019 and became an official cohort in

2020. The year of 2020 was a challenging year for our larger society due to the COVID-19 pandemic, and in particular for schools, universities, and partnerships. However, the CEC instructors continued to run the cohort. This shared context provided immersive experiences both in and out of the (remote) classroom.

## School

### District Background

Hewett District (all names are pseudonyms) is in a small-urban community. According to the 2019-2020 Illinois Report Card, Hewett is a consolidated district serving over 10,000 students. The racial/ethnic diversity in 2020 was 33.8% white, 35.8% Black, 13% Latino, 8.8% Asian, .2% Native American, and 8.4% two or more races. Hewett has 55% low income students, which is a higher percentage of students than the 48.5% of low income students in the state. The local community is ethnically segregated, so the district has implemented schools of choice, where parents can rank their three top elementary school preferences for their children. Through this lottery process, families in the community can send their children to any elementary school in the district, but there is no guarantee.

### Fostering Relationships with Cooperating Teachers

Both CEC instructors resided in the community and district where the TCs were placed. This shared understanding of the local community and school district was extremely pivotal and meaningful in the School-University-Community partnership. Additionally, both CEC instructors taught in the district and had existing relationships and rapport with CTs, administrators, and stakeholders in the district. For example, one instructor served on the district's Equity Committee, served on the PTA board for an elementary school, and taught at several elementary and middle schools in the district. The other instructor taught for 33 years in various elementary schools in the district and retired working as the district's Teaching and Learning Coordinator and Reading Recovery Teacher Leader. Hence, with deep understanding of the district's nuances and particularities, we were able to select and foster organic relationships with the CTs that embodied anti-racist practices and pedagogies, content knowledge, and assets-based perspectives. Author 2 is a white female and has taught in the district for seven years and has served as a CT in the CEC from the inception of the cohort and describes her experience as a CT below.

### Cooperating Teachers' Engagement

There was frequent communication between the CTs and the university instructors. The CTs had a strong understanding of what the clinical experience was meant to look like for the TCs, but they also had autonomy and flexibility in supporting the TCs and collaborating on various instruction and learning activities throughout the day. Ashley developed rapport with the TCs in deep and immersive ways even amidst a pandemic where the instruction was 100% remote and the CT and TCs' collaborations were on virtual platforms.

### ***Focus on Communication***

Prior to the first day in the placement, Ashley and the TCs were in communication to prepare for the experience. The CT shared details about the classroom culture, schedule, expectations, and goals (see Appendix B). Before clinicals started, the CT outlined goals, which set the TCs up for success. The TCs had access to all of the instructional materials and had the opportunity to prepare for the clinical placement with recommendations from the CT. Throughout the placement, TCs were included in the class email exchanges and student listservs where they could preview the week's learning, class communication, and class calendar. Since the instruction for this placement was through a distance learning model, communication was extremely important. Asynchronous (e.g., email exchanges, shared lesson planning documents with collaboration tools) and synchronous (e.g., video calls, remote planning sessions) were utilized to build a true partnership within the clinical experience.

### ***Benefit of Multiple Teachers***

From the start of the placement, TCs were introduced to students as teachers in training, working to learn how to teach and to partner with the CT to give the students an enriching experience. Each day of the placement the TCs and CT would meet and plan together. The CT and TCs made decisions together regarding how students would benefit from the chance to work in guided small groups, and even one-on-one with students. TCs would work with students to build prior knowledge before whole class instruction, support students in reflection of their independent learning, and support students with new content presented in a lesson and/or presented in an alternate mode. The CT and TCs would reflect on students' next steps for learning collectively. Having the CT and TCs making observations of students' learning attempts in multiple settings provided a better understanding of students' learning and more opportunities to implement new skills and strategies.

### ***TCs' Passion Projects***

Throughout the placement, each TC planned and implemented a passion topic, which was an area that connected with the TC's specific endorsements or personal goals for the clinical experience. The CT then had each TC specialize on their goals throughout the placement. For example, a TC chose to focus on developing a fluency intervention, complete with pre and post assessments and small group instruction. Another TC chose to focus on different writing conference techniques, conducting revision and editing writing process conferences with students one-on-one, as well as a full writing conference cycle with one young author. Both TCs gained experience planning and executing a long-term instructional plan. This passion topic was in addition to their ongoing observations and efforts to enrich the CT's instruction.



