

The background of the entire page is a dark navy blue. It is overlaid with a complex, abstract pattern of geometric shapes in various shades of purple and blue. These shapes include rectangles, triangles, and curved segments, some of which are layered on top of each other, creating a sense of depth and movement. The colors range from deep indigo to a lighter, dusty blue.

# INSTILLING CHANGE:

## INTEGRATING IAED INTO CTE

By Janine Duncan



**We acknowledge that Purdue University is built on and near the ancestral homelands of the Indigenous people. We honor and appreciate the Bodéwadmik (Potawatomi), Lenape (Delaware), Myaamia (Miami), and Shawnee people who are the original Indigenous caretakers of this land.**

**A**cross the United States and worldwide, university educator preparation programs (EPPs) are responding to the need to address inclusion, access, equity and diversity (IAED) in the classroom. A variety of strategies are being utilized, including revision of coursework, new course additions, tailored field experiences and more. Further, across subject-specific disciplines, educators have taken varying approaches to diversify curriculum, too. For example, within my own field of family and consumer sciences (FCS), teacher candidates are exploring secondary FCS curricula for gaps and opportunities to include under-represented knowledge and perspectives (Duncan, Holland, Russell, Saboe-Wounded Head, & Spangler, 2022).

This work promises to help us move beyond the stalwart white, middle-class,

Western perspectives that have guided curriculum development since the founding of the FCS discipline. And while significant, this is only a starting point for career and technical education (CTE). Given the reach of CTE, as it educates a diverse group of students across many career pathways, it is important that CTE EPPs shape thoughtful curricula and teacher candidate experiences to ensure that future educators are ready to meet the needs of their students.

Importantly, these IAED practices are also an expectation of EPP accrediting bodies. Across many states, teacher candidates (and practicing teachers, too) are evaluated against the Interstate Teacher Assessment and Support Consortium (InTASC) standards or something similar (Council of Chief State School Officers (CCSSO), 2013).

These InTASC standards embody IAED perspectives as teacher candidates must demonstrate “critical dispositions.”

- To develop global understandings within the discipline
- To build the capacity of all students
- To demonstrate an embrace of diversity within and beyond their classrooms

Additionally, the InTASC standards relate IAED principles directly to ethical practices, understood by a teacher candidate’s commitment to “deepening understanding of [their] own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families” (CCSSO, 2013). Given these expectations, and more, consider how this can be accomplished.

## "We teach children, not curriculum."

To start, consider how CTE can embrace this adage from former elementary school teacher Ruben Brosbe (2019), who now facilitates professional learning for educators: "We teach children, not curriculum."

Jorge Ruiz de Velasco, Ph.D., an education researcher at Stanford University, champions the transformation of teacher identities – from content experts to success coaches and youth development professionals.

(College & Career Academy Support Network, 2019)

Focusing on children, rather than on curriculum, is essential to promoting equity across the CTE spectrum, as it is a means of breaking down barriers that inhibit learning. Recent publications from Advance CTE (2022a; 2022b) provide more detail. Focusing on state leaders, CTE "must identify and dismantle historical barriers and construct systems that support each learner in accessing, fully participating in and successfully completing a high-quality CTE program of study." Through CTE EPPs, teacher candidates need to understand the discipline-specific historical barriers that will impact their future learners. Doing so permits teacher candidates to appreciate their roles in dismantling these barriers while creating equity-minded systems of support. Such systems of support require authentic strategies to engage the voices of students, their families and communities. Meaningfully elevating voices beyond the status quo will

offer needed insights to strengthen career pathways. For teacher candidates, this requires reflective consideration of community assets that could contribute to their equity-minded classrooms.

What is significant about these initiatives is their consistency with the broader body of IAED scholarship, often referenced by critical pedagogy, culturally responsive pedagogy and culturally sustaining pedagogy. Multiple scholars have presented findings that confirm the importance of student lives and how families, communities and culture contribute to student learning. For example, learning about and recognizing the value of cultural capital among students (aspirational, familial, resistant, linguistic, navigational, social) is essential for CTE teacher candidates to understand the assets that students bring to their classrooms (Yosso, 2005).

More specifically, González, Moll & Amanti (2005) offered a sharper focus on the value of family engagement through their work on "funds of knowledge." The editors posited that "people are competent and have knowledge, and their life experiences have given them that knowledge." And within their book, they featured the familial knowledge and skills that could support student development and learning in the classroom. By building bridges between CTE and familial knowledge and experiences, teacher candidates will position themselves as capable of creating meaningful experiences for their students.


## Apply asset-based pedagogies to CTE practice.

Teacher candidates possess a fervent commitment to meeting the needs of all



“Cultural capital draws on the knowledge students of color bring with them from their homes and communities into the classroom. This is not conceptualized for the purpose of finding new ways to co-opt or exploit the strengths of communities of color. Instead, community cultural wealth involves a commitment to conduct research, teach and develop schools that serve a larger purpose of struggling toward social and racial justice.”

