



2022

A critically conscious analysis of institutionalized racism in teacher education: Imagining anti-racist teacher preparation spaces

Tatiana Joseph

Jennifer Brownson


Kristine Lize

Elizabeth Drame

University of Wisconsin-Milwaukee, erdrame@uwm.edu

Laura Owens

Follow this and additional works at: <https://cedar.wwu.edu/jec>

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Elementary Education and Teaching Commons](#), [Secondary Education and Teaching Commons](#), and the [Special Education and Teaching Commons](#)

Recommended Citation

Joseph, Tatiana; Brownson, Jennifer; Lize, Kristine; Drame, Elizabeth; and Owens, Laura (2022) "A critically conscious analysis of institutionalized racism in teacher education: Imagining anti-racist teacher preparation spaces," *Journal of Educational Controversy*. Vol. 15: No. 1, Article 2.
Available at: <https://cedar.wwu.edu/jec/vol15/iss1/2>

This Article in Response to Controversy is brought to you for free and open access by the Peer-reviewed Journals at Western CEDAR. It has been accepted for inclusion in Journal of Educational Controversy by an authorized editor of Western CEDAR. For more information, please contact westerncedar@wwu.edu.

Abstract

Teacher education scholars serving five different teacher education license programs came together to collectively examine this question: What would it look like if a college of education took on the work of revealing and dismantling structural racism? Using Critical Consciousness theory, we analyzed how structural racism is embedded in teacher education on both a macro-systems level and a micro-program level. First, we discuss what we know about how institutionalized racism is prevalent within teacher preparation spaces. Then we take a focused look at some of our programs within our own school of education. More specifically, we explore both how structural racism showed up in our individual programs and how we have each attempted to disrupt it in the areas of student recruitment, admissions, retention, faculty diversity, curriculum experiences, and exit assessments/criteria. We end with a potential roadmap for furthering our efforts to disrupt structural racism that emerge from our lessons learned.

Keywords – teacher preparation, school of education, structural racism, anti-racist practice

Introduction

As a collective of teacher education faculty, we came together to reflect on the effects of institutionalized racism on teacher education at both macro and micro levels. At our Midwestern university in a large metropolitan area of the state, we prepare teachers in many disciplines to work in K12 school systems serving diverse student populations. The question of the existence and the covertness of institutionalized racism is not something we have addressed in systematic and intentional ways until more recently. Our teacher education programs interface with many school districts who are challenged to address the same question of how institutionalized racism shows up in such things as instruction, teaching, relationships, communication, language, assessment, class assignment, and how behavior is addressed. Teacher education programs have had varying responses to addressing the academic, social, and emotional needs of children of color (Villegas, 2004), one of which is a focus on increasing the racial and ethnic diversity of individuals recruited into the profession. Research suggests that there is a strong positive effect of teachers of color (TOCs) on the achievement of K-12 children of color (Egalite et al., 2015; Villegas & Irvine, 2010). While attracting and retaining teachers of color has eluded teacher preparation programs (TPPs) and school districts, there are recruitment programs that are growing traction as a response to diversifying the teacher work force (Carver-Thomas, 2018), such as *Grow your Own* and *Call me MISTER*. However, as the theme for this call for papers urgently asks us to do, we must consider the current climate of distrust and how systems of oppression interfere with efforts to recruit, retain and graduate teachers of color and teachers overall who are equipped to redress racial harm and racism in their schools. Throughout this article, we will examine the intersection between institutionalized racism and teacher education, both in extant literature and in our micro realities.

For the authors of this article, our university teacher education program is guided by a Core Guiding Principle (University of Wisconsin–Milwaukee School of Education, 2021) that asks us not only to advocate for the educational excellence for all students, but also to interrogate structural racism and the forces that maintain inequity in teaching and learning:

Candidates have substantive knowledge about the varieties of urban contexts and cultures, the forces that maintain poverty, and other powerful historic and contemporary beliefs and traditions that support discrimination in society. They understand how other social identities, including gender, disability, sexual orientation, and religion, intersect with the forces of poverty, cultural traditions, language, and racism and lead to inequity in teaching and learning (para. 6).

As this part of the Core Guiding Principle states, our teacher education candidates must understand institutionalized racism and its effects on teaching and learning to effectively teach children. We are asking ourselves, as teacher education faculty, to endeavor to understand the same thing. Our teacher education program primarily serves a school district that, as of the 2020-21 school year, provides instruction for a student population in which 86% of its students are economically disadvantaged and 90% are students of color (Wisconsin Department of Public Instruction, n.d). Conversely, our teacher education program is made up of majority White students. Due to these circumstances, it is crucial that we consider how institutionalized racism reveals itself in both teacher education programs in general and in our experiences in our own programs.

Using both a macro/micro lens and critical consciousness theory (Freire, 1970) to analyze how structural racism affected teacher education programs, we have taken up the task of analyzing the current state of institutionalized racism in teacher education, followed by a focused look at specific programs within our school of education. As teacher education scholars serving five different teacher education license programs, we collectively reflected on two questions: (a) How does structural racism show up in teacher education programs within the current extant literature?; and (b) What would it look like if a college of education took on the work of revealing and dismantling structural racism? We examined these questions within the context of student recruitment, admissions, retention, curriculum, exit assessments/criteria and faculty diversity. In this paper, we dare to imagine something different for our teachers and the children they serve.

Theoretical Lens

Our work is framed in critical consciousness which calls into question the role of oppression, social injustice, and privilege in our current educational system (Gay & Kirkland, 2003). We also draw from critical race theory (CRT), which seeks to understand how the educational system and the structures supporting educational systems perpetuate racism and maintain subordinate and dominant racial positions (Ladson-Billings & Tate, 1995; Patton et al., 2007). These lenses offer us a perspective from which to analyze racist and discriminatory practices in higher education (McCoy & Rodricks, 2015), challenge dominant ideologies, and consider disruptive and transformative actions within our school of education (Patton, 2016).