## University

### Shared Understanding of Clinical Experience

As both university instructors resided in the community that Hewett was located in, they were able to be the liaisons between the schools, university, and community partners. They were the main points of contact and there were no other university staff involved. TCs were aware that their clinical instructor knew the CTs well and would often drop in to observe the classroom, as well as to debrief with them. Additionally, when CTs had questions or concerns about TCs' assignments, they knew to contact the clinical instructor and the channel of communication was open and clear. The university instructors and the CTs worked together as partners to support the TCs and the elementary students. It may also be important to mention that both the CEC instructors collaborated often, in which the tenured-track professor mentored the non-tenured-track professor. These forms of collaboration are necessary in large teacher education programs where both tenured-track and non-tenured-track faculty work closely together to form collegial and collaborative relationships amongst faculty.

### Interconnected Coursework with Clinicals

There were two clinical sections of 14-15 TCs; each taught by one of the CEC instructors. Both of these clinical sections would come together for the *Literacy I* and *Elementary Education: Issues and Practices* courses (28-30 TCs). At times, the CEC instructors would combine sections for their Clinical I course to discuss larger topics. They also had flexibility in arranging blocked scheduling for *Literacy I* and *Elementary Education: Issues and Practices* based on the context and need. This fluidity and flexibility of the three courses supported TCs in and out of clinicals. Both CEC instructors were aware of each other's course calendars and content, so they could build on and support one another's content. Additionally, they knew when various assignments and projects were due, which supported a manageable workload for TCs. The same text was utilized and divided in parts to be read and discussed in the three respective courses.

In their *Literacy I* course, TCs planned a diverse text set with their clinical students in mind and then implemented it in their clinical placements. They also planned an interactive read aloud for their clinical placement, using a mirror, window, or sliding glass door text (Bishop, 1990). Additionally, they conducted a case study on a particular student in their clinicals for the *Elementary Education: Issues and Practices* course to understand the various nuances, dynamics, and differences of each student. TCs also enacted a Teachers as Change Agent project where they observed what would be supportive and helpful in their classrooms, schools, or larger community. Through grant funding, TCs were all given stipends to purchase materials and resources to support this project. Many TCs took initiative to create change in partnership with CTs, other school faculty, or community partners.

Literacy researchers and practitioners understand that literacy is multifaceted and that "literacies are constructed with and inseparable from identities, cultures, bodies, histories, actions, and emotions" (Chisholm & Whitmore, 2018 p. 5). TCs had opportunities to create identity maps of their home communities. The CEC instructors vulnerably modeled this for them and scaffolded recognizing how your past experiences in your local community support your identity development (in racist and/or anti-racist ways). Through interrogating their identities as members

of their own communities and examining their experiences in teaching and learning literacy (or any content), TCs were able to better understand how to notice and leverage students' community and cultural knowledge to support learning in classrooms. Thus, TCs made sense of the impact of their histories on their own engagement with students and students' communities in racially, culturally, and linguistically diverse spaces.

### **Interrogating the Dominant Narrative**

While TCs investigated their own identity maps and community assets, they also interrogated the dominant mainstream perspective. They read *Is Everyone Really Equal (IERE)* by Sensoy and DiAngelo and participated in various interactive modules created by the tenured track faculty of the *Clinical I* course (see Appendix A). Many TCs came to various realizations and epiphanies regarding the mismatch or similarity of their childhoods and the dominant mainstream perspective. Through these readings, learning activities, and discussions, TCs recognized aspects of privilege, power, and positionalities that many of them espoused. As they were able to name these affordances they were beginning to see cultural mismatches, inequities, and opportunity gaps in the clinical communities they were a part of. One TC wrote:

The authors of *IERE* argue that racism is more than the acts of individual bad people. Racism is systematic and institutionalized so oppressed groups are kept oppressed though, and I'm not trying to be dramatic here, brainwashing. These systems are put in place for the "majority" group (won't be the majority much longer) to internalize racism and implicit bias, so racism is embedded into society. Reducing racism to simply the bad things some people think and do is problematic because it lacks accountability for their conscious actions which are put in place by a racist system.

