



## SoTL INQUIRY INTO PRE-SERVICE ENGLISH TEACHERS' SENSE OF BELONGING AS THEY LEARN TO BE CULTURALLY SUSTAINING PRACTITIONERS

### Research Question

What works to foster and solidify a continuing sense of community and belonging in the current English Ed methods classroom as students work to become culturally relevant and sustaining practitioners?

### Background

- Teachers must be politically aware and socially just; Unprepared teachers harm students by relying on biases and stereotypes (Picower 2013)
- Classroom community and belonging is correlated with academic success and meaningful learning around race and racism (Kernahan, et al. 2014)

### Context

- Overall lack of research exploring strategies to create community in pre-service teaching cohorts.
- Pre-service teachers' visions of the future are teacher centered or student centered, but do not include collaboration with colleagues (Blackly, Bennett, and Sheffield 2018)

### Mixed Methods

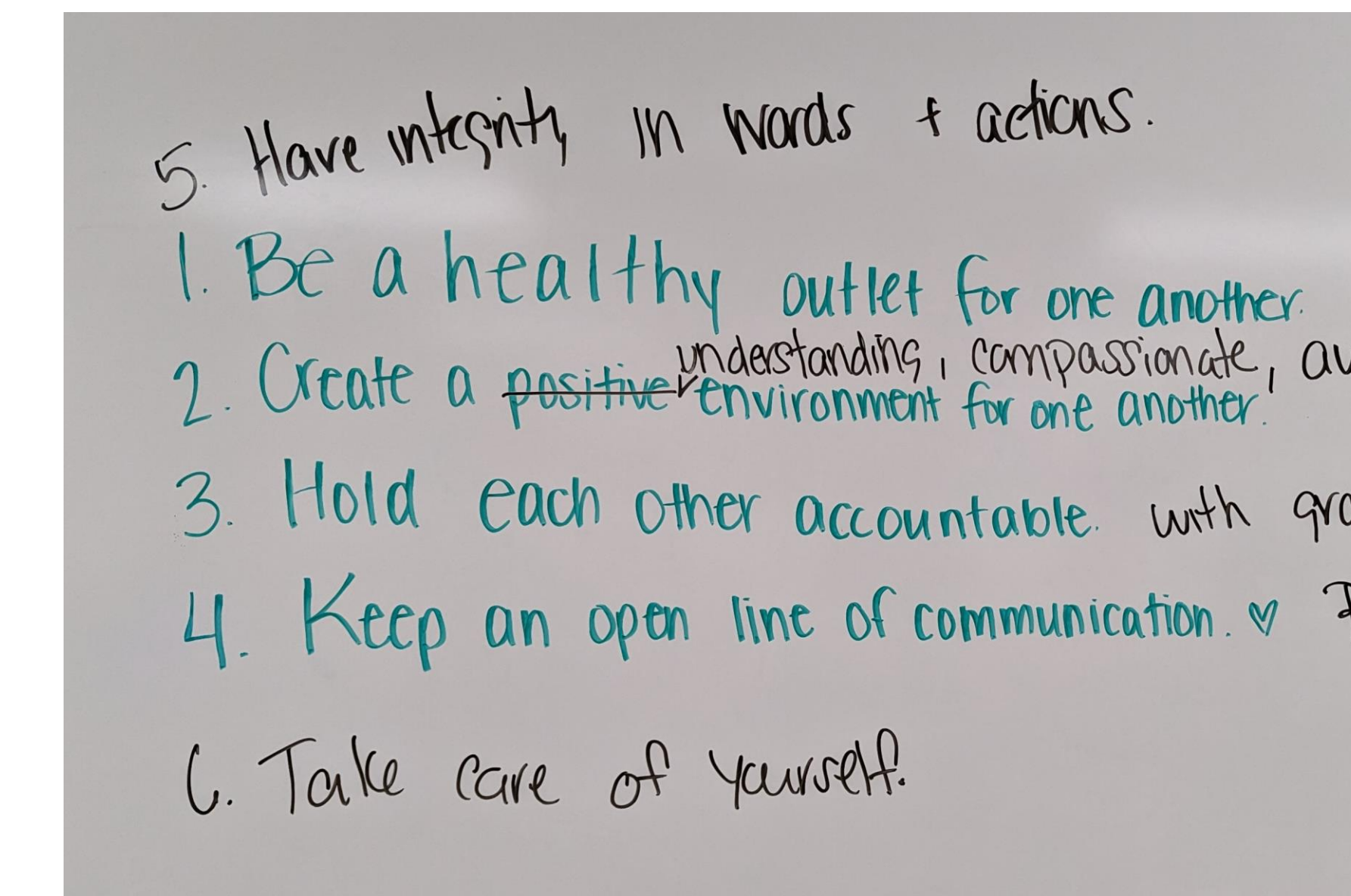
- 2022 cohort overall reflection
- 2023 cohort reflection and Color-Blind Racial Attitudes Scale Survey (Neville, et al. 2000) at beginning and end of semester
- Photographs of in-class activities

