

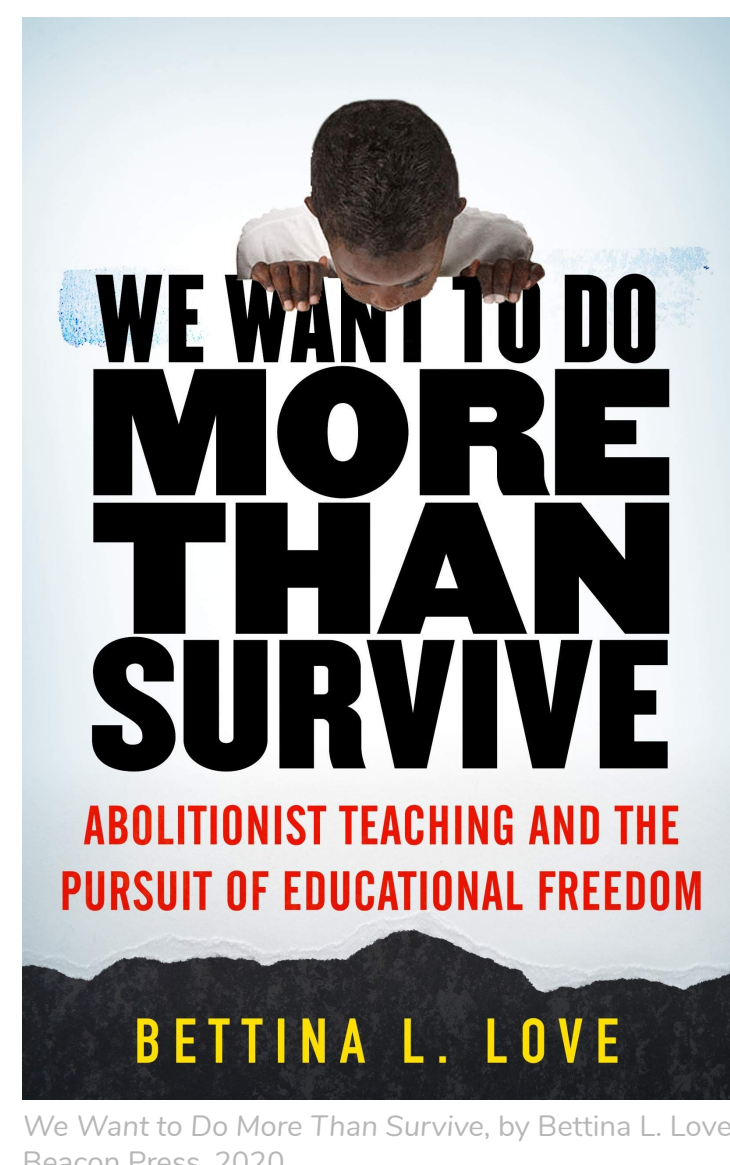
CRITICAL EDUCATION AND THE FUTURE EDUCATOR

Marissa Cardenas, Alicia DaSilveira, Jennifer Lemon,
Raquel Perez-Granados & Timothy Rupiper

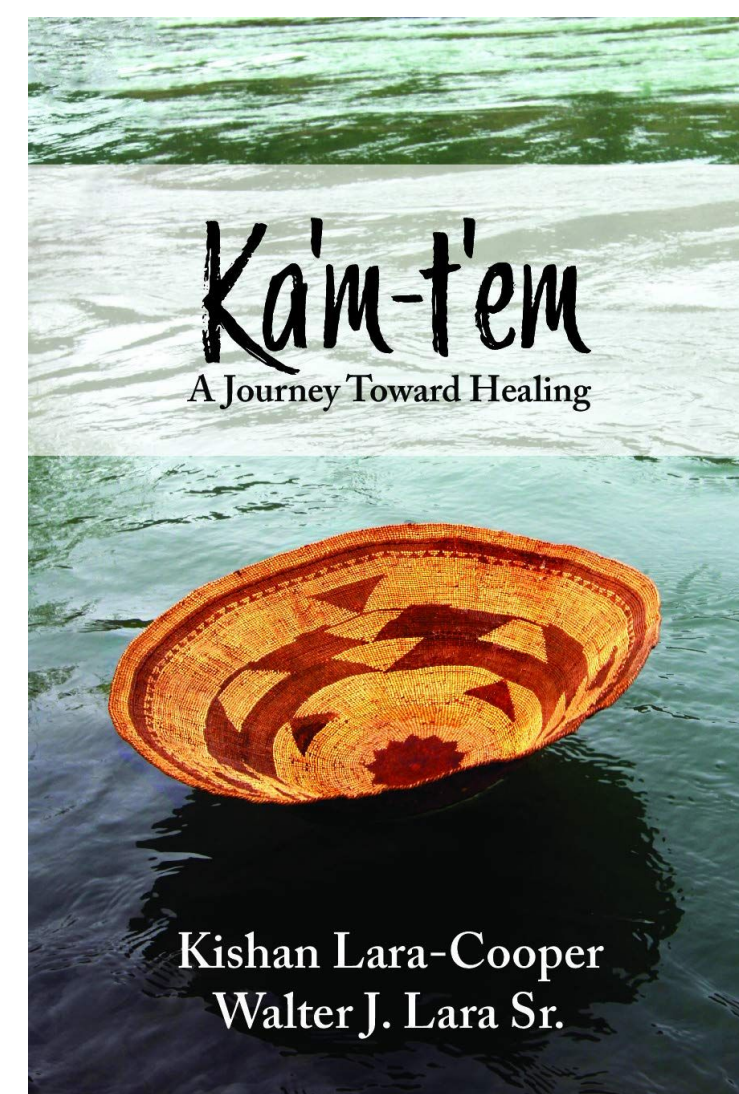
*Faculty Advisors: Marisol Ruiz, Mary Dingle,
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Essential Thought: Future educators require better preparation and education--in regards to multicultural education, culturally sustaining pedagogies, and critical frameworks--to better serve the youth in our K-12 schools.

