

**Summer Teacher Education Partnership for Urban Preparation
(STEP-UP)
Evaluative Report**

Summer 2020



NATIONAL CENTER
— *for* —
URBAN EDUCATION
ILLINOIS STATE UNIVERSITY

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PROGRAM DESCRIPTION

Illinois State University (ISU), located in Normal, Illinois, is the largest preparer of teachers in the State of Illinois. Eighty-seven percent of Illinois public school districts employ at least one ISU alum and one out of seven teachers in the state is an ISU graduate.

In 2005, ISU began a partnership with Chicago Public Schools (CPS) with the collaborative work of the Chicago Teacher Education Pipeline™ (CTEP), centered on a common goal – to prepare the highest quality teachers for the students that need them the most. This partnership works to better prepare ISU teacher candidates for high-need, under-served urban communities. Teacher education majors who join this project participate in an array of specialized activities (e.g. redesigned courses, clinical experiences, and urban student teaching). As the work has expanded across the state, first to Decatur, and then Peoria, a new organization was founded to serve all of ISU's urban teacher preparation programs, the National Center for Urban Education (NCUE).

A central component of NCUE is the Summer Teacher Education Partnership for Urban Preparation (STEP-UP) program. STEP-UP is a 4-week teaching and community internship and summer residency for ISU students. Participants teach and tutor students in the partner district to learn best practices in urban teaching and participate in professional development and reflective seminars. Simultaneously, these students live in traditional home stays with partner community residents, serve as interns at local community-based organizations to work on projects specific to the community's needs, and participate in other civically engaged activities in the community. Through this program, pre-service teachers develop asset-based paradigms for assessing communities, cultivate an active, bidirectional relationship with their school community, identify opportunities for authentic involvement, and become familiar with successful models for community engagement in schools.

The 2020 STEP-UP program provided an in-depth understanding of partner communities in the Chicago neighborhoods of Little Village, Auburn Gresham, Albany Park, East Garfield Park, and Pilsen. STEP-UP applications were accepted from ISU teacher education students. Twelve applicants were admitted to the program after an extensive review and interviewing process. Due to the COVID-19 pandemic, the 2020 STEP-UP program was facilitated virtually. Nevertheless, the major program components (CPS student engagement, professional development, reflective seminars, community-based organization internship, and host family engagement) were retained and delivered remotely.

STEP-UP Fellows were surveyed in a longitudinal research design in order to evaluate the effects of the various program components on students' knowledge, attitudes, expectations, and intentions. A more extensive description of the study's methodology and procedure follows in the next section.

METHODOLOGY

In order to evaluate the effects of the STEP-UP program, the study was conducted in a longitudinal research design. Participants were asked to complete a survey in the first week of the program (*Time 1*), and then again at the program's conclusion (*Time 2*).

Participants. During the summer of 2020, a total of 12 fellows participated in the STEP UP program, which was offered online. One respondent (8.33%) had previously participated in STEP-UP; 8 (66.67%) were new to the program; 3 (25%) gave no response. The table below depicts the number of fellows for each partner community.

Chicago	
Little Village	3 (25%)
Albany Park	2 (16.67%)
Auburn Gresham	2 (16.67%)
East Garfield Park	1 (8.33%)
Pilsen	3 (25%)

The figure below depicts the sample demographics among respondents.

Age	22 (<i>SD</i> = 1.87)
Gender	
Women	8 (50%)
Men	1 (8.33%)
No response	5 (41.67%)
Race/Ethnicity	
White	2 (16.67%)
Hispanic/Latinx	2 (16.67%)
African American/Black	3 (25%)
Asian	1 (8.33%)
Bi-Racial/Multi-Racial/Other	1 (8.33%)
No response	3 (25%)
Personal High School Setting	
Urban	5 (41.67%)
Suburban	4 (33.33%)
No response	3 (25%)

Measures. The survey included eight instruments that are described below. All were scored along a 7-point Likert-type scale.

Urban Teaching Intentions. The *Urban Teaching Intentions* scale was composed of four items developed by the researchers for this study. This instrument was used to assess students' intentions of teaching in an urban setting. Higher scores indicated greater intention to teach in an urban school.

Multicultural Attitudes. The *Attitudes Towards Diversity* scale was comprised of ten items adapted from Pohan and Aguilar (2001) to gauge pre-service teachers' attitudes about diversity in a professional context. This measure assessed participants' endorsement of various statements about diversity in schools. Higher scores indicated a more positive attitude towards diversity. This scale demonstrated alphas of .85 at *Time 1*, and at .77 *Time 2*.

The *Multicultural Teaching Knowledge* scale consisted of six items adapted from the Multicultural Teaching Competency Scale (Spanierman, Oh, Heppner, Neville, Mobley, Wright, Dillon, and Navarro, 2011) to assess racism awareness and multicultural teaching knowledge. Higher scores indicated greater multicultural knowledge. The scale demonstrated alphas of .70 at *Time 1*, and at .77 at *Time 2*.

Community Attitudes. Two instruments were used to gauge participants' attitudes towards their community of residence (Albany Park, Auburn Gresham, East Garfield Park, Pilsen, and Peoria). Five items were developed by the researchers to assess how well participants adapted and felt a connection to the community. This scale, *Community Commitment*, had alphas of .85 at *Time 1* and .74 at *Time 2*. Higher scores indicated greater commitment and pride towards the community. The second scale, *Community Safety*, was adapted from O'Brien and Wilson (2011) to assess how safe participants perceived their community to be, using the domains of social cohesion and social control. The three-item *Community Safety* scale had alphas of .84 at *Time 1* and .93 at *Time 2*. Higher scores indicated a more positive perception of the community's safety.

Community Service Self-Efficacy. An 18-item measure was developed by the researchers to assess community service self-efficacy. This measure was divided into two subscales. The first subscale measured participants' comfort in finding service opportunities using various methods. The second subscale measured social justice issues that participants were confident in promoting. All items and corresponding domains were based on the programming and service opportunities offered by the STEP-UP program.

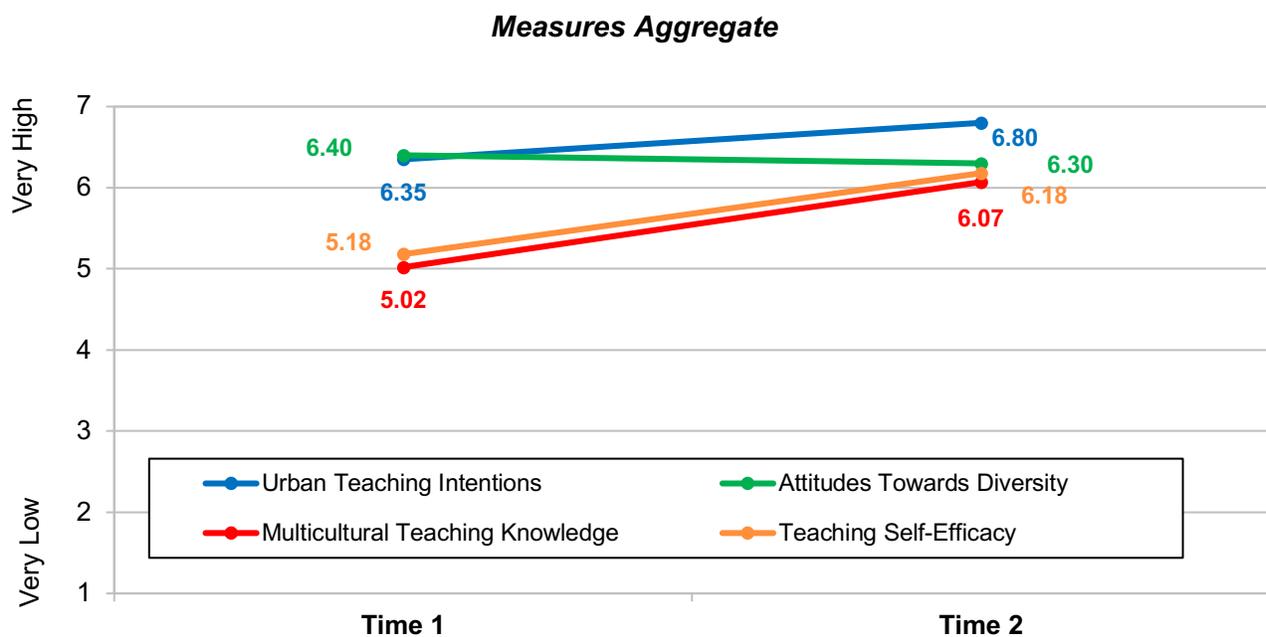
Teaching Efficacy. To assess *Teaching Efficacy*, a 14-item scale was developed based on the Framework for Teaching domains (Danielson, 1996). Higher scores indicated greater efficacy. The scale demonstrated an alpha of .89 at *Time 1* at .93 at *Time 2*.