“Having dynamic conversations about [intersectionality] was really crucial to help change my view.”

“The cohort was so helpful in just getting to wrestle with these different pedagogical concepts of culturally sustaining, socially just, and anti racist ways of instruction, content, materials, texts.”

“I could not have done methods alone. At all.”

“With each class I just became more confident and it's largely due to [the cohort community].”



Students write cohort norms using affinity mapping.



Students create a pictorial Collaboration Rubric; this picture represents the Developing level.



Students play the First Year Teacher Game, a collaborative role play of one week of ELA teaching.

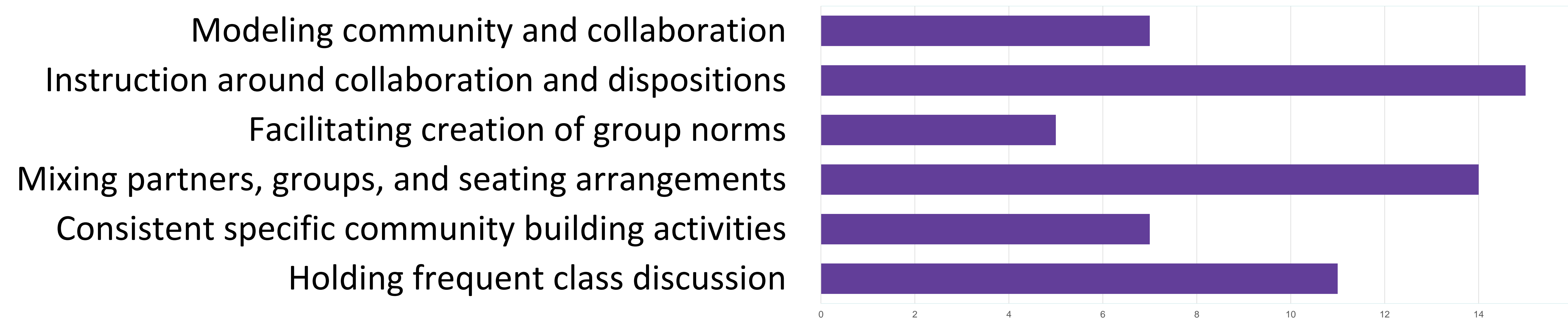


When asked to create a picture of their community, students make a heart shape with their hands.

### Effective Student-Initiated Strategies and Dispositions

	Participate in social media group chat	Spend social time together outside of class	Work in shared space	Willing to be vulnerable, silly, ask for help, etc.	Focused on problem solving and positivity
(Most connected)	Frequently	Frequently	Frequently	Frequently	Frequently
(Connected-ish)	Frequently	Occasionally	Seldom	Occasionally	Occasionally
(Least connected)	Occasionally	Seldom	Seldom	Seldom	Occasionally

### Effective Professor-Initiated Strategies



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Scan for more Findings and References