Positionality

Author 1 identifies as a 1.5 generation, English Language Learner, Latina immigrant who came to the U.S. as a child. As a young, undocumented child, my personal experiences with discrimination, linguicism and racism became the steppingstones for a career in language education. I began my career as a high school Spanish teacher in a predominantly White private school. As I began my teaching career, the school was also enrolling more low-income, urban students of color who qualified for free tuition because of their financial circumstances. As the only Latina faculty, I quickly became the token minority who was expected to mentor ALL low-income students of color because, as I was told, "I knew how to deal with them." Their experiences mirror my own experiences. As such, I found myself advocating for better opportunities. Since moving to the U.S, I quickly learned to *read and name the world* (Freire, 1970) and to speak out against injustice and discrimination for people of color, especially students of color. Today, as an assistant professor in an R1 or research intensive university, I approach my teaching and research in the field of multilingual education with a lens of equity and critical consciousness. My goal is to help create classrooms and community spaces that are inclusive and that uplift the voices of our children.

Author 2 identifies as a White, middle-class, non-disabled, straight woman. Through a Catholic school education as a child, I learned that my arts background and feminist leanings were marginalized. This promoted a strong sense of social justice in me as I started to uncover oppression in K-12 education in terms of race, class, and culture. As a current university researcher and instructor, I need to critically reflect on my biases and emotional states (Glesne, 2011), which is an opportunity to advance into the position of recognizing the fluidity of my research topic, and the *truth* of my research participants that could be revealed as well as hidden

(Ladson-Billings, 2003). This critical reflection is interwoven with my teaching, research, and scholarship. As a researcher, I align with Kirkland (2014), who asserts his position is to open an accumulation of cultural knowledge through ethnographic imagination, where he toggles between “an awareness of power and domination, hope and imagination” (p. 183). This is my responsibility as a qualitative researcher as well, to include thought and imagination and push myself to be present in the research.

Author 3 identifies as a White, middle-class, cisgender, female raised by first generation college students in a small Midwestern city filled predominantly with working-class White Christians. My passion for education and interest in equality stem from the example my parents set in treating all fairly and without judgement. My mother’s work as an educator to support those who are marginalized in our community and the value she placed on the beauty of diversity helped shape many of the decisions I have made in both my personal and professional life. Initially trained as a secondary English educator, I grounded my studies in learning the stories of others and the value of the individual and collective voice of authors; my graduate work enriched my understanding of how to support students who struggle to comprehend what they read, especially in the disciplines; and further education guided my understanding of ways to expand the learning of students through an understanding of who they are and what they know as well as how to contribute to scholarship in the field. I recognize the privilege of this education and work to improve the literacy in my community by empowering teacher candidates and educators currently working with students to embrace diversity found in literature, created through writing, and heard in the stories of their students’ lives.

Author 4 identifies as a Black, cisgender, middle-class, straight woman. I am a first-generation child of Haitian immigrants. Education was paramount and failure was not an option. Early on, I learned that I had to be independent in my learning and seeking out information because my parents worked long hours and did not have the time or know-how about the American educational system to participate actively in decision-making. My professional socialization as a future professor occurred at a private, predominantly White university, shaped by understanding of what it means to be invisible and neglected in the academy. While I did not experience many instances of overt racism, I was not taken on for mentoring or engagement in faculty research and teaching like my White peers. I did not fit. My research focus on racial differences in prereferral special education was viewed as too grounded in social issues. The Chicago-based field sites I prioritized were feared. I left my doctoral program with the belief that the ivory tower was not for me. Since entering the academy five years after I completed my doctorate, I have leveraged the power and privilege of my position as a professor in an R1 university to highlight racial inequities in my institution and in the special education systems I interface with. I recognize that I have not always used my power to redress racism and at times have upheld policies and practices that enact Whiteness. Acknowledging this in myself is the first step I have taken to a real commitment to fostering racial equity going forward.

Author 5 identifies as a White, cisgender female born in Chicago, Illinois to a blue-collar, middle-class family. I lived and attended school in a diverse neighborhood. While in school, I befriended all students and would often ask to help students who were struggling with assignments, which was evidently the foundation for my future career as a special educator. At the age of 13, we moved from Chicago to northern Wisconsin, leaving my diverse group of friends. My parents wanted the best education for us, but they were unsure of the quality of the

public schools. While we were not Catholic, we were sent to a Catholic school. I was again not accepted and was ridiculed not only by the students, but also by some of the teachers as well. I felt inadequate and not accepted. Being excluded and marginalized shaped my sensitivity to others who experienced isolation. Each summer, I worked as a crafts instructor at my parent's campground, where I met a young boy with cerebral palsy. His parents did not feel he could participate and would drop off his sisters. Over the 4th of July weekend, I asked his parents to let him stay. Watching his eyes light up as we decorated his wheelchair and helped him make a flag to carry solidified my passion in working with students who people believe could not participate or learn. Not fitting in during school and at home impacted my commitment to equity. Attending a diverse school from an early age and then moving to a very non-diverse community in middle school set my work for diversity in social justice.

Our Context

Our work is situated in a large U.S. Midwestern community plagued by high rates of unemployment, poverty, and clear patterns of segregation. Our university has a population of approximately 26,000 students, many of whom are first-generation college students. The School of Education prepares teachers for excellence in urban teaching and is composed of a variety of teacher certification opportunities at both graduate and undergraduate levels, ranging from early childhood to secondary education, with areas of study that include world languages, exceptional education, and content-area specializations. Most of our teacher candidates go on to teach in the city's public-school sector, where 89% of the students qualify for free or reduced-fee lunch. The school district is one of the largest urban districts in the country, serving over 76,000 students, with a reported student population of 55% African American, 25% Latino, 13% White, 6% Asian/Pacific Islander, and 1% American Indian/Alaska Native.