Additionally, in *Literacy I*, TCs interrogated their literacy histories and the texts and spaces they were a part of, which often was not focused on issues of diversity, equity, and social justice. TCs had opportunities to reflect on their classmates' literacy histories and consider the literacy history of their clinical communities. In their *Elementary Education: Issues and Practices* course, they read critical texts that combated the traditional ways of discipline and classroom management, and humanized students' backgrounds and histories in classroom spaces. TCs would then investigate these restorative practices and humanizing pedagogies/practices against the larger backdrop of traditional school discipline.

## **Community**

### **Immersive Experiences in and out of the Classroom**

Before the CEC started, Grace noticed that TCs were only aware of the classroom cultures that their CT and students developed. They did not understand the larger school community or community partners and saw their clinical classrooms existing in silos, rather than being a part of a larger community. In the *Clinical I* course TCs interviewed various community leaders and went on field trips to visit local community organizations. TCs were able to see how these organizations partnered with local schools and teachers. As TCs grew in their understanding of funds of knowledge and assets-based perspectives, they recognized the many supports, assets, and allyships in these community organizations.



### ***Buddy Program***

Ashley designed a community engagement opportunity for her fourth-grade elementary students to work directly as coaches and mentors for primary elementary students twice a week, two times a day in a buddy program. The TCs and CT partnered together to teach the student leaders communication skills on goals for their work with primary students. The student leaders would then work one-on-one or in partnerships with young primary students to model, promote, and engage their buddies in learning exercises. The relationships that developed between the younger and older elementary students within this community were mutually beneficial. The fourth-grade students modeled desire for learning and growth while breaking down concepts or tasks and providing feedback to their primary student partners. The primary students benefited from the relationship and investment in their learning. Primary students received feedback and encouragement directly from the fourth-grade students. The teachers reported academic growth for students engaging in this community partnership. The TCs and CT supported the partnership, but the fourth-grade students were the ones leading, engaging, and making decisions throughout the sessions.

TCs participated in this experience outside of their clinical course and in addition to their coursework. TCs gained experience working with students at different levels as well and seeing the meaningful work of cross-grade level collaboration and the development of these relationships. This work was also done remotely and leveraged the opportunity to engage in this experience outside of the regular school day complimentary to teacher-led instruction.

### **Deep Knowledge of the Community's Assets**

Both CEC instructors have background knowledge and understanding about the community's assets and local organizations, and saw the community as an integral piece in teaching and learning. As part of their clinical course, the instructors had TCs create identity mapping projects of their own home communities and assets. Then, TCs created community maps of their clinical community's organizations, assets, and resources. Through these clinical community maps, TCs drew upon various community interviews and course field trips to perceive community organizations as assets and resources. One TC reflected:

Before this class, I always thought of *community* as a place where people live. A place where you grew up. Yet, after this class and our Community Mapping Projects (both the personal and clinical community), I realized that *community* is so much more than that. To me now, *community* is a place that shapes you. *Community* is something that can change who we are as people and can accept us. A *community* does not have to be just a place you live in or grew up in. A *community* can be a place that you feel welcomed.

Community and civic engagement were not seen as add-ons and one-off field trips but were deeply embedded in the course content and clinical experience.

### **Focus on Civic Engagement**

Grace revised the *Clinical I* course through a civic engagement redesign professional development offered by her university. Through this redesign process, she was able to research

various community organizations, connect with community partners to explain the CEC's vision, and make seamless connections to coursework and clinicals. It was extremely important that the aspects of civic engagement were not portrayed as service work to save or rescue students or families, but rather to partner together in tackling the systemic issues at play in classrooms, schools, and communities.

