

## RISE Conference Proposal - DUE JULY 15

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Session/presentation/workshop title: Culturally Responsive Teaching: Inclusive, Engaging, and Effective Instructional Strategies

Preferred delivery (in-person or virtual): In-Person

Preferred session length (50 or 100 minutes with break): 50 minutes

### **Abstract (currently 96/125 words)**

Illinois' Culturally Responsive Teaching and Leading Standards, approved by the Illinois State Board of Education in March 2021, will be part of teacher education programs throughout the state by the end of the 2022-2023 school year. To this end, we want to provide practical strategies for reflecting on teacher preparation coursework and incorporating the CRTLS in our work with preservice teachers. We will provide a quick review of the content within the standards, but most of the time will be spent on specific examples of what teacher education classrooms might look like with the CRTLS embedded.

### **Session Description (220/300 words)**

As a follow-up to our 2021 conference presentation, Drs. Davis and Jones will begin with a short review of the Illinois Culturally Responsive Teaching and Leading Standards (CRTLS). We will then spend most of our time providing very specific examples of strategies that can move people from what they are currently doing in their college classrooms to something more culturally responsive.

For example, one step that might take place early in this process is a culturally responsive "audit" of one's classroom. This is a time when instructors can dig deep into their classroom resources, course texts, even PowerPoint slides and selected videos. How inclusive are these resources? Do students see images of or read anyone besides White folks? Are students ever given a say in classroom activities, or a voice in what they are learning? Do students have time to reflect on what they are learning and how that fits or does not with the way they were raised?

Our objectives involve moving people forward from awareness to action; taking what we know of the standards and using some of the strategies we provide to analyze and revise their curriculum. We feel this fits within MEI's goals of diversity (acknowledging individual differences within our curricula), inclusion (active engagement with these ideas), and equity-mindedness (demonstrating an intention to address equity issues).

### **Bio Statements**

Alexis Jones is an assistant professor at Eastern Illinois University in the department of Teaching, Learning, and Foundations. Her speciality is teacher education, and her research interests include the interactional nature of teaching, teacher emotions, and teachers' moral decision-making. Before finishing her Ph.D. at the University of Illinois at Urbana-Champaign, Dr. Jones was a grant coordinator for Urbana School District. She planned and implemented a wide variety of teacher workshops on such topics as American history, hands-on mathematics teaching, differentiated instruction, and gifted education.

Amy Davis is an assistant professor at Eastern Illinois University in the department of Teaching, Learning, and Foundations. Her specialty is elementary literacy and English as a second language. Before finishing her Ph.D. at Kansas State University in 2018, Dr. Davis spent nine years as both a classroom and English as a second language teacher and two years as an ESL Learning Coach for Wichita's USD 259. During her time at KSU, she worked with English teachers from Mexico, Ecuador, and Saudi Arabia. Dr. Davis is fascinated by children's acquisition of a second language and their transition from listening and speaking to reading and writing. Her research includes the use of student-generated artifacts to develop and promote expressive language and reading/listening comprehension.