For the last ten years, the public educational system in our state has suffered tremendously at the hands of a Republican-dominated legislature, whose sole purpose is to dismantle public education. Substantial budget cuts in public, state funding for higher education, a tuition freeze, and declining enrollment have forced many faculty cuts and the reduction of programs (Stein et al., 2020). Most recently, our legislature introduced and successfully passed an Assembly Bill 411 to ban the inclusion of Critical race Theory in schools. Under Assembly Bill 411, Wisconsin school officials would be barred from teaching students and staff about systemic racism. Specifically, the bill "prohibits race or sex stereotyping in 1) instruction provided to pupils in school districts and independent charter schools; and 2) training provided to employees of school boards and independent charter schools" (A.B. 411, 2021). Among the concepts that are prohibited from being taught under the bill are the following: that one race or sex is inherently superior to another race or sex and that an individual, by virtue of the individual's race or sex, bears responsibility for acts committed in the past by other individuals of the same race or sex (A.B. 411, 2021). Although this bill has been vetoed by the governor, the continued efforts by the state legislature and its supporters to support institutional racism are clear. Our work in dismantling institutional racism in our institution is highly impacted by the politics of state. We are working in a heavily under-resourced institution under the constant threat of disempowerment because of our work to dismantle systematic racism in our city and state.

As the global pandemic of COVID 19 kept us in our homes and the 400+ year pandemic of racism in the United States again reared ugliness and hate across the nation during the summer of 2020, a hard reflection among many, was needed. As we searched for the how and the best next steps, one of the authors received a gentle nudge from a colleague and fellow author and decided the best place to start is wherever we are. After some brainstorming, invitations to the entirety of the School of Education were sent inviting colleagues to come together to read texts, reflect together, and learn from one another about racism and its deeply rooted impacts. We were fortunate to have financial support from a Federal SEED grant so all interested could receive three texts: *How to be an Anti-Racist* by Ibram Kendi (2019), *We Want to do more than Survive: Abolitionist Teaching and the Pursuit of Educational Liberation* by Bettina L. Love (2019), and *So You Want to Talk About Race* by Ijeoma Oluo (2018). Twenty-two people requested the texts and over the course of the summer 2020 and fall 2020 semesters, the group met online twice a month to discuss the readings and share any personal or professional revelations they were experiencing.

By January 2021, participants shared a deeper understanding of racial equity and inequity and had made new connections with members of the School of Education. Group members expressed that the learning we had shared prompted them to deepen and extend conversations about racial equity and social justice in their classes. Some used excerpts of book we had been reading in class with students and found the discussion eye-opening. At the semester break, group members welcomed the five anti-racist training modules the university created and decided to use them as a basis for continued conversation. The collaboration among group members continued and in May 2021, participants shared they were glad to have the chance to read and discuss their reactions about the modules and found the conversations helped them get to know one another and themselves. Members noted they were coming to terms with not knowing everything and being okay with this, and were thankful for the meetings, as they provided a sense of community and brought kinship to life during a pandemic.

Specifically, several people expressed that it was helpful to move outside of their day-to-day work and participate in affinity groups. The conversations provided a consistent, openly vulnerable space and members appreciated learning to move beyond feeling of guilt and instead found ways to embolden ourselves through the sharing of our stories. Many found confidence in becoming agents of change for the future teachers and educational psychologists. Overall, they expressed that the experience has been a powerful way to create relationships grounded in racial equity indicating the group was both inclusive and inviting. Yet, we knew we needed to dig deeper and begin moving to action. As we began conversations about our practice, we realized we had more to learn from current research, each other and together.

What Do We Know About Structural Racism in Teacher Education?

Given our previous efforts to be more racially equitable, we knew that current research existed addressing many of the questions we had about how racism shows up in teacher preparation. Rather than relying on intuition and anecdotes, we dug into current literature specifically focusing on racism in student recruitment, admissions, retention, exit assessments/criteria and faculty diversity. We did not want to reinvent the wheel and wanted to learn more how the field of teacher preparation has addressed these issues to guide our efforts and reflections.

Student Recruitment

While the proportion of the teaching force that is teachers of color in the United States has steadily increased since the 1980's, many students in urban school systems are taught by teachers that are white (Ingersoll et al., 2019; Villegas & Irvine, 2010). The teacher workforce does not reflect the number of students of color that are in grades K-12 (Carver-Thomas, 2018). The pool of potential teachers of color lessens as they go through their K-12 schooling, graduate high school, and enter a postsecondary experience (Carver-Thomas, 2018). While the teaching force is diversifying in terms of race, white teachers make up 75% of first-year teachers in 2015-16 (Carver-Thomas, 2018). Systemic institutional racial barriers have interfered with the recruitment of TOC.

Calls for diversifying the teacher workforce have resulted in nontraditional pipeline programs such as Grow Your Own (GYO) initiatives (Villegas & Clewell, 1998). GYO programs are reflected in teacher education literature not only regarding teacher recruitment, but also about dismantling structures of oppression and the underrepresentation of black students in education (White et al., 2020). While there has been a host of teacher diversity initiatives in various schools of education, state and federal policy interventions can be obstacles to recruiting teachers of color.

Federal policies such as No Child Left Behind and Race to the Top have done little to increase recruitment of TOC (Carver-Thomas, 2018; Darling-Hammond, 2018). Additionally, there is a unique impact of state and federal policies on potential teachers of color (Carver-Thomas, 2018; White et al., 2020). Initiatives that seek to diversify the teacher workforce must determine how they “intersect with Black educators in unique ways, including the socio-spatial locations of schools where they are recruited to teach and the traditions of teaching, they seek to enact.” (White et al., 2020, p. 450). However, it is important to note “that education policies geared toward equity and diversity can nonetheless reinforce racial inequality in its implementation” (White et al., 2020, p. 450). Adding more students of color to teacher education programs is not just a pipeline issue (White et al., 2020). Students of color often encounter challenges that can affect their admission experience to college.

Discriminative Admission Practices

Despite the efforts of individual institutions to recruit and admit students of color, the enrollment of students of color in four-year college campuses has remained low in the last ten years (Howard Nichols, 2020). The underrepresentation of students of color in college campuses not only restricts opportunities for students of color, but it also brings negative implications for the way in which all students experience living and learning on campus. According to Howard Nichols (2020) a lack of campus diversity can have a negative influence on student engagement, issues with sense of belonging and degree completion.