Riley (2015) notes that literacy is community embedded and based on democratic ideals. As this cohort included a literacy methods course, the literacy content was inextricably tied to the TCs' clinicals and in viewing literacy as a social, cultural, and political construct. Critical literacy was embedded throughout the cohort, where literacy was not viewed as an autonomous act nor as discrete skills in reading and writing that could be transferred from one context to another (Street, 1984). Rather, literacy was viewed in broad ways where literacy could be used for sociopolitical action, social change, and advocacy (e.g., Morrell, 2008; Muhammad, 2020; Royster, 2000). Hence within the CEC, critical literacy afforded opportunities to center civic engagement as forms of advocacy work outside of the classroom, sociopolitical consciousness, and humanization. A TC shared:

By participating in the Civic Engagement cohort, I was given the opportunity to learn more about the community and its resources that are available to the students, families, teachers, and the rest of the community. These firsthand experiences and explorations helped me gain insight into the many resources that are beneficial to myself and others in the community. Throughout the course, I learned how valuable an asset is, to be familiar with the places, events, people, and other resources in my community. As a future educator, I found the cohort to impact me in the sense that I will always do research and explore the community that my school is located in. My hometown is currently the place I would like to teach within, and I realized through the cohort that there are so many resources in my city that I haven't heard of or know little about. I went and learned more about the community I grew up in and continue to live. I was astonished at all the resources that could be beneficial to myself, teachers, parents, and students. Learning about these resources helps me as an educator because I can utilize them to my advantage as well as introduce them to others who may need support. In addition, the cohort impacted my development as a teacher because I saw how important it can be to use the community as support. Overall, the field trips, virtual explorations, and interviews helped me see that there is a whole community willing to help others and their resources need to be shared with others.

### **Significance Moving Forward**

By no means can any School-University-Community partnership be replicated, and this Civic Engagement Cohort and partnership is no different. The specifics of each community, district, and school are what make these partnerships with universities so meaningful and unique. However, there may be threads of meaning and lessons to be gleaned from successful partnerships. A few themes mentioned earlier are establishing rapport with the CTs, administrators, and stakeholders; intentional (re)design of coursework to build onto clinicals; and deliberate attention to the complexity of lived experiences of individuals and communities. We would like to propose a few critical questions as we move forward:

1. How can rapport and relationships with schools (e.g., CTs, administrators, stakeholders) be developed and fostered?
2. With the understanding that the majority of our TCs are white middle-class females, how can we intentionally (re)design coursework to address anti-racism, equity, diversity, and social justice?
3. How can the community's cultural values, norms, and nuances be experienced and celebrated by the outsiders (university faculty and TCs) looking in?

TCs bring their knowledge and expertise to their clinical practice (Gee, 1996; 2012) as outsiders and work to integrate themselves into a new community with different norms, rules, and expectations. Therefore, intentional and deliberate attention must be made to the complexity of the lived experiences and funds of knowledge of individuals and communities. As teacher educators, researchers, and CTs, we believe it is essential that our TCs understand how their histories and backgrounds impact how they engage with their own communities and the communities in which they teach, especially marginalized communities. Lastly, we must scaffold TCs understanding of issues of diversity, equity, and social justice to be centerpieces of our teacher education programs and embedded in our School-University-Community partnerships. The work of School-University-Community partnerships can be somewhat challenging, yet the benefits of deep relationships in all three areas is extremely rewarding and beneficial.

### References

- Barton, D., & Hamilton, M. (2000). Literacy practices. In D. Barton, M. Hamilton, & R. Ivanic (Eds.), *Situated literacies: Reading and writing in context* (pp. 7-15). Routledge.
- Chisholm, J.S., & Whitmore, K.F. (2018). *Reading challenging texts laying literacies through the arts*. Routledge and the National Council of Teachers of English.
- Freire, P. (1993). *Pedagogy of the Oppressed: New Revised 20th Anniversary Edition*. Continuum.
- Gee, J. (1996). *Social linguistics and literacies: Ideology in discourses (2nd Ed.)*. Taylor and Francis.
- Gee, J. (2012). *Social linguistics and literacies: Ideology in discourses (4th Ed.)*. Routledge.
- Gruenewald, D.A. (2003). Foundations of place: A multidisciplinary framework for place-conscious education. *American Educational Research Journal*, 40(3), 619-654.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.
- Leland, C., Lewison, M., & Harste, J. (2013). *Teaching children's literature: It's critical!* Routledge.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation (3<sup>rd</sup> Edition)*. Jossey-Bass.
- Milner, R. (2010). What does teacher education have to do with teaching? Implications for diversity studies. *Journal of Teacher Education*, 61(1-2), 118-131.
- Milner, R. (2006). Preservice teachers' learning about cultural and racial diversity: Implications for urban education. *Urban Education*, 41(4), 343-375.
- Moll, L. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(1), 32-41.

