

FORWARD

CONNECTIONS 2021 – DEFINING THE FUTURE

Infusing an Equity Framework into a Rigorous Teacher Preparation Program

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Summary

NCE's residency programs are an innovative and rigorous pathway to teaching. One way to ensure we are best preparing our students for their roles as teachers has been to include an equity framework across the program. In this lightning round session, I will share our journey including successes, setbacks, and revisions over the last few years.



What is the Residency Program?

A one-year intense teacher preparation program where our MAT students are full time graduate students while full time student teachers. Our district partners recruit based on their needs and we develop/revise programs as appropriate for our district partners. By the end of a year, residents receive their PEL and are hired by their district, ideally with a commitment of four years.



Why do we care about an equity framework?

A framework for equity in teacher preparation is impactful on many levels: faculty, our residents, our residents' students and their families, our residents' colleagues (especially their mentor teacher), and our residents' administrators.

Identifying and implementing an equity framework is an enormous task with impact across multiple layers.



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Journey

Residency programs have been at NLU for over a decade (close to 20 years), but in the last few years

- evolution of assignments
- inclusion/revision of assignments with specific acknowledgments around equity
- infusion of culturally responsive teaching and leading standards



Where have we grown year over year?

The clarity of assignments, the explicit attention to equity and anti-racism, reading assignments.



Where do we feel we have been successful?

The clarity of assignments, the explicit attention to equity and anti-racism, reading assignments.

Beyond that, using consistent language with research, best practices, and state standards (in 2021).

State Standards

In Feb 2021, the state released Culturally Responsive Teaching and Leading Standards. Amongst other things, language in these standards include:

- Self-Awareness and Relationships to Others
- Leveraging Student Advocacy
- Systems of Oppression



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State Standards

This allowed for a much more consistent and clear framework for us as we moved forward this year. This included a(nother) revision of readings and videos, explicit calls to language in the standards (see next slide for some examples), and update to how assignments have a thread across each other but also across the year.



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State Standards (examples)

Systems of Oppression – Culturally responsive teachers and leaders understand that there are systems in our society, especially, but not limited to, our school system that create and reinforce inequities, thereby creating oppressive conditions. Educators work actively against these systems in their everyday roles in educational institutions. The culturally responsive teacher and leader will: 1) Understand the difference between prejudice, discrimination, racism, and how to operate at the interpersonal, intergroup, and institutional levels. 2) Collaborate with colleagues to determine how students from different backgrounds experience the classroom, school, or district.

Leveraging Student Advocacy – Culturally responsive teachers and leaders will support and create opportunities for student advocacy and representation in the content and classroom. The culturally responsive teacher and leader will: 1) Emphasize and connect with students about their identities, advocacies, and self-interest



Why does this all matter?

The students in our residents' classrooms.

Our residents' growth as educators.

Our resident's colleagues who are continuing to grow in their own work.

Our school communities.

Us, as teacher educators.

Questions?

You can also email me if you want to learn more, chat about what we're doing, or offer suggestions to how we can continue to evolve in our work.

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