Community-Based Research Outcomes. The CBR Student Learning Outcomes Survey (Lichtenstein, Thorne, Cutforth, and Tombari, 2011) was used to assess outcomes of participants' internship experiences with their community-based organization. This instrument consisted of five subscales aligned with five outcomes: academic skills, educational experience, civic engagement, professional skills, and personal growth. This scale was only assessed at *Time 2*, and demonstrated an alpha of .95.

EFFECTS ON URBAN TEACHING INTENTIONS, MULTICULTURAL ATTITUDES, AND TEACHING SELF-EFFICACY

In order to assess respondents' intentions to teach in an urban setting upon graduation, *Urban Teaching Intentions* were measured at the two referenced time periods. Multicultural attitudes were assessed using two instruments. The *Attitudes Towards Diversity* scale gauged pre-service teachers' attitudes about diversity in a professional context and the *Multicultural Teaching Knowledge* scale assessed racism awareness and multicultural teaching knowledge. The *Teaching Efficacy* scale measure participants' perceptions of their ability to serve as in-service teachers. These scales were measured at both time periods.

A Wilcoxon Signed Rank Test was used to assess overall change in *Urban Teaching Intentions*, *Attitudes Towards Diversity*, *Multicultural Teaching Knowledge*, and, *Teaching Efficacy*. Effects sizes were calculated where a value of $r = .10$ indicates a small effect, $r = .30$ indicates a medium effect size, and $r = 0.50$ indicates a large effect size. It should be noted that in social/educational research, small to medium effect sizes are the norm.



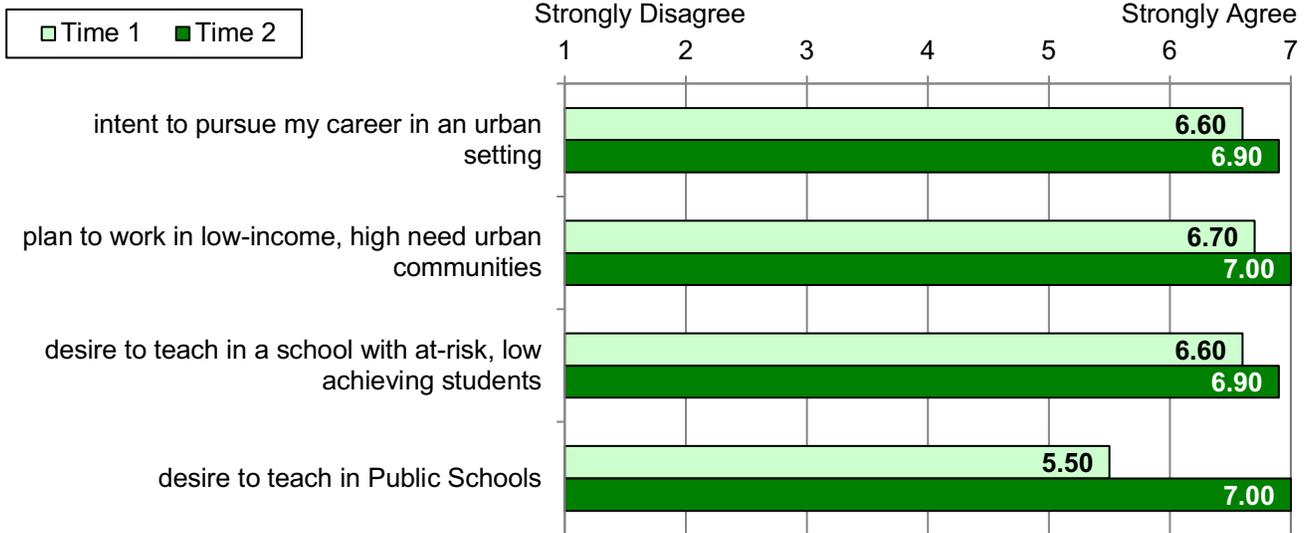
Participants demonstrated a significant increase in *Urban Teaching Intentions* over time by an average change of 0.45, ($Z = 2.21$, $p = .03$, $r = .70$).

There were no significant changes in *Attitudes Towards Diversity*. In general, average scores remained relatively high at both times, indicating that *Attitudes Towards Diversity* were positive throughout the program.

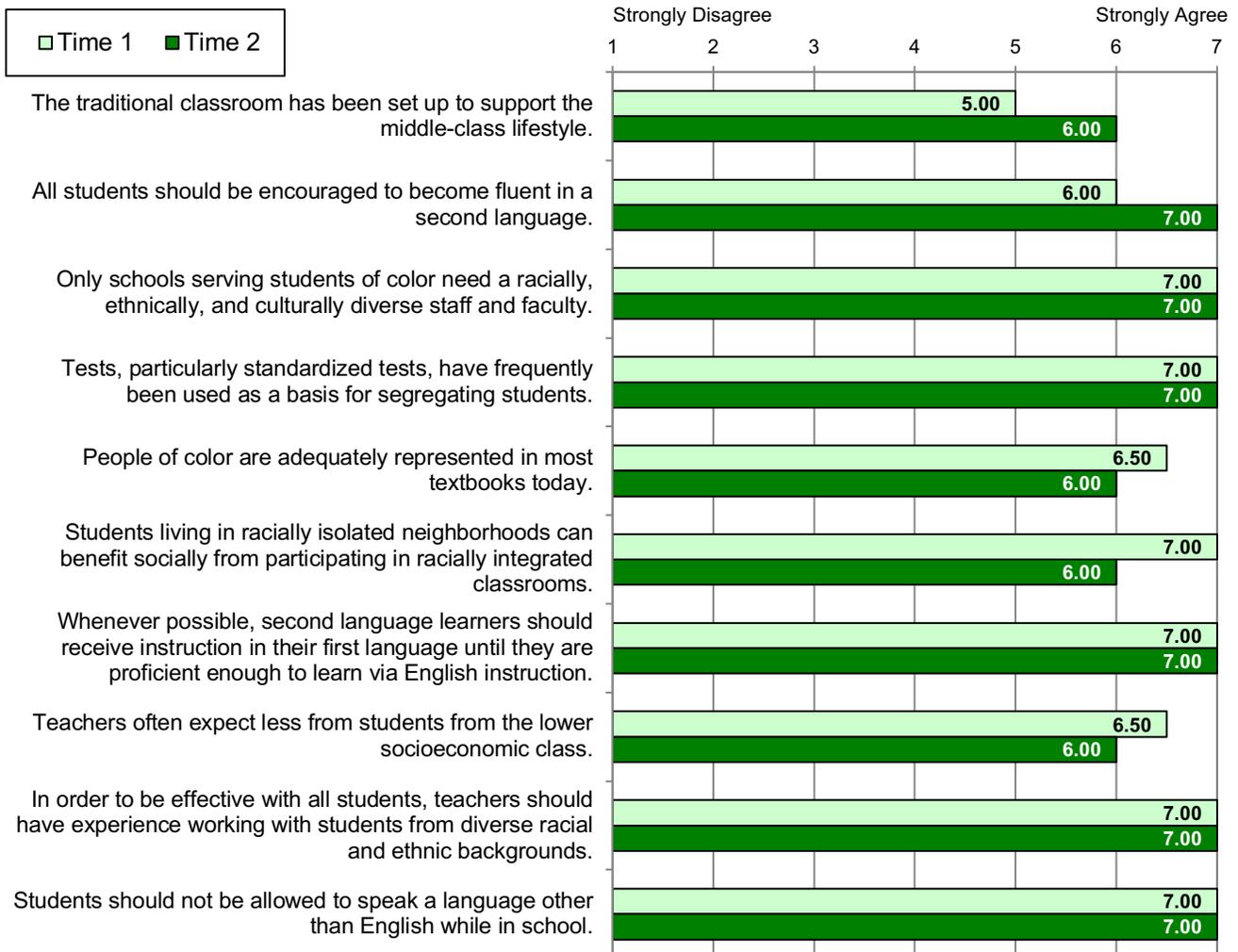
Overall, participants' *Multicultural Teaching Knowledge* significantly increased over time by an average change of 1.05, regardless of what program they were in, $Z = 2.68$, $p = .01$, $r = .89$.