- Murrell, P. (2001). *The community teacher*. Teachers College Press.
- National Association for Professional Development Schools. (2021). What It Means to be a Professional Development School: The Nine Essentials (2nd ed.) [Policy statement]. Author.
- Riley, K. (2015). Enacting critical literacy in English classrooms: How a teacher learning community supported critical inquiry. *Journal of Adolescent & Adult Literacy*, 58(5), 417-425.
- Sensoy, O. & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education (2<sup>nd</sup> edition)*. Teachers College Press.
- Smith, G. (2017). *Place-based education*. Oxford Research Encyclopedia. Retrieved from <https://oxfordre.com/>
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.

### Author Biographies

**Grace Kang**, Ph.D. has taught at the K-6 grade levels and worked as a reading specialist. She is an associate professor of elementary literacy at Illinois State University. Grace teaches various literacy methods courses at the undergraduate and graduate levels and her research explores culturally sustaining pedagogies, culturally responsive teaching, teacher agency and autonomy, narrow definitions of literacy, and social justice-oriented teacher education, specifically in writing.

**Ashley Mayor** teaches 4th grade and has worked as an educational technology coach. She currently teaches in Champaign, Illinois, and opens her classroom to host clinical students in partnership with Illinois State University. Ashley is an alumnus of the Professional Development School from Illinois State University. Ashley's primary area of research has been in collaborative practices and inquiry-based learning integrating technology. She incorporates service-learning and community engagement into her classroom culture.

**Appendix A**

Literacy I: Reading & Language Development

Readings	Learning Activities	Assignments/Projects
<ol style="list-style-type: none"> <li>1. <i>Cultivating Genius: An equity framework for culturally and historically responsive literacy</i> by Gholdy Muhammad</li> <li>2. * <i>Teaching for Black Lives</i>, Edited by Watson, Hagopian, &amp; Au</li> </ol>	<ol style="list-style-type: none"> <li>1. Blogging around the readings with guiding questions.</li> <li>2. Critical video analysis regarding language diversity, social nature of literacy, Danger of a Single Story, gradual release of responsibility.</li> <li>3. Crossing cultural border activity-reflect on a time when you crossed a cultural border/comfort zone.</li> <li>4. Major Theories Related to Literacy Instruction Activity</li> <li>5. Identity and Literacy Mini-Experiment</li> <li>6. Perception and Literacy Mini-Experiment</li> <li>7. Mirrors, Windows, and Sliding Glass Door Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Literacy History</li> <li>2. Literacy History Analysis</li> <li>3. Diverse Multicultural Text Set</li> <li>4. Interactive Read Aloud</li> </ol>

Clinical I

Readings	Learning Activities	Assignments/Projects
<ol style="list-style-type: none"> <li>1. <i>Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Clinical Community Explorations and Visits of various community</li> </ol>	<ol style="list-style-type: none"> <li>1. School &amp; Community Investigation</li> </ol>

<p><i>Education</i> by Sensoy &amp; DiAngelo.</p> <p>2. <i>We Got This: Equity, Access, and the Quest to be who our students need us to be</i> by Minor</p> <p>3. * <i>Teaching for Black Lives</i>, Edited by Watson, Hagopian, &amp; Au</p> <p>4. <a href="#">Deficit Thinking and funds of knowledge Module</a> by Lara Hansfield</p> <p>5. <a href="#">Anti-Racism in Education Module</a> by Shamaine Bertrand &amp; Erin Quast</p> <p>6. <a href="#">Family &amp; Community Module</a> by Grace Kang &amp; Kyle Miller</p>	<p>organizations, non-profits, etc.</p> <p>2. Blogging around the readings with guiding questions.</p> <p>3. Interviews with community leaders and stakeholders</p> <p>4. Quizzes on White privilege and implicit bias.</p> <p>5. Videos and simulations on power and privilege.</p>	<p>2. Introductory Letter to Students &amp; Families</p> <p>3. Identity Mapping Project</p> <p>4. Gallery Walk of each other’s Identity Maps</p> <p>5. Clinical Community Mapping Project from an assets-based perspective.</p> <p>6. Teachers as Change Agent Projects</p>
--	--	---