(Yosso, 2005)



students. And they are receptive to the ideals of culturally responsive-sustaining pedagogies. What they need is practice. Gholdy Muhammad's (2020) *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy* is an important resource that permits teacher candidates to think about and plan for their own classrooms. Focusing on the four pillars of historic Black literary societies — development of identity, skills, intellect and criticality — teacher candidates are challenged to engage with multiple perspectives, leading to the collection of resources that support student development.

In my own work with teacher candidates they draw from Muhammad's examples by unpacking the historical practices of their respective disciplines, as well as their own personal histories, and associated barriers for diverse students. While somewhat discomfiting to learn, it is important for teacher candidates to locate themselves within their respective disciplines, to better appreciate the kind of change agents they aim to be — planning for their own contributions to advance the discipline.

This act of reflection supports each candidate as they write a personal preamble, which introduces their own interests and commitments to IAED in CTE. The preamble then becomes a lens through which candidates collate the resources, references, and materials to support their future students' development of the identity, skills, intellect, and criticality. Confidence grows as teacher candidates begin to envision themselves using their newly acquired critical library to foster meaningful learning among their future students.

A frequent concern for teacher candidates surrounds the creation of the learning environment itself. How might they facilitate a compassionate class-

room where students are seen, heard and responsive to one another? While social and emotional learning has been understood as a means for facilitating self-awareness, growth and cooperation among learners, it has likewise been critically reviewed as a means for controlling students and perpetuating the thought that white, middle-class behaviors are the end goal (Kaler-Jones, 2020; Simmons, 2019).

So, building on work from the Collaborative for Academic, Social and Emotional Learning, Emory University (2022) and His Holiness the Dalai Lama developed Social, Emotional and Ethical Learning (SEE Learning). The program builds students' personal and social awareness, compassion, and engagement, and it goes further to promote a systems perspective. Through SEE Learning, students work toward appreciation for the interdependence of people and communities; are drawn toward notions of a common humanity; and are engaged in community and global action. These principles are central to the design and delivery of high-quality CTE. Particularly when activated through career technical student organizations (CTSOs). Career development lies at the core of CTSOs, and likewise, a dedication to leadership development and a commitment to productive citizenship in home and community (Fiscus, 2008) For CTE teacher candidates, engagement with SEE Learning principles offers a path to connect disciplinary content with CTSO experiences and foster a productive learning environment for all students.

**Engaging students in community and global action is a focus of career and technical education**

Through their creation of Asia Society's Global Social Justice Education Framework, Conrad, Watkins & Singmaster (2021) provided a blueprint for educators and future educators "to help students develop an appreciation for the intersections of work, social justice and the common good." Learners examine inequality and oppression at the individual and institutional levels.

This Framework complements the broader work of Asia Society, which, in partnership with ACTE, aims to support CTE student understanding through global competencies in four domains.

- Investigate the world
- Recognize perspectives
- Communicate ideas
- Take action

Through its online Global CTE Toolkit, Asia Society (2023) provides professional development for teacher candidates and practicing CTE educators and houses a wealth of resources that apply across high-quality CTE programs of study. For CTE teacher candidates, the Toolkit provides support, resources and connections to career pathways, while illuminating the need to appreciate diverse perspectives through the global competencies model. In this way, concern for the classroom and community environment is paired with pathway content, supporting candidates as they build their own schema for classroom and content delivery.

**Instill change across CTE educator preparation programs.**

Within CTE EPPs, study of IAED perspectives is essential. Connect teacher candidates to the literature surrounding culturally responsive-sustaining peda-

gogies, while also making connections to related, CTE-centric perspectives on IAED. Doing so will confirm for teacher candidates that their knowledge of families, communities and cultures is vital to student success. This article has featured multiple strategies for supporting CTE teacher candidates in an embrace of IAED.

1

Create a critical library of resources aimed to develop the identity, skills, intellect and criticality of students, based on Gholdy Muhammad's *Cultivating Genius*.

2

Foster a compassionate community grounded in Emory University's Social, Emotional and Ethical Learning.

3

Commit to developing global competencies using Asia Society's Global CTE Toolkit.

Across CTE, educators persist in their commitment to creating classrooms where all students are welcomed and will thrive. Teacher candidates would benefit from ACTE's library of resources as well as the IAED Mentorship Program. Further, ACTE's CareerTech VISION 2022 launched the inaugural Advancing Career & Technical Educators Symposium for select teacher candidates and early career educators. (Learn more on page 13.)

Building the capacity of teacher candidates to utilize asset-based pedagogy and practices is essential for delivery

of high-quality CTE. Thus, a new generation of educators will make the shift from content experts to youth development professionals, as imagined by Dr. Ruiz de Velasco. ■

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