Overall, a significant average increase of 1.00 was observed on the *Teaching Efficacy* scale for all participants, $Z = 2.67$, $p = .01$, $r = 0.89$.

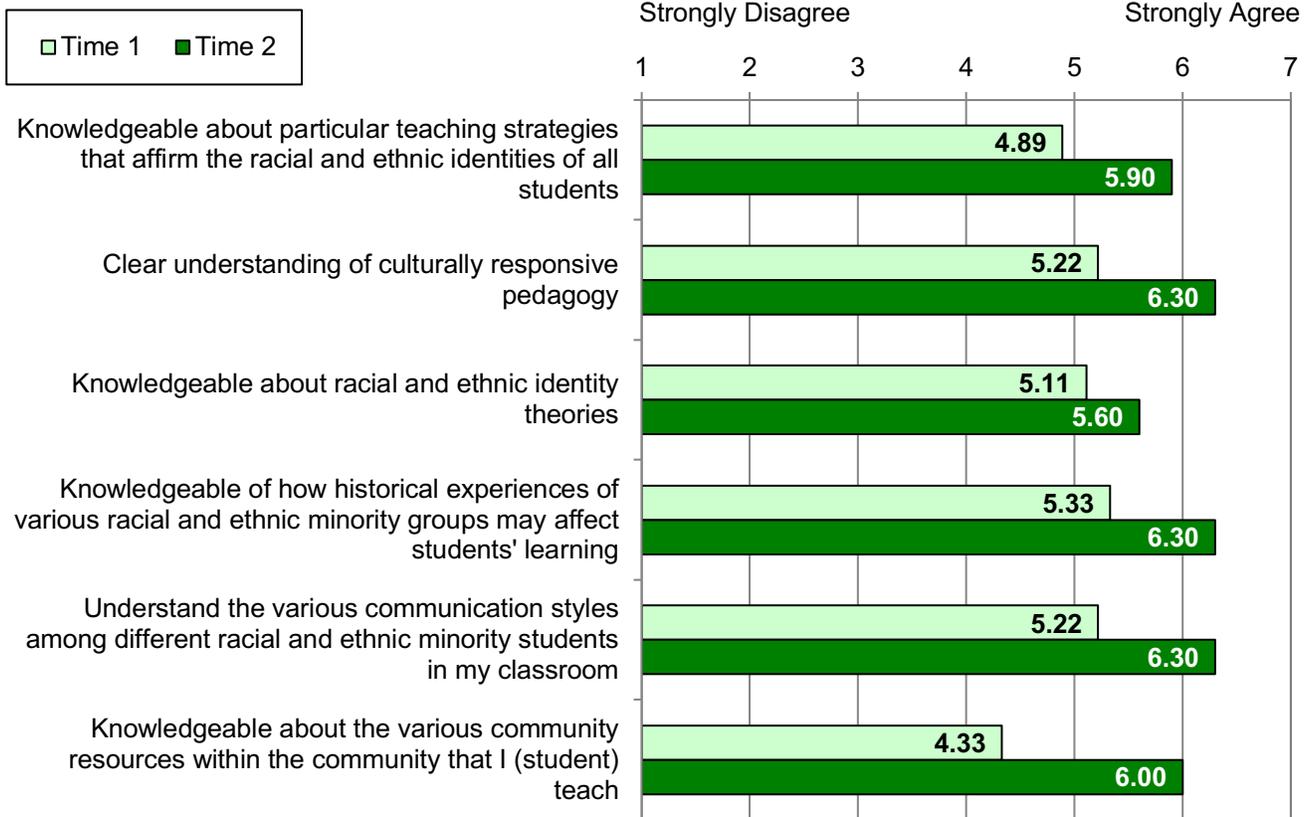
Urban Teaching Intentions Items



Attitudes Towards Diversity Items

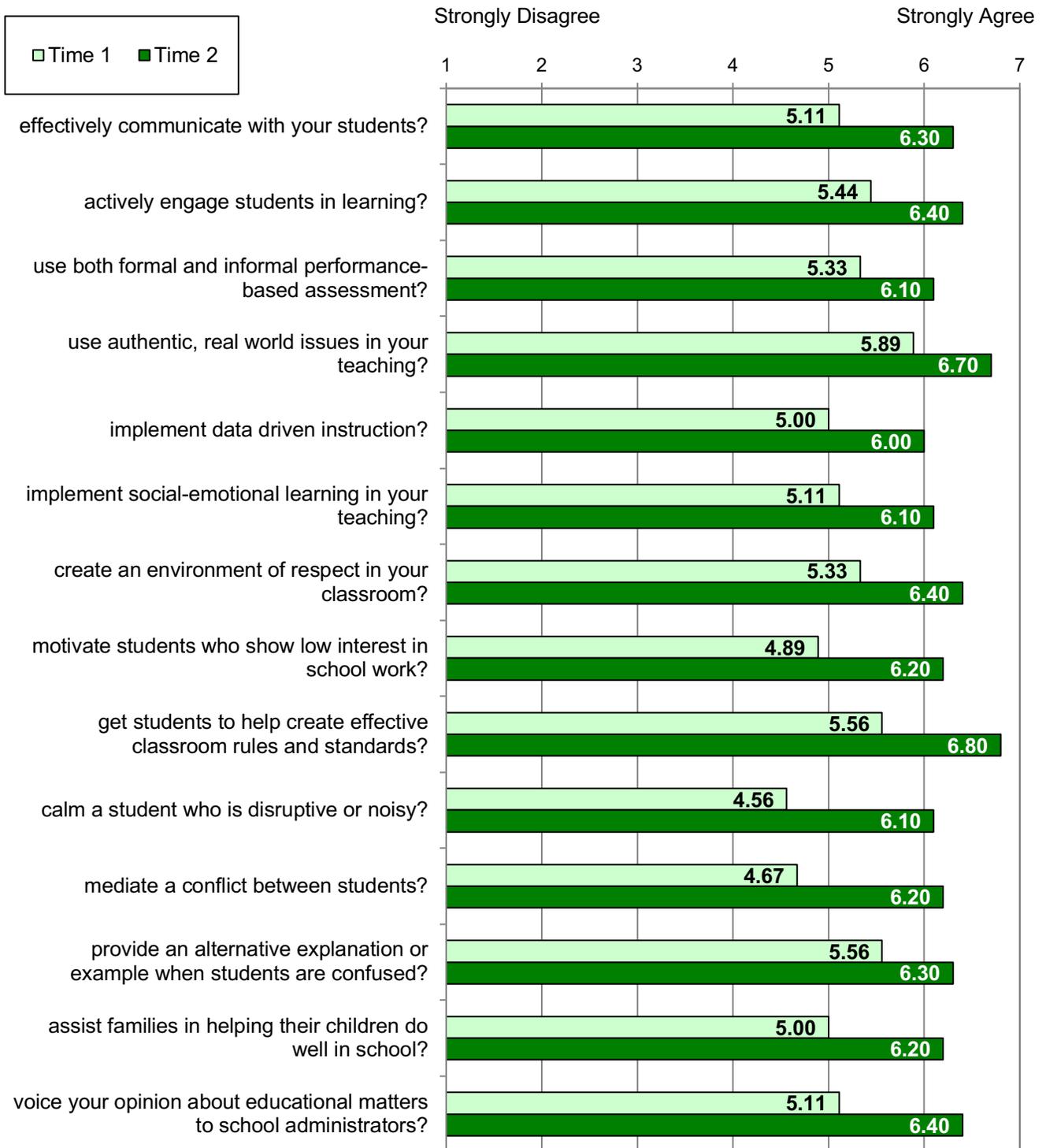


Multicultural Teaching Knowledge Items



Teaching Self-Efficacy Items

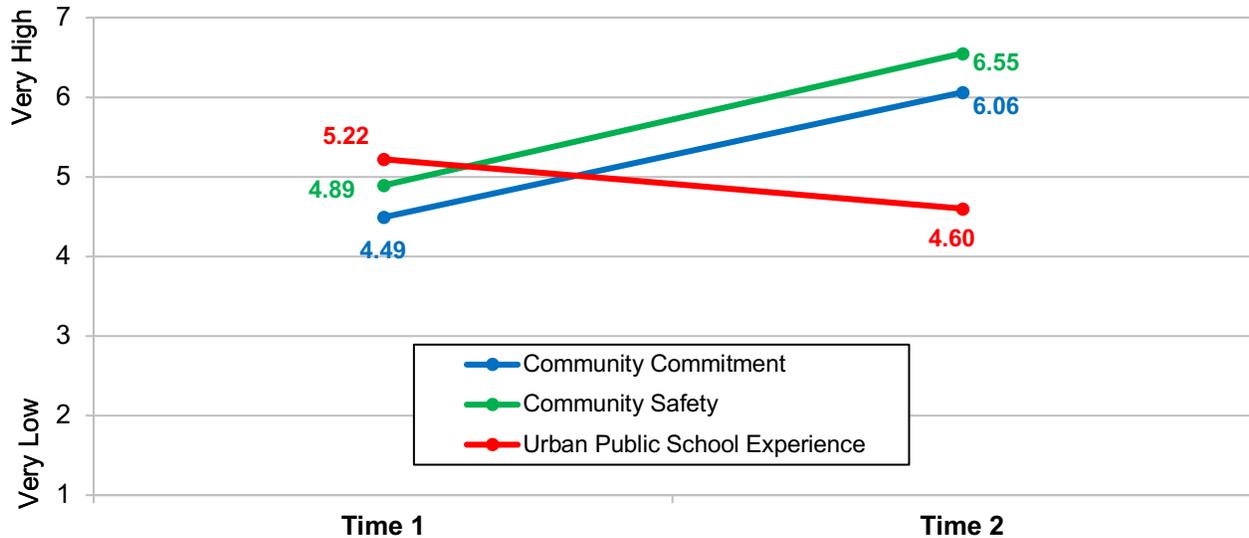
“How prepared and confident do you feel in your ability to...”



EFFECTS ON COMMUNITY ATTITUDES

Analyses were conducted to assess changes in *Community Commitment* and *Community Safety* over time. The figures below depict the results. Participants were also asked to rate their level of experience in urban schools at the beginning of the program and at the end. Wilcoxon Signed Rank tests were used to assess overall change