Click [HERE](#) to hear *Our Perspective As Future Educators*, which we present from firsthand experience in a teacher prep program.



We Want to Do More Than Survive, by Bettina L. Love, Beacon Press, 2020.



Ka'm-t'em: A Journey toward Healing, by Kishan Lara-Cooper, Walter J. Lara Sr., Great Oak Press, 2019.

What
do
these
books
have to
say?

Research and Background (click [HERE](#) for video):

- What frameworks should we be using? Critical sustaining pedagogy, critical race theory, etc.
- California State Universities (CSU) and University of California (UC) campuses require at least one multicultural education course, but is one enough?
- People of color are NOT the statistics so widely publicized.
- What do the books say?



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“Pedagogies must call out and teach students how racism, sexism, homophobia, transphobia, Islamaphobia, and inequality are structural, not people behaving poorly. They must criticize the systems that perpetuate injustice... while pushing for equitable communities, schools, and classrooms” (Love, pp. 55).

Confronted with the issues on race, gender, and class among our cohort, we decided to take a deeper look. Daring to ask the questions, “How can we help our cohort and ourselves grow to be teachers? How can we continuously check our biases and acknowledge the racist practices in education while actively resisting the aforementioned approaches that are all too common in classrooms?” This lead us through a series of informational pools that included self-reflection, research, interviews of teacher educators and their backgrounds, program surveillance, and exploring the process of preparing, and inducting new teachers. Our goal is to spread knowledge, and to produce an online resource filled with culturally sustaining and critical frameworks, lesson plans, videos, and culturally appropriate and acknowledging curriculum that future teachers can access wherever they end up to use in their classrooms.

Click [HERE](#) for the above synopsis of our project in video format, presented by Promotorx Transformative Educators Program (PTEP) Faculty Advisor and Discussant Marisol Ruiz!

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Tech Tidbit: This poster includes videos which are [hyperlinked](#). Text will be **highlighted**, and when clicked, will take you to a different tab or window in your browser.

Our Findings: Teacher candidates need to hold themselves accountable, as well as be held accountable.

Teacher education programs need to provide more than one streamlined diversity course. Programs should also offer more opportunity for students to examine their own biases, and how that can affect their teaching, and classroom presence.

Future teachers and teacher preparation programs need to do better in recognizing racist and heteronormative structures, and work to break these down.

Click [HERE](#) to hear *Our Perspective On Literature in the Classroom*, which we present from firsthand experience as both students and educators. For more information and a comprehensive list of anti-bias children's books, click [HERE](#)!



Teaching Through Healing (click [HERE](#) for video)

How does poetry, yoga, meditation, mindfulness, and restorative justice help the whole child?

Click [HERE](#) for all the evidence of how we need to rethink standardized testing for teachers and students!

Sources & Citations: LOVE, BETTINA L. WE WANT TO DO MORE THAN SURVIVE: Abolitionist Teaching and the Pursuit of Educational Freedom. BEACON, 2020.

<https://blogs.harvard.edu/technologyedge/the-benefits-of-incorporating-yoga-in-schools-and-universities/>, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4831047/>, <https://www.nytimes.com/2019/08/15/us/california-ethnic-studies.html>, <https://news.stanford.edu/2016/01/12/ethnic-studies-benefits-011216/>, <https://www.cde.ca.gov/ds/sd/cb/ceffingertipfacts.asp>, <https://www.washington.edu/brand/templates/research-posters/>

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