Elementary Education: Issues & Practices

Readings	Learning Activities	Assignments/Projects
<p>1. <i>These Kids are Out of Control</i> by Richard Milner</p> <p>2. * <i>Teaching for Black Lives</i>, Edited by Watson, Hagopian, &amp; Au</p>	<p>1. Blogging around the readings with guiding questions.</p> <p>2. Speakers around management and mindset, restorative practices, assessment, and technology.</p> <p>3. Videos around video analysis, MTSS, and supporting successful student learning.</p>	<p>1. Group Behavior Support Research Project--on “classroom management”</p> <p>2. Lesson Plan using CCSS</p> <p>3. Case Study Project</p>

\*Marks that the text was used across the CEC



**Appendix B**

## First Day Information Document

## Clinical Students Schedule Spring 2021

Welcome: Jenny & Madalyn (all names are pseudonyms)

February-May 2021

Tuesdays & Thursdays (~8-9 hours experience each week)

Tuesday/Thursday Schedule
8:00-8:30 Feedback on Student work & Lesson Prep <ul style="list-style-type: none"> <li>• Small group time</li> </ul>
9:00-9:30 1st/4th Grade Coaching Session
10:00-10:30 1st/4th Grade Coaching Session
(*Occasional) 11:00-11:35 Tier 2: support time
11:35-2:05 4th Grade Live (with students)
2:05-2:15 Reflect/wrap up day
~4-4.5 hours clinical experience daily

**Prep for Day 1**

1. Please share your background check cert with me so I can file this with the school office.
2. Setup a Google Drive Folder for 4th Grade @ Hickson so you can organize all of our digital resources.
3. Trial run the log-in (Zoom).
4. Check out some of our class resources (digital platforms).

**Supplies** to have at hand at home:

1. Zoom with camera & mic
2. Small (hand held dry erase board), dry erase marker, & eraser
3. Post-its or note cards for modeling activities
4. Notebook/personal record keeping observational data
5. Class list

**Digital Platforms** we use (feel free to preview)

1. Our Class website = Protected site (Google account needed for access)
2. Google Apps for Education (Google Classroom, Drive, Docs, Slides, Sheets, Forms, etc.)
3. enVision Math Curriculum
4. Reading Wonders Curriculum
5. Math = Khan Academy Grade Four Course

6. Peardeck - interactive lesson builder
7. Intervention Tool: Edmentum
8. Digital Media Resources: Hoopla, Overdrive(Libby) Using public library card, & Epic (class account)

### **Responsibilities/Goals**

As a clinical observer I encourage you to ask questions - ask students questions about what they are doing and if the student can tell you why (their strategy/reasoning). One of the most important things in observing students practice is giving the student an opportunity to think out loud- tell you how they are making decisions and what steps they are taking. (This allows us information on how to guide their learning).

Please feel free to ask me questions (we will be able to talk each morning at 8am and during the students' specials).

In order to best serve the students in the class, I may ask you to work with students 1:1 to complete an activity or give starting prompts. You may work with small groups in breakout rooms - leading an activity or make observation notes. I hope that you will get as much time in active observation in my classroom.

I ask you to do your best to be present when in the classroom (Zoom). I understand you are going to take time to take notes in your observation - this is great, also be sure to be attentive to the students as they are working.

Students have many potential distractions in their homes as do we, I am committing to giving students my full attention during our '4th Grade Live' Zoom sessions. I am asking that you do the same and minimize distractions around you as much as possible, giving the students your full attention during our live Zoom sessions.

I am glad you will be joining our class. Currently, I have 17 students in a distance learning setting (please see the class list below). This class has been resilient and is a true community. They have learned some amazing tech skills, independent learning work habits, and ways to build relationships amidst a global pandemic. We have shared heartache and celebrations this has been quite a year!

I look forward to meeting you!