in these attitudes. Effects sizes were calculated where a value of $r = .10$ indicates a small effect, $r = .30$ indicates a medium effect size, and $r = 0.50$ indicates a large effect size. It should be noted that in social/educational research, small to medium effect sizes are the norm.

Community Attitudes Aggregate

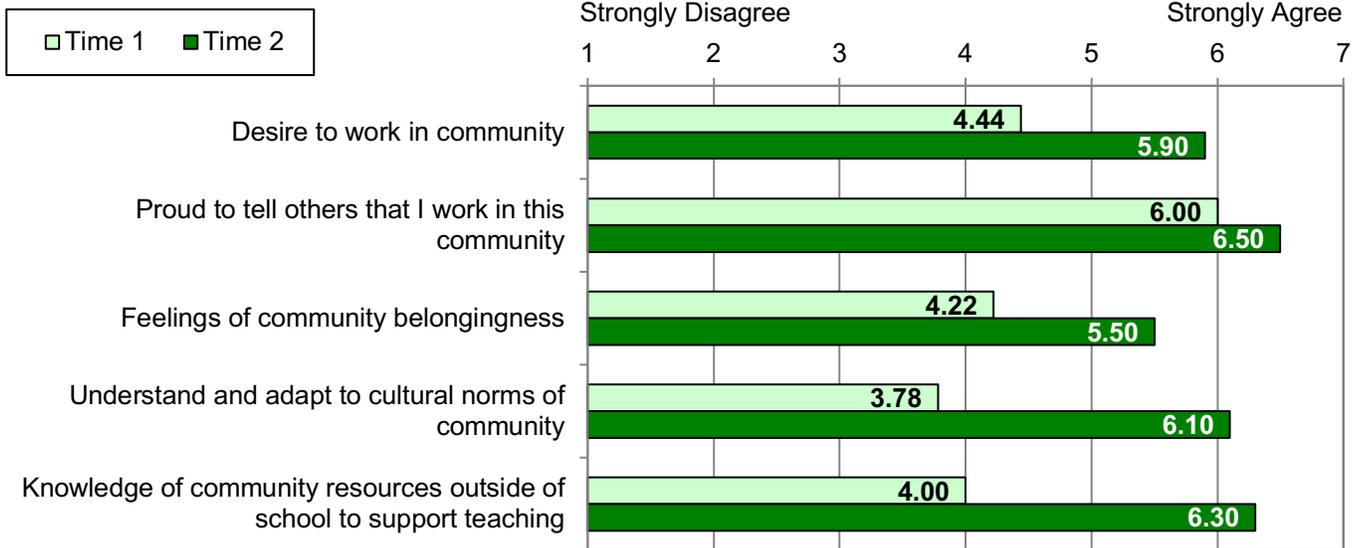


Overall, participants' *Community Commitment* scores significantly increased over time by an average of 1.57, $Z = 2.68$, $p = .01$, $r = .89$.

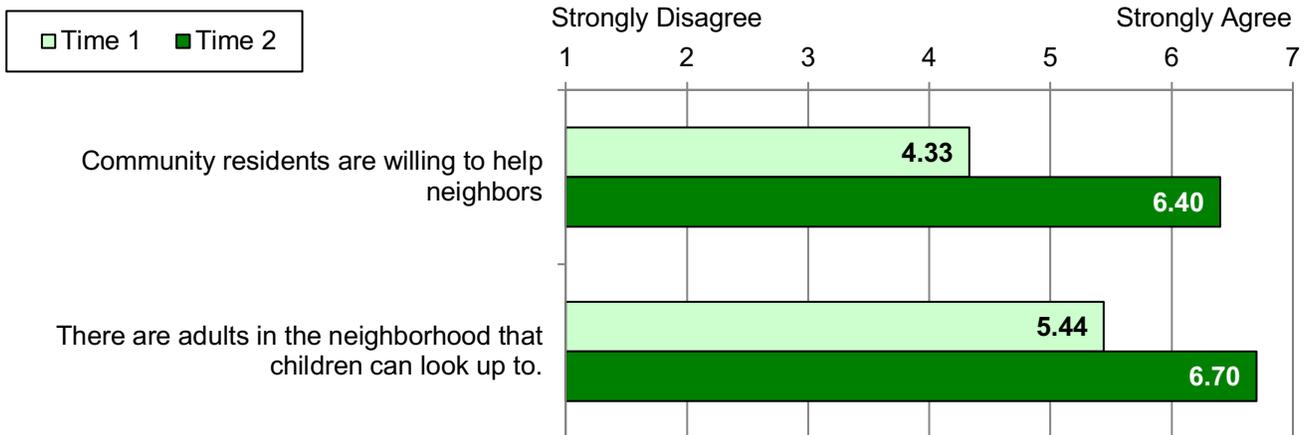
Overall, participants' attitudes towards *Community Safety* became significantly more positive over time, by an average of 1.66, $Z = 2.68$, $p = .01$, $r = 0.89$.

Overall, participants' perceived urban school experience decreased by an average of 0.62, however this change was not significant.

Community Commitment Items



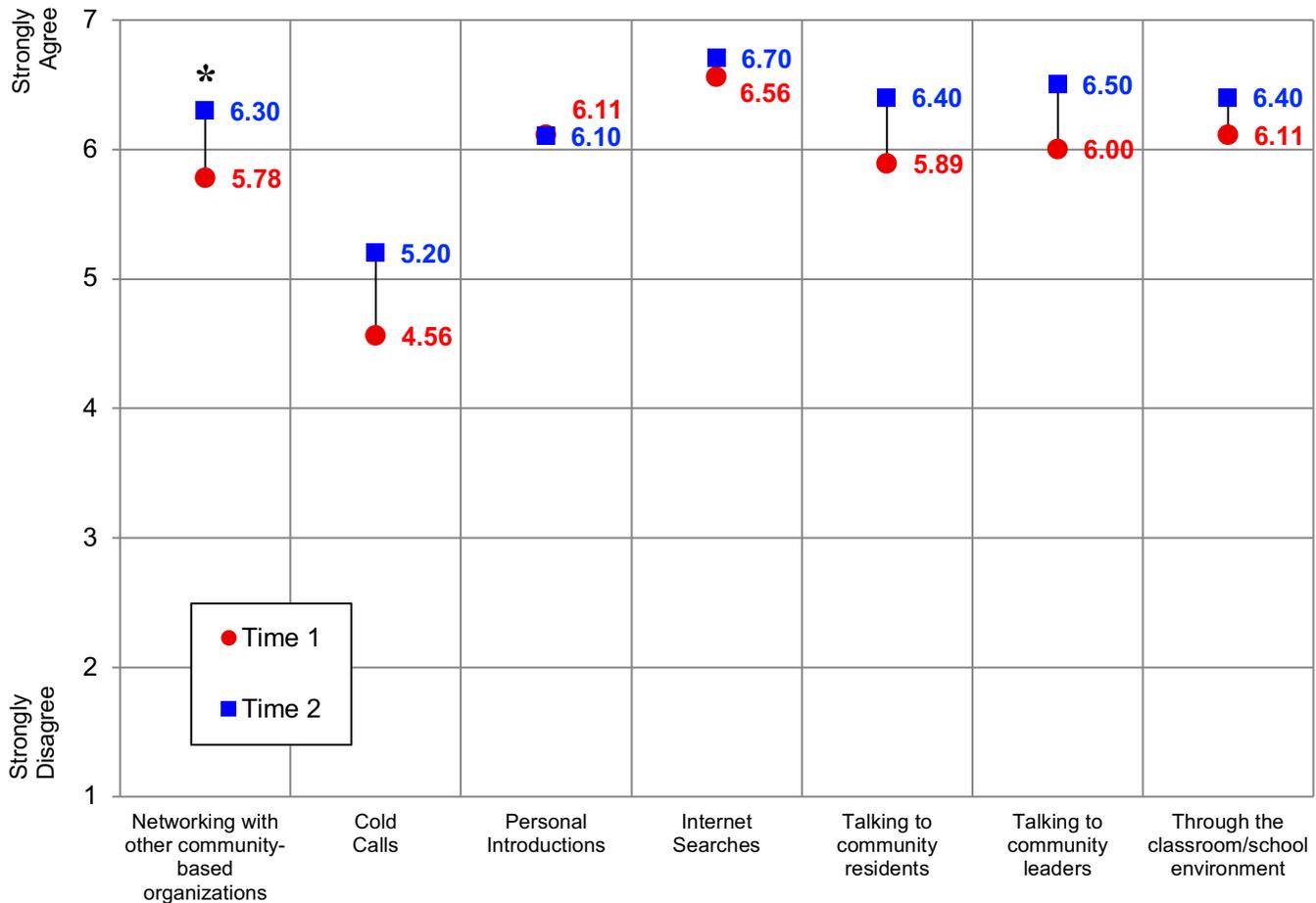
Community Safety Items



EFFECTS ON COMMUNITY SERVICE SELF-EFFICACY

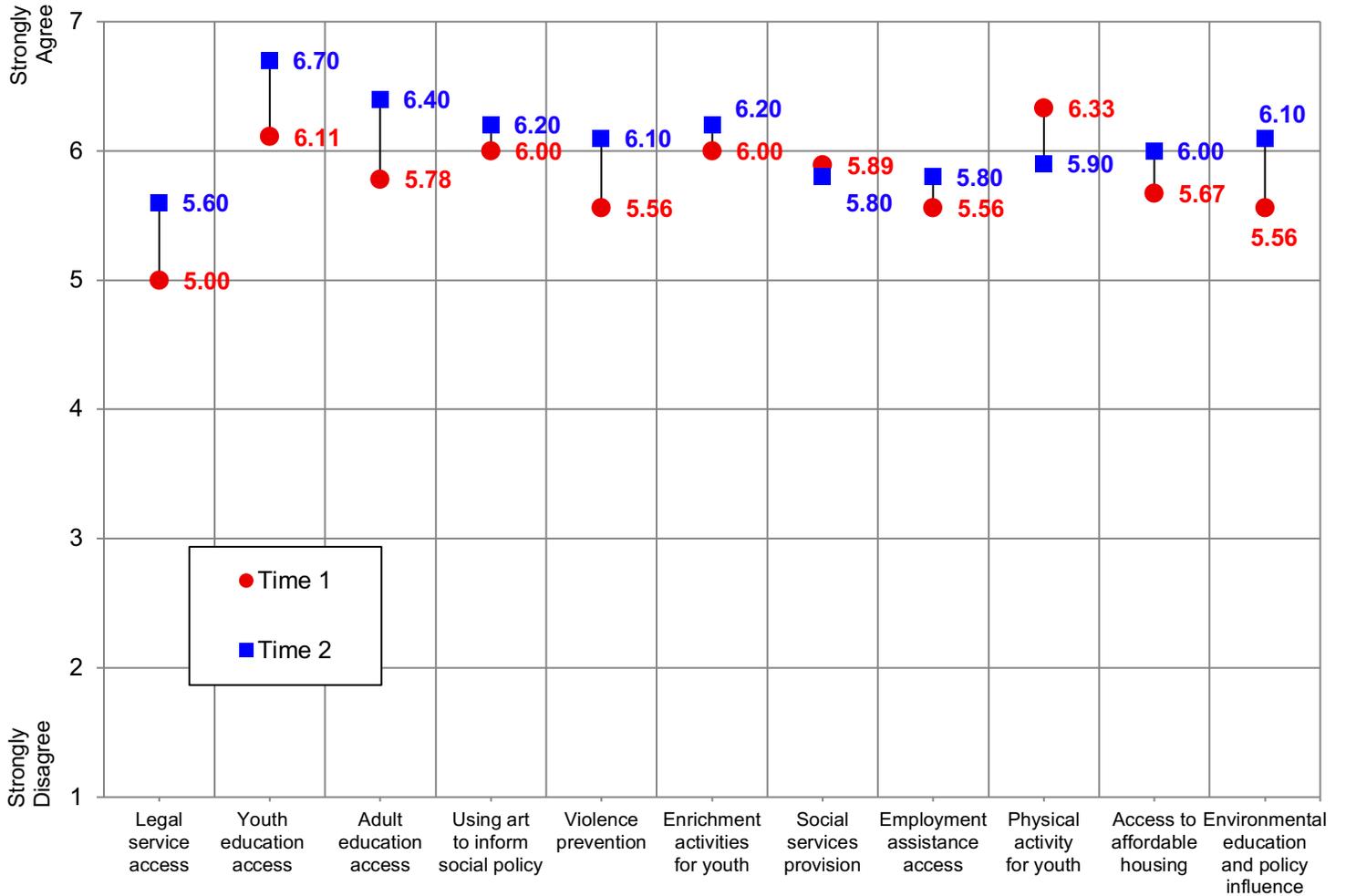
The community service self-efficacy instrument was broken into two sections to gauge participants' knowledge and efficacy levels regarding specific components of community service and social justice. Wilcoxon Signed Rank tests were conducted for each item of this instrument to determine if participants demonstrated change from the beginning of the program (*Time 1*) to the end (*Time 2*). The following figures present the observed changes in scale scores for participants ($N = 10$). Items that exhibited statistically significant changes have been marked using an asterisk (*).

1. "I feel comfortable finding community service opportunities using the following methods..."



Respondents demonstrated significant increases only in comfort with regards to networking with other community-based organizations, $Z = 2.45$, $p = .01$, $r = 0.82$. At the end of STEP-UP, participants were most comfortable finding community service opportunities through internet searches, compared to other methods and least comfortable through cold calls.

2. "I am confident in my ability to directly promote the following social justice issues..."



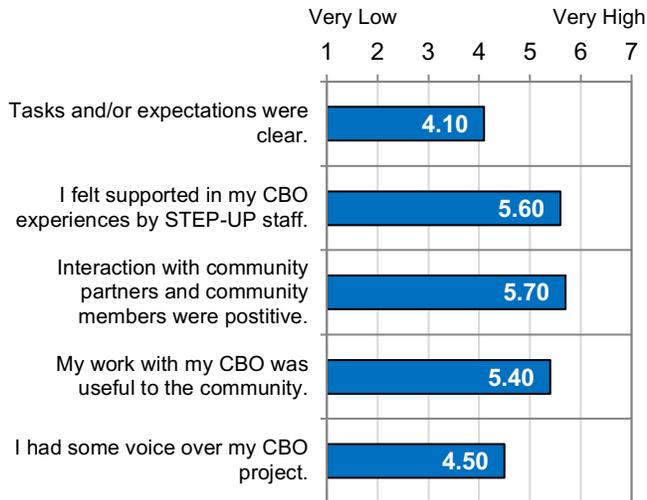
Respondents did not demonstrate any significant changes in their confidence for promoting social justice issues. At the programs' conclusion, respondents were most confident about their ability to promote youth education access and least confident in promoting access to legal services.

COMMUNITY-BASED INTERNSHIP

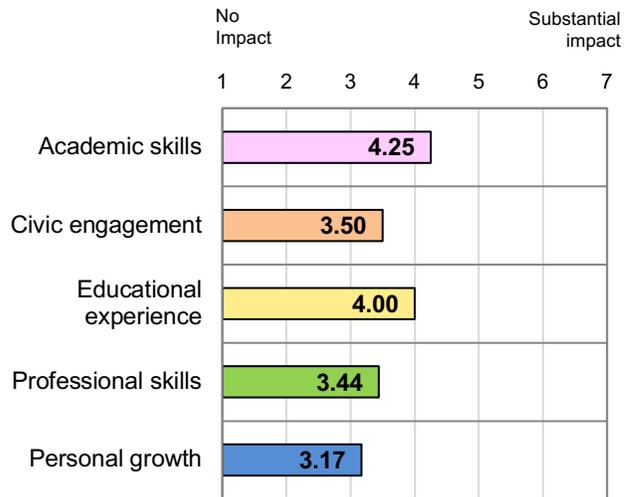
Community-Based Internship

The CBR Student Learning Outcomes Survey was used to assess outcomes of participants' internship experiences with their community-based organization. This instrument consisted of five subscales aligned to five outcomes: academic skills, educational experience, civic engagement, professional skills, and personal growth. This scale was only assessed at *Time 2*. The figures below depict the results.

General Feedback



CBO Subscales

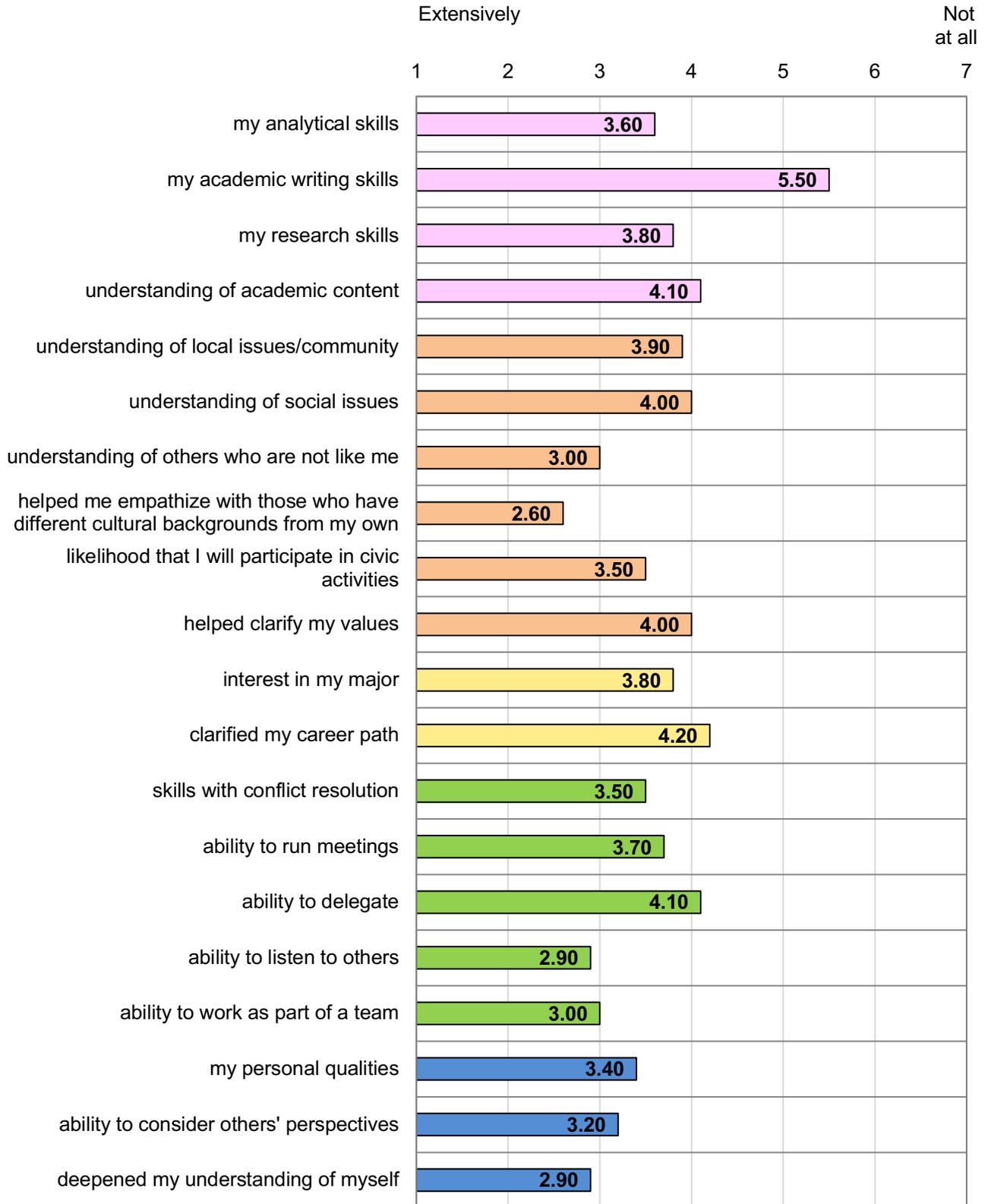


Respondents were asked to provide general feedback related to their CBO internship. Participants felt most positive about staff support and their interactions with community partners. They felt least positive about clarity of expectations.

Five subscales make up the CBR Outcomes Survey. Respondents felt the most positive impact in their academic skills and the least impact in their personal growth.

“Interning at my CBO had a positive impact in...”

The figure below depicts individual item averages for the CBR Outcome Survey. Items are color-coded to align to the subscale in which they are categorized.



QUALITATIVE COMMENTS

Why do you want to become an urban teacher?

Time 1

- *As I've experienced more of the education world, I am increasingly aware of the different socio-economic barriers that students in urban schools often face. I've learned to see it for the major issue it is, and I hope to contribute a part of myself to working towards solutions to those problems, both at an individual level and a systemic level.*
- *Becoming an urban teacher means much more to me than simply being a teacher. I will create a space for students to grow and use their identity and communities to build them up. I want to be a part of this process because I struggled in my education as a young student and I was lucky enough to find joy in education through a tutor. I want to be that resource in a student's life that can help spark their curiosity for a lifetime. Working in an urban environment is just one place where I can do that.*
- *I hope to serve my community that is underrepresented and in need BIPOC teachers for DHH students in the Chicago area.*
- *I went to Chicago public schools as a child. I've always gone to public schools and experienced many hardships because of my family's background and socioeconomic status. I want to understand why Chicago schools are not receiving the proper resources for children's education and I want to be a part of the changes that need to be done. I want to support children who were once like myself and witness the growth of urban education.*
- *I would like to become an urban teacher, because I want students to know they can become just successful as their peers of different social class and race. I want my students to know that they have someone they can look up to and someone that can relate to them.*
- *Infuse, bus trips, seeing the communities and how they are collective very different from where I grew up.*
- *To give back to my community, many teachers that teach in non-white do not care about the students and are often racists, but I want to be the difference and actually help black students.*

Time 2

- *Because I was inspired by the stories of my host mom and their community.*
- *Because I've begun to understand what it means to be an urban school. It can mean diversity in the classroom and can also mean race and class barriers. It means rich and vibrant cultures and sometimes cultural erasure. It means bright and enthusiastic students who might not always have opportunities afforded to suburban students. I want to be their advocate. I want to ensure they are getting the education that all students deserve and to create opportunities wherever I can. I want to work in my school and in my neighborhood to enrich it for all people.*
- *Historically in lower income communities, schools have prepared their students for second class citizenship. I've had teachers who challenged that and what they have taught me is powerful. I want to be a positive influence for these students and spread the knowledge that has empowered me, hopefully doing the same for my future students.*
- *I feel like I can be effective in urban environments, especially since I have taken urban classes and been through STEP-UP. I am also committed to learning and being culturally responsive no matter where I teach. I really like being in a community where everyone is working towards similar goals. It felt like my CBO and community were deeply invested in helping their communities bloom. I have not seen this very much in my suburbs and really like the community feel.*
- *I want to influence students to have a voice and support skills such as self-advocacy and determination. I want to give back to communities that need the resources to improve their education; for students and adults.*
- *I want to become an urban educator, because they're constantly getting the end of the stick and no one cares. I care and I want to see my students prosper, despite the inequities they face in public schools.*
- *I want to become an urban teacher because I feel that students in urban environments are systematically at a disadvantage in comparison to their suburban counterparts. These students come from rich cultures and proud community members, and they deserve to receive a great education in which they are empowered to share their thoughts and skills with their community and the rest of the world.*
- *I want to become an urban teacher to those students who feel underrepresented in their schools. I am influenced by my own student experiences in urban schools.*
- *So students can have a teacher that understands how the educational system was not made for them/us and will take the time to make a new curriculum that will work for them.*
- *This question again! It's going to take me some time to answer this because I still think I'm very much so thinking about the answer to this question. I have been lucky enough to start to talk about it with the other fellows and I very much described that it was always a place that I had interest in teaching because I thought that that's where I would feel most comfortable. Teaching in a suburb was never really a goal of mine because I'm so deeply uncomfortable being surrounded by white people. Being a school that is multi-cultural in its student and teacher population has just always been a goal of mine. I don't think teaching in Chicago is the only way to do that, however I have always been drawn there. I can't say that it's an easy decision, but it's one I'm not afraid to explore and keep challenging myself in. This program has helped me feel freer to answer this question, though I'm honestly still figuring it out.*

What barriers exist to you pursuing teaching in urban schools? How do you envision overcoming these barriers?

Time 1

- *CPS budgeting may prevent me from getting a job in the school district because our government local and state and country doesn't care about black students.*
- *Cultural responsive teaching, by being in the community and engaging with the people and culture I feel like I can create a comfortable classroom environment.*
- *I really don't think I have enough experience yet, especially in navigating the cultural world in which the students live. I hope that as I pursue urban education, I'm able to strongly connect with different communities, both in the schools and out of them.*
- *I think affording to live in certain areas of Chicago. There are neighborhoods that I wish to teach in one day but are currently being gentrified then making it harder by the time I graduate to own property there. Financially, I cannot afford housing and have a single mother who is on disability. I just envision my mother and I figuring it out together one day and finding a place we can afford.*
- *Personally, my barriers come from internalized ideas about urban schools being "bad" or "dangerous." These fears I find are often unfounded, but they nonetheless impact my confidence in entering the classroom, especially as a white person. I have also found these false ideas reflected and upheld by the people around me who question why I would want to work in urban schools. To combat these barriers, I plan on educating myself further in many ways, one of which is the ways that students in these environments are treated and react to that treatment. I will also try to educate those around me to stop the negative stereotyping of urban schools.*
- *Racism. I plan on overcoming this by continuing to advocate for equity and equality.*

Time 2

- *Really just the opinions and refusal of my family to teach in urban education. I will educate them on how schools really are and tell them why I chose to teach there.*
- *Barriers might be connecting with students of color. They may be apprehensive at first because I am white and they may have had bad encounters in the past with White people. But I would overcome this by engaging with my students about their own lives and show I am invested in them and there to teach and not to save them. I want to have them feel like we are both learning from each other and they can participate in co-teaching.*
- *Underfunded and under-resourced will make it very challenging to be able to provide for my students. I intend to seek support outside of the classroom and within the community.*
- *My biggest barrier is my ability to enter, engage, and embrace the communities. I didn't have the best chance to do that in STEP-UP, but my experiences showed me that I can do it if I approach with determination, openness, and a love for the people.*
- *The barriers that exist between me and CPS are ones that reflect the challenges that I hold within myself. I am constantly worried about my students and parents not being able to connect to me or trust me due to my skin color. To overcome this, I will just have to explore and reflect on the thoughts and feelings I have whilst in the classroom and what exactly would give my students reason not to trust me. If I am genuinely there for them, we should be able to form a relationship.*
- *Not enough jobs, using my resources and networks.*
- *I see a lack of resources and advocates for my program being a large issue that I will have to overcome. The best way to overcome this is to make as many connections as I can throughout the community and making sure that that environment knows about my program and the good it does for students. The biggest thing I can be for my students is an advocate.*
- *I have never lived in the city so I think that will be the biggest barrier for me. But over the course of this program I have learned the importance of community and how to get involved. So, I think that even if adjusting to a new community is difficult, I will still be able to become a part of the community by connecting with people and getting involved.*

How will community engagement affect your teaching?

Time 1

- *Community engagement will help bring me closer to understanding the needs of my students and how I could contribute to their community inside the classroom.*
- *Incorporate community and community leaders into my lessons*
- *It allows me to know more about the kind of students I'll be working with.*
- *It will teach me how to be cultural responsive to children of all ethnicities and backgrounds. I want to expand my experience outside of working with children who are Latinx. It will expose me to resources available to the community and how I can effectively support this community based on its level of need in order to provide an appropriate education.*
- *I hope that it will give me a better idea of resources and networks that exist that can enrich the lives of my students. I feel that it has already shown me how these resources exist at multiple levels of the community and that they offer an expansive array of opportunities for community members.*

- *Community engagement will help me exponentially in my opinion. It will give me insight to the culture that my students live in, and what values they uphold that will in turn, impact my teaching. I will be able to find resources in the community that I can use for myself and/or for my students and their families to become further resources for them.*
- *It will enhance my teaching and give me more insight.*

Time 2

- *It will be what my class is shaped around.*
- *I find myself incorporating it within my lesson plans and tying it to any current event that is affecting the community I would work in.*
- *I feel like being more involved in the community will help me get to know community members better and make connections that I can share with my students. This can allow for community-based instruction for SPED but also just to show my students I do care and am invested in the community too.*
- *Community engagement will impact my teaching positively. A teacher that is willing to learn about the community their teaching in will make for a better classroom and school.*
- *It will enhance the students' personal knowledge of what is available to them in their community. Community engagement allows for me and students to interact and establish relationships with others that can offer resources and guidance to their academic journey. It creates unity and respect among residents and the students of the community.*
- *Not only will I take my own time to engage with community building in my neighborhood, I also intend to promote that attitude in my classroom through community projects and outreach as well as service learning.*
- *Community engagement is so important! It will ultimately affect all of my teaching. I will be ready to step up and create space for my students to examine the environment they grew up in and the ways that it has shaped them. Their activism in their community should come from a place of love and dedication. It should be consistent and genuine.*
- *I will impact my teaching because I can make my lessons matter to the students.*
- *It will take my teaching from the step of just teaching students within a classroom to working with young people who are members of the school community and their neighborhood community. We as educators are always told to teach the "whole student," and without engaging in their community and providing students with community opportunities, those students are not being taught as well as they should be.*
- *Community engagement will allow for me to connect my students with resources in the community. It will also influence how I teach; I plan to have plenty of opportunities for students to become involved.*

If your background is different from that of the community you will reside in, how do you feel about being a "minority" amidst other residents?

Time 1

- *I'm nervous that I might say something wrong but I'm excited to learn and be more educated.*
- *I see it as a learning opportunity and an opportunity to grow.*
- *I am a minority. I am Latina and from a low-income family. Being with the residents of my placement community I'd feel normal. Of course, I would notice that this community is predominantly African American and I'd wonder whether they'd question my being there because I am light skinned. I grew up in predominantly Latinx communities so I'm not sure whether that's how they would see me because I have little experience in Black communities.*
- *I come from a suburban school which, while ethnically diverse, does set me apart right away from the urban community. I am also Asian-American, which is not immediately apparent, but I do feel like a definite outsider from the community and I do feel that I will have to work hard to be accepted by students and parents.*
- *I always go into any new space, culture or community with open arms and a careful step. I am very open minded in every experience I have and I'm ready to be embarrassed or awkward. I have so much to learn in every situation I'm placed in, and I hope that every interaction will provide me with the opportunity to grow from my mistakes and continue to integrate myself in a respectful manner.*
- *Uncomfortable, because many other POC communities are anti-black.*

Time 2

- *Being a minority (racially) is definitely uncomfortable because I have lived my whole life in a neighborhood that is made up of mostly white families and I have mostly White friends. But I also have made really great connections and have felt very welcomed in my placement.*
- *I think being different from others is a good thing sometimes. Until there is problem where you have no allies inside of the classroom.*
- *I don't feel out of place being that I come from a similar background. I would say that if I were to work in this community I would have a lot more work to do in terms of learning of cultural norms and African American culture (& how it is incorporated in students learning specifically for this community).*

- *It was fascinating, because I can find a million similarities between my cultural background and my community in addition to all the differences. I don't think I felt like a "minority". I felt welcomed and engaged.*
- *I feel fine! I feel like I have a lot to learn. I am always willing to make mistakes, as long as it is not at the cost of others. I have an extremely open mind and I go into any situation with open arms and a ready heart.*
- *I am used to being the minority in many places.*
- *Originally, I felt quite scared going into a learning environment in which I am the minority, but the more I worked with students in that settings, the more I felt like I belonged. The students don't really care about my ethnic background. They care if I am honest, genuine, and real with them. If I can continue to do that, I will feel positive, no matter my teaching situation.*
- *I think my background is a little different from my students. But I am able to empathize with them and being a minority doesn't bother me.*

In what ways, if at all, are you privileged?

Time 1

- *I do feel I am privileged to have a stable home, have support financially from family to pursue education aspirations. Live in a neighborhood that is well developed and thrives from local businesses.*
- *Class Race.*
- *I am a Mexican-American light skin. Being Latina, if you are light skin you've had it easier than your family members who are darker. That's about the only privilege I have.*
- *Like I said, I come from the suburbs. My family is comfortably middle class. Issues of money weren't really present growing up. I had many educational opportunities, and I didn't feel like I was really being held back from opportunities, even as a person of color.*
- *I have been thinking about this a lot lately, and I am privileged in many ways. They are almost countless. I have been keeping a gratitude journal lately and I find that privilege goes beyond money or education in some very nuanced ways. I am privileged in the following ways: I am cisgender, I am straight passing, I am lower middle-class, I am white, I am able-bodied, I have stable housing, I don't have student loans, I have consistent transportation, I have access to reliable transportation, I have a solid education, I am not neuro-diverse, my parents are married, I have strong family ties, I speak multiple languages, I have wi-fi, I have always been given the opportunity to express myself artistically, etc. I really feel the list could go on and on. Reflecting on these privileges gives me the opportunity to see ways in which the place and space I was born into has lifted me up over my life. I am eager to expand upon this list and understand how it impacts me further.*

Time 2

- *I am a white woman in middle class, socio economic status.*
- *I am privileged of living in a neighborhood of Chicago that doesn't face any frequent gun violence. As well as a diverse neighborhood that provides me with interactions to different cultures/perspectives. A neighborhood with no school closing.*
- *I am white, cisgender, middle class, heterosexual. Most of my life, I have not had to worry about certain social issues because our system is catered to the dominant group, which I identify with often.*
- *I don't like the term "privileged". It puts other on a pedestal and others down.*
- *I am a "white-passing" Latina.*
- *I'm from a suburban school that afforded me a ton of opportunity to pursue education and a ton of chances to bounce back from failures. I have a loving family that supports me, even through bad decisions sometimes.*
- *SO MANY WAYS! I listed them all last time and I'm not quite sure if I want to list them all again. Is that my privilege talking? I think, if anything has been added to that list it would be... living in a place with good air and water quality and a safe neighborhood. I really value being able to feel like I am comfortable and fit in to my neighborhood. That's what I would add I suppose.*
- *I am cis-gendered.*
- *I am privileged by my financial upbringings and mainly my current status in life. I did not grow up with money, but my family did well enough that I would not have to be the major bread winner of the household. As long as I could support myself, I was fine. This is not always the case for our students, and just because they are capable of supporting their own life doesn't mean that that is all they have to do.*
- *I am privileged because my parents are in the military so as far as money goes, we were never rich, but we were comfortable enough that I didn't have to worry.*

With regard to the virtual nature of the program, what were the best aspects of your experience? (Time 2)

- *Working with my students.*
- *Learning about the endless online resources that are available to make connections with students virtually.*

- *Social Emotional Learning is something I really want to learn more about and implement. This is something I need to work on, and I cannot teach something that I do not practice myself. All the PD's I really enjoyed (anti-racism, service learning, mindfulness, power and privilege, etc.). Mostly how to create lessons that pertain to the environments that students encounter.*
- *Being able to be in the comfort of my home without traveling all day all the time.*
- *Getting to know my students and building connections. As well as having deep conversations on real life events/scenarios on social justice with fellows.*
- *Learning a ton about virtual learning and figuring out ways to adapt to it for a variety of reasons from teaching to learning to engaging.*
- *The best aspects were getting to be in small groups or conversations with people. I really valued this element because it allows you to connect and be freer, like any small group environment. Other than that... I didn't feel like too much was drastically different than if we were in person.*
- *Not applicable.*
- *Even virtually, I felt that the connections that we made over zoom calls were the best moments of the program. Saturday bonding was so enjoyable, and it really took away from the monotony of the whole virtual experience.*
- *The best aspects were when we were engaged and we all got to interact with each other. I really enjoyed group reflection and team building.*

What didn't work so well? (Time 2)

- *My CBO.*
- *Not applicable.*
- *Long hours sitting on the computer was very difficult for me. I really am not sure what else.*
- *Zoom fatigue created tiredness, which led to lack of participation.*
- *That everything was virtual and having back to back meetings sometimes.*
- *Getting that direct engagement all the time in the classroom or in the community. There were a ton of times where I felt particularly distanced from students.*
- *Probably the long occasional lectures. Participation is huge to keeping my attention and interest. I was always eager to voice my thoughts (in a small group, at least) and times when I didn't have that opportunity really seemed to drag on.*
- *Zoom fatigue and connectivity issues.*
- *The only major complaint I have with the virtual component is when presenters would monologue for a majority of the professional development. It was always GREAT material; however, zoom fatigue really kicked in when we were not engaged and actively looking at/participating in something.*
- *I think it was a little difficult to work with the CBO. Just because they had a lot to do and because we weren't physically there, I think it was easy for them to forget that we are working with them. Also not getting a day off I think was hard, mainly because it was on zoom.*