In recent years, both academic research and popular media have uncovered evidence that universities (especially Ivy League Universities and other selective schools) have adopted and implemented discriminative requirements that deny students of color, especially low-income students of color, admission (Ochs Rosinger et al., 2021; Posselt et al., 2012). Admission criteria differ from school to school; however, most college admission requirements focus on the quantification of the K-12 experience and ACT/SAT scores. These two data points are heavily influenced by unequal and unfair K-12 experiences which purposefully fail students of color (Lleras, 2008; Martinez & Diaz, 2009).

For students of color, the inequalities in their K-12 experience start as early as preschool (Howard Nichols, 2020). According to Howard Nichols (2020), students of color are more likely to attend racially segregated schools with less funding with teachers who lack teaching credentials and experience. Additionally, many of these students are denied a rigorous curriculum and instead are tracked into remedial pathways that provide very little academic preparation (Berg, 2010; Solorzano & Ornelas, 2002). As a result, students of color are kept out of courses and opportunities (like Advanced Placement courses) that provide an advantage in college admission (Berg, 2010; Ford, 2010; Ford, 2013; Ginorio & Huston, 2000; Taliaferro & DeCuir-Gunby, 2008).

In addition to the lack of quality curricular opportunities, students of color are also more likely to experience other negative school outcomes. For example, Latinx (especially English Language Learners) and Black students are disproportionately classified into special education classes, and black students are subjected to harsher disciplinary actions (Riddle & Sinclair, 2019) including a higher percentage of suspensions (Shores et al., 2019). Students with inappropriate special education classifications and students who are suspended are less likely to receive a rigorous curriculum and more likely to experience academic failure (Balfanz et al., 2015; Greenwood et al., 2002). Finally, students of color are more likely to attend schools that have inadequate numbers of counselors and, in some cases, no counselor at all (Howard Nichols, 2020). According to the United States Department of Education's High School Longitudinal Study (2016) high school seniors who talked one-to-one with a school counselor are 3.2 times more likely to attend college and twice as likely to attend a bachelor's degree program. Without access to counselors, students of color are less likely to consider college admissions. The denial of early and consistent educational opportunities for students of color result in low GPA, lack of preparation in basic English and math (Berg, 2010), and lack of enrollment in rigorous curriculum. These experiences impact the performance in ACT/SAT scores, another gatekeeper criteria used for college admission.

Overall, the discourse around college admission is rooted in a color-blind narrative that perpetuates the false notions of meritocracy. The reality is that racially coded language is visibly embedded in admission requirements; as such, these requirements purposefully decide who can be admitted to colleges and who cannot (Patton, 2016).

Exit Assessments/Criteria

Over the course of the last decade, Wisconsin has seen an increase in the teacher shortage coupled by a decrease of student enrollment in certification programs (Perez, 2021). Although many reasons have attributed to this change, many suggest politically-driven policies are at the root of this trend (Woods, 2021).

According to the Wisconsin Department of Public Instruction (2021), during the 2018-2019 academic year, 4,841 teacher candidates completed programs of study to become teachers, but only 3733 teacher candidates earned licensure to teach in Wisconsin after completing a program of study at an Educator Preparation Program. The remaining 1,108 completers (23%) did not earned licenses nor fill teaching positions in the state. This represented a 23% decrease from the 2012-2013 academic year, during which 5,741 teacher candidates completed programs of study and 4,796 teacher candidates earned licenses.

Several barriers prevent teacher candidates from earning licensure and filling teaching position during a severe teacher shortage in the state over the past decade. Beginning in September 2014, teacher candidates pursuing licensure as Early Childhood Educators, Elementary teachers, special educators, or reading teachers/specialists have been required to earn the cut score on the Foundations of Reading Test (FoRT) to apply for licensure (Foundations of Reading Test for Wisconsin, Wisconsin State Statute 18.19 (14), 2013). The state-wide pass rate has significantly declined since the test was first required. During the 2014-2015 academic year, the first year a passing score on the test was required, 66% of teacher candidates earned the cut score on their first attempt; 79% earned the cut score on any attempt. During the 2018-2019 academic year, 59% passed on their first attempt: 65% on any attempt (Wisconsin Department of Public Instruction, 2021).

Although there is a difference in first pass rates among females (N=2074; 60%), males (N=268; 50%), and those undeclared (N=12; 83%), the discrepancy among racial groups is more striking. During the 2018-2019 academic year, Asian test takers' first-time pass rate (N=56) was 54%, but Black test takers (N=65) first time pass rate was 17%, Hispanic test takers (N=98) first time pass rate was 30%, multiracial test takers (N=38) first time pass rate was 66%, undeclared (N=23) first time pass rate 70%, and White test takers first time pass rate (N=2057) was 62% (Wisconsin Department of Public Instruction, 2021).

Despite the discrepancy in first time and overall pass rates among racial groups, the law remains requiring teacher candidates seeking certification in Early Childhood Education, Elementary Education, and as either reading teacher or reading specialist to earn the cut score dictated in the law. No alternative means of demonstrating their knowledge has been approved. When juxtaposed with an understanding that the present-day teacher workforce in the United States is predominantly middle class, 80% white, and 77% female (McFarland et al., 2019), alarm must be raised.

Another examination of teacher candidate knowledge, the Praxis II, is a subject assessment that serves as one way for teacher candidates to demonstrate competency. It is not as a consequential, because alternative pathways of demonstrating competency exist and the number of test takers for this cost-prohibitive test is much lower than those who take the FoRT. Wisconsin female test takers (N=409) first time pass rate is 81% and males (N=117) is 71.8%, but the concern lies in the data reported about ethnic subgroups including first time pass rates for Asians (N=15) 33.3%, Blacks (N=16) 37.5%, Hispanics (N=21) 23.8%, other/multi-racial (N=13) 0%, and white (N=458) 84.5% (Wisconsin Department of Public Instruction, 2021).

Faculty and Staff Diversity

Preparing teachers for working with diverse students is an expectation for all teacher education programs. One way to achieve this preparation is to recruit faculty who are themselves, viewed to be *diverse*. Yet how teacher preparation programs define diversity in students and faculty can result in the reification and essentialization of faculty of color whose broad areas of expertise and skills are often discounted in favor of what their embodiment of difference can bring to teacher preparation programs. Kim and Patet (2021) examined the National Council for Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP) accreditation standards to determine how discourses of diversity were conceptualized. 'Diversity' was limited to demographic-related

differences such as race, ethnicity, gender, religion, sexual orientation, etc. with specific diversity characteristics having a higher prioritization when designing preservice teacher education programs. Racial and ethnic differences in faculty, students, and settings were seen as the most valued difference which would allow teacher candidates to learn how to work in diverse environments. This assumption results in viewing racialized people as unidimensional and as useful mostly for the experiences they can provide to further white preservice teachers' learning. Ensuring the presence of people in institutions and classes forces those who meet the visible difference criteria for diversity to be responsible for embodying diversity for the institutions in which they are embedded. The 'othering' of faculty of color based on what is perceived of as 'fixed' racial and/or ethnic difference minimizes the totality of who they are and the depth and breadth of the expertise and experience they can bring to colleges of education and teacher preparation programs.

Faculty of color are often expected to teach required diversity courses to ensure students exposure to, interaction with and learning from the experiences of these 'diverse' faculty. This exploitative and commodified use of racially and ethnically diverse faculty requires them to perform their difference in ways expected by their categorical difference for the benefit of the learning of their white students. As Kim and Patet (2021) state, "What is missing here in treating diversity as a commodity is the consideration of social responsibility, social justice or equity in relation to issues of power and politics" (p. 397). They must live out this stereotyped difference while also acting in ways deemed acceptable by how closely they approximate whiteness. Alvarez McHatton described this as "Diversity valued, so long as it looks like us, sounds like us, talks like us" (Shealey et al., 2014, p. 33).

The experience of racialized scholars in the academy across disciplines are rooted in structural racism (Loveless-Morris & Reid, 2018; Moule, 2005). Even when faculty somehow pass the gauntlet needed to be deemed an 'adequate fit' for a department, their longevity in the academy is not guaranteed. Despite explicit rules and regulations against discrimination, faculty of color face subtle and more overt racism impacting their progression through tenure and promotion, as well as their advancement in higher education (Griffin, 2019; Stanley, 2006; White-Lewis, 2020). This experience of racism can look like the lack of a welcoming and supportive environment, disrespect from other colleagues and students, a discounting of professional contributions in governance settings, lack of support for specific their research agendas, and trivialization of racist encounters, among many other experiences (Shealey et al., 2014). These scholars, who can be considered a "society of one" (p. 26) in predominantly white institutions, often sink or swim on their own.

Those who are successful have found a way to break out of isolation and invisibility by developing productive relationships, maintaining agency and identity, as well as exercising their voice by seeking out opportunities, collaborations and support when needed. Yet, these collaborations are at risk of being sites of ongoing oppression if white collaborators have limited understanding of the equity challenges embedded in institutional policies and actions, or if the nature of the collaboration is limited to seeking white mouthpieces to validate the perspectives, ideas and experiences of faculty of color (Kim & Patet, 2021). Mentoring or support can impact the retention of faculty of color in the academy, and this support can come from any quarter (Shealey et al., 2014). What would it look like if racialized scholars did not have to invest all their energies into resistance? Institutions which focus on the actual implementation and

monitoring of recommendations such as, valuing the contributions and ways of being of faculty of color in authentic ways, ensuring diversity in leadership, and building the capacity of all colleagues, particularly those who are white to actively support faculty of color in culturally appropriate ways will create the space for racialized scholars to flourish and thrive as they were meant to (Griffin, 2019; Quezada & Louque, 2002).

Disrupting Structural Racism in Our Different Programs

As we became more familiar with the systemic racism intertwined at all levels of the teacher preparation complex, we began to turn our gaze inward to determine where we recognized and actively resisted structural racism and where we turned a blind eye to it. What follows are mini narratives told by each of us from the perspective of our teacher education disciplinary lens about how we tried, failed, and succeeded in confronting racism in our programs.

English Secondary Education (Author 3)

Supported by a Federal SEED grant, several secondary programs in the School of Education turned inward to examine course syllabi to determine the ways in which their instruction was grounded in anti-racism. This process, with the additional push of a revised state certification expectation, led leadership in several programs to redesign their courses. English Education was no exception. Just as the new National Council of Teacher of English (2021) shifted the thinking of their standards from a one tenth focus, to instead center all standards in anti-racism, the English Education program made the same change. In its new structure, the English Education program outlined that it is committed to supporting teacher candidates in their development first as anti-racist educators, then as critical language and linguistic pedagogues, reflective practitioners, and change agents. Coursework reflects a scaffolding of these pillars each of which is grounded in the ideology of Anti-Racism. In this way, the core of the program is now Anti-Racism and teacher candidates are asked to consider this perspective in all the work they do in the program; lesson plans, presentations, reflections are all viewed through a culturally responsive lens.

In another journey of self-reflection, many faculty and instructors within the program engaged in a self-study as they reconceptualized their curriculum to cultivate culturally based practices into all parts of their curriculum; in this way, they hoped teacher candidates could experience them throughout their studies. As part of the study, the program instructors met monthly to share discussion around published research studies about culturally relevant practices happening in schools and colleges across the nation. At the conclusion, the many instructors participated in a study to better understand their own thinking about culturally based practices. Not only were the findings illuminating about the practices in which they were entrenched and provided ways for the program to move forward in its work, but the process of discussing and studying together enhanced their understanding of the nuances and complexity of this work. Several findings suggested that instructors committed to this work need support (Turner et al., in press) and the program redesign provided an opportunity for co-teaching methods classes in hopes of providing such assistance.

Future work in the program includes partnership with two-year campuses and local high schools to increase enrollment of the program's Children's and Young Adult Literature Course.

Program leadership hopes to engage more students in the study of CYAL representing diverse characters and authorship. Future research will seek to understand the impact of the course on student self-efficacy and self-identity when literature diverse in authorship and representation is shared, valued, and analyzed.

Elementary and Middle Education (Author 2)

This reflection focuses on the author's own experiences as an instructor in the Elementary and Middle Education program. Every semester, I share my definition of social justice with Elementary Education students in class. In short, my social justice definition states that as an educator I celebrate diversity/difference, name inequity, and act against inequity. My definition somewhat aligns with the Critical Consciousness lens (Watts et al., 2011) in that I critically reflect on societal inequities and take critical action. However, I did not consider political efficacy, or "the perceived capacity to effect social and political change by individual and/or collective activism" (p. 46). As I dive into my reflection, I wonder about the effect of knowing my perceived capacity to affect social and political change on my social justice definition and my work. As such, I use a Critical Consciousness (Watts et al., 2011) lens that will guide my reflection.

Critical Reflection. Reflecting on and rejecting inequities such as ones related to race, ethnicity, and gender "that constrain well-being and human agency" (Watts et al., 2011, p. 46) are essential in a critical reflection. As an instructor, I unpack equity in education, and I guide my students to do the same. In this process, I make it clear to my students that in many aspects of my work (teaching, research, service), I use an equity lens. In other words, I try to decide what voices are not being heard, and/or who is leading/dominating the conversation. We analyze parts of a person's identity that could be subject to prejudice. Then I open it up to my students' reflection about their own definitions and ruminations about social justice. An assignment for my seminar class asks students to choose an event in their lives in which they have experienced cognitive dissonance about equity, and how that event has affected them as a teacher. I have learned that it is important my students make a connection to themselves about equity/social justice for them to critically reflect on their teaching, and for them to use a social justice lens on their lesson plans in their clinical placement which many times takes place in an urban school district.

Political efficacy. The piece that I did not previously address in the Critical Consciousness framework is my reflection about my "perceived capacity" to affect change. I am aware that my activism exists in my classroom, and in the actions of my students. For example, do my teacher education students help their students to analyze issues of equity like identify in their clinical placements. However, I have not clearly understood my capacity to affect change in settings outside of my classroom. While I did consider the K-12 students and their community, I don't exactly understand their needs in terms of equity. For example, do I know how the K-12 students and their communities understand democracy? And at its heart, can I affect change through my teacher education students' actions? My teacher education students show me what they have learned and used with their students through the assignments that I give and assess. But I wonder what my capacity is to change adult learners who at times struggle to understand inequity and how it affects teaching. As I continue this reflection, I want to consider how race

plays a part in my efficacy and that of my students. I wonder if it is possible to “other” students and their situations in our attempts to recruit, support, and retain teachers of color.

Critical action. Watts et al., (2011) state that critical action can be individual or collective “to change aspects of society, such as institutional policies and practices, which are perceived to be unjust” (p. 47). As stated earlier, in my journey as a social justice teacher educator, I skipped over the step of Political Efficacy, and went to the third part of Critical Consciousness, Critical Action. I created assignments in my seminar class, used for three semesters so far, that are practices used to prepare for student teaching. For example, I have created a prompt for all advanced field students (the semester before student teaching) that asks students to reflect on how social justice is revealed in their clinical placement. However, I now question after I have reflected about my political efficacy that the critical action pieces may not have their intended effect. In essence, because I skipped over the 2nd step, I wonder if the agency for my teacher education students and the students in their placements was increased, stayed the same, or was constricted further.

Special Education (Author 4)

There are many racial disparities in K-12 special education. These disparities range from over-identification of Black and other children of color with disabilities, high rates of punitive discipline for children of color in special education, excessively restrictive special education placement rather than placement in inclusive general education environments, to name a few (Hussar et al., 2020; Losen et al., 2014). An anti-racist special education teacher preparation program should produce special educators who recognize these disparities and are aware of their complicity in maintaining racial inequitable systems. These special educators should have a commitment to building coalitions which disrupt these systems. These special educators should be equipped to be in right relationship with families and communities who have been silenced, ignored, and marginalized in the process of seeking a good education for their children.

In our K-12 special education teacher certification program, we have made efforts to center diversity initially and then racial equity more recently. Our primary motivation for centering diversity was not to confront systemic racism in K-12 settings through our preparation of special educators. Instead, we were forced to address diversity because of the racial and socioeconomic diversity of the students our teachers were working with. We had to address the many questions they asked about ‘why students acted the way they did, how to teach them, how to control them, and how to evaluate their intelligence and learning’. We did not start with systematically debunking the deficit ideas of students. Initially, we believed that diversity was so important that we could not just include a course with an explicit focus on diversity. Instead, we would ‘diffuse a focus on diversity’ throughout all our courses. At that time, we did not define what we meant by diversity, nor did we specify actions we each would take to ensure a core emphasis on diversity in our courses. This approach led to sporadic diversity linkages expressed in an ongoing effort to increase the enrollment of ‘diverse’ students (code word for students who were not white) in our program and discussions initiated by students in class about their school placement challenges. We also evaluated students in the field on how well they were able to connect with ‘diverse’ students and families through their communication, classroom management approaches and relevance of their content.

We continued to grapple with how to incorporate social justice, what it meant and how to directly confront equity. Sometimes we needed reminders (“Oh yes, I need to incorporate that reading!”). Some of us were more skilled than others. We said among ourselves and to our students, “We are an urban institution” but we did not contend with the racial stereotyping embedded in the term ‘urban’. We went along for a while believing that we were ‘doing diversity’ well. Our exit surveys of completers and other feedback collected from students told a different story. It was clear that they did not feel fully prepared to work with racially, ethnically and socioeconomically diverse students. Instead, we did a better job of preparing our teachers to execute the technical skills expected of special educators, namely, how to write an individualized education plan, how to conduct a functional behavioral assessment, how to write and implement a behavior intervention plan and how to differentiate curriculum. While these skills are core competencies expected of a special educator, they only allow them to maintain the special education system as is, with all its flaws. We continued to experience racial disparities in who we recruited, who we retained and who we graduated, not only in our special education program but across our school.

Even though I am the only Black faculty member in our program, I did not feel like I bore the sole responsibility for this work because of the expressed commitment from all other faculty members (white women) evident in our formal and informal discussions during program and other meetings. Despite this support, I believe students looked at me differently, both white and students of color, particularly Black students. I believe they expected me to directly raise conversations about racial disparities because of my Black racial identity, even though I was uncomfortable doing so. Being Black, particularly with my diasporic background, does not qualify me to know how to facilitate productive, respectful and intentional dialogue about how race shows up in our professional work, field and individual lives. I was prepared in a predominantly, white doctoral program. They did not teach me how to do this. I had to learn over time and with many missteps along the way.

One change I made was with our Behavioral Supports class. It had been taught for many years by an experienced retired special educator. She had worked in public schools for many years and had a wealth of skills and knowledge to impart on students. When I was in the program coordinator role, I made the decision to not offer a contract to this instructor because I saw the need to move beyond teaching compliance-based discipline approaches to managing the behavior of the mostly Black and Latinx students our preservice teachers were educating. It was a difficult decision to make because this instructor had taught in the local school district, was well-liked and respected by others in the program. However, I saw a need to embed a critique of traditional special education processes like the manifestation determination process, meant to determine the relationship between a student’s disability, behavior with potential punitive disciplinary consequences and race. I knew students needed to be asked to challenge their deficit-oriented beliefs about the behavior of students of color, particularly Black boys. After making this change, I took over teaching the course and have worked to incorporate different perspectives in readings, providing space for students to discuss their conceptions of discipline, contend with the implicit racial biases they held, confront the deficit lenses they often brought to their developing practice, and support their envisioning a different approach centering relationship, vulnerability, and transformative justice (Nocella, 2012). Teaching about ‘diverse

students' was no longer enough. I felt compelled to do this because of my own racial sensibilities and sense of responsibility.

Since 2020, we experienced a fundamental shift while immersed in the context of shifting forces including changes in state licensing requirements, virtual learning because of the COVID19 pandemic and the increased awareness of racism in all aspects of society emerging from the murder of George Floyd and other Black victims. The recognition that we needed to do better by our students of color in our education programs resulted in conducting a racial equity survey of preservice educators in 2020 at the school level. Many statements included in the survey like the examples included below spurred several of us in the Department of Teaching and Learning to examine our personal racial biases and how they may be expressed in our teaching, grading, language, and interactions with prospective and current students. One respondent said, "Faculty should be proficient in their awareness, understanding and implementation of racial equity and anti-racism practices and then in turn they can build the capacity in the students they serve". Two other respondents reinforced this perspective in the quotes below.

Respondent 1: There is zero explicit support for students of color or first-generation students in the school of education. This absence is exacerbated by the discussions that are had in classes, which reflect the deficit thinking and lack of knowledge that professors hold, especially towards students of color. Faculty and staff need more knowledge around race/ism and inequity that reach far beyond the scope of bias or diversity training, especially considering this is a school focused on urban education.

Respondent 2: I believe it is most important to first reflect on our own biases and then receive training and instruction on how to work with that and become anti-racist. If a teacher knows those things, then they can implement it into their classroom.

Other respondents felt that faculty in the school of education did a good job of addressing race and racism in the context of their instruction like the student who said, "From my experience in the education program, questions of racism were very well addressed, and the teachers were open for difficult discussions and in including the opinions and feelings of minorities. Sometimes, it could be that there are individuals who are not so aware of their bias". However, most felt that we have a lot of work to do.

Several of us across multiple disciplines in the school of education took this feedback to heart and started digging deeper. We read and discussed books about race. We raised racial missteps we took part in and processed them together. We shared our personal realizations and learnings. Then we started to move beyond our talk to examining our practice within each of our programs. When looking at our special education teacher certification program, it was clear that while we, as faculty, value social justice and diversity, we have not been explicit with how we will change what we teach, what we expect of students and how we will evaluate their skills and dispositions as special educators. We have not moved beyond incorporating a Geneva Gay reading into our syllabus. We have not discussed how we engage in uncomfortable conversations so that they are productive. We fear sharing our difficulties and our *not knowing* with each other and our students. Our socialization in the academy as experts interferes with our ability to be

open about our learning and our mistakes. As a result, we tweak what we do at the edges rather than diving right in and being willing to learn and make mistakes with our students as we attempt to disrupt the racism, we help perpetuate in K12 special education systems.

World language/ESL/Bilingual (Author 1)

The work to dismantle institutional racism in my program includes the preparation of all pre-service teachers to work with urban students with an emphasis in supporting students of color. At the center of my philosophy of education is that K-12th students of color should have the opportunity to have teachers who look like them and sound like them. As such, a substantial amount of my time is spent engaging and partnering with communities of color and school districts that serve students of color in hopes to influence and inspire them to enroll in our teacher preparation programs. These efforts often come with challenges as students struggle with admission, academics, and diversity.

Many of our School of Education recruits who identify as students of color have experienced academic failure, and low-test scores in their K-12th education. Additionally, many lack the knowledge and mentorship needed to apply to a four-year college, and/or lack the financial availability to pay for college. Once enrolled, many of these students struggle with their academics, and with program completion requirements (especially standardized requirements like Praxis). These challenges often force students to switch out of our teacher preparation programs into other degree programs (not related to teaching) and others drop out completely. The reality is that helping students of color maneuver the system and become K-12th educators requires that we understand the educational barriers that people of color experience in K-higher education. It also requires that we put into place funded initiatives that will offer the appropriate resources and support for students of color. Unfortunately, our institution is not ready to address and implement changes to break down these barriers. As a result, the burden of supporting pre-serviced teachers of color often falls on faculty of color (Hirshfield & Joseph, 2012).

As a faculty of color (1 of 2 in my department) who identifies as first-generation Latina, I often find myself buried in emails and meeting requests from students of color in my program and other programs asking for help and advice on how to maneuver our educational space. Their stories are often similar: they feel disconnected, stressed, unsupported and overwhelmed. Many of them struggle to build relationships with their professors and feel out of place in campus spaces that most often elevates euro-centric practices and traditions. While I genuinely believe that my one-to-one approach with students of color is necessary to retain and support them, the work is exhausting.

To truly dismantle structural racism in our School of Education, the work to recruit, support and retain students of color should be the priority. The work must include a comprehensive understanding of how our School of Education and university requirements, coursework and expectations have kept students of color out of teaching. Additionally, the work must center around developing organic and robust relationships with communities who have been neglected by our educational system to learn from their struggles and to develop (alongside them) new inclusive opportunities that can be supported and properly funded by institutions of higher education. As a School of Education, we cannot continue to demand change from our ivory tower!

In addition to purposefully recruiting, supporting, and retaining students of color, the coursework offered in my teacher preparation program centers around a critically conscious teacher preparation framework that includes four nonnegotiable foundational pillars:

1) establishing critically conscious pedagogy: foundational knowledge that helps pre-service teachers develop pedagogical expertise and sociolinguistic consciousness; 2) disrupting historical regression: foundational knowledge that will assist teachers in disrupting ideologies and practices that have historically marginalized students of color; 3) revitalizing democratic values of public education: foundational knowledge that will encourage critical thought, and the re-envisioning of an inclusive democratic public educational system that empowers and engages all students; and 4) becoming advocates and action-oriented practitioners: foundational knowledge that what it looks engages pre-service teachers in advocacy work both in and outside of their classrooms.

The goal of the program is to ensure that ALL of our pre-service teachers become critically conscious teachers who understand, identify, and can address the linguistic and cultural need of all learners, but specifically, bilingual learners. As such, they can proactively influence and transform classrooms, school districts, communities, and politicians to provide better academic opportunities for all learners (Joseph & Evans, 2018).

Discussion and Implications

We created spaces within ourselves, with each other, and in our department to have critical reflections about how racism is embedded and perpetuated in intentional and unintentional ways. We engaged in critical actions like redesigning courses, redesigning programs with the idea in the forefront of revealing and dismantling in our own program how we prepare students so they can become agents of social change. The conversation does not end with us having discussions behind closed doors. We have developed an environment of comfort mixed with discomfort by opening these conversations with our students.

In our reflective discussions, we contended with the role K-12 schools and IHE's played in maintaining white supremacist practices. We confronted our complicity in the disparate treatment of students of color received vs. their white peers in our teacher preparation spaces. We examined how this differential treatment stemmed from deficit ideas about our students of color and their skills and capacities. We created opportunities to bring the topic of racism out in the open, sometimes with success and sometimes stumbling through because we were held hostage to our subconscious assumptions and judgements. We tried to be realistic about the deeply rooted racism our preservice educator would face in both in the School of Education and clinical placements. Sometimes we experienced success within specific programs. Sometimes our approach was too insular program-focused because we are socialized to stay in our disciplinary lanes.

What is our capacity as teacher educators to effect change? This capacity shifted depending on our positionality, skills, comfort, will, emotional and time capacity, and our audience. The reality is that the population of teachers across the nation is predominantly white. Our mission draws white individuals, who want to develop the capacity to engage in anti-racist teaching. So, any change we seek to address racism needs to be responsive to the learning, social

and emotional needs of these white students. Given that, we cannot lose sight of what our teachers of color need to be successful. A different curriculum, one that is embedded in critical consciousness and that highlights white supremacist practices in actions is a necessity. Our preservice teachers need a curriculum which illuminates the structural racism in our school systems, allowing our students' subconscious ideas about themselves and others to be challenged.

If we want to prepare equitable teachers ready to work with all students regardless of where they came from, then we cannot be about the blame game. Rather, we need to be about the 'house of cards' game, where we poke holes in the foundations of our thinking and that of our teachers which tend to cement racist ideas about students and communities. Then we need to equip all our teachers with the fortitude to withstand the temptation to pick up rose-colored glasses and the tenacity to maintain their clarity about the racism that is constantly reinforced in our systems. We need to create spaces for critical reflection but provide preservice teachers the means to move beyond critical reflection to critical action. So, when our teachers have Black students in their classrooms being kicked out of their programs, they have the agency and capacity to call it what it is and interrupt that marginalization.

Organic partnerships with traditionally marginalized communities can be instrumental in this support. Partnerships can support community-driven efforts to increase teachers of color in teacher education programs and provide non-traditional pathways into teaching for those who may not have access to these privileged spaces (Gist et al., 2019). Yet, we must not focus solely on the numbers game, i.e., increasing the number of teachers of color into our teacher education programs. The way we teach students of color needs to be reflective of what their needs are. Teacher education programs should emphasize equity and culturally responsive pedagogy; and affirms culture, language and identity as assets for learning and empowerment in school and in life" (Carver-Thomas, 2018, p. 22). We want all our teachers to have the capacity to work with diverse students whether they are in metropolitan areas or rural areas. But we also need to acknowledge that life support is needed for our preservice teachers of color. Racial equity is not treating everyone the same. It requires us to be in tune to their unique needs, which can include mentorship and financial support in the form of subsidized tuition, loan forgiveness programs, and grants.

If we are committed to disrupting and ending systemic racism, we must acknowledge its deep rootedness in ourselves, our practices, our policies, our language, our decisions, and our systems. Additionally, disrupting structural racism needs to go beyond courageous conversation and include critical action that dismantles the system and replaces it with systems and opportunities to truly support diversity and inclusion. We hope that by dismantling the system from within, we become role models for our pre-service teachers. We hope that one day, they too will become agents of social change who can serve to dismantle and change our entire foundation. While we know this work is not easy – it can be messy and uncomfortable – but to be true agents of change, we must act with persistence, ask the tough questions and lead by example.

Next Steps

We understand that the work we are suggesting is complex, however, the work is necessary to create equitable programs and to prepare teachers who are critically conscious. Collectively, we have done a substantial amount of work to dismantle institutional and structural racism in our programs and department. But we are one of four departments in our School of Education. This re-design must also occur within our school context.

Our next steps include collaboration and sharing of our reflection and work in hopes to encourage a school wide discussion around the question “what would it look like if a college of education took on the work of revealing and dismantling structural racism?”. Collectively, we have to examine structures such as partnerships, recruitment and admission, student support services and curriculum to identify inequalities. Our work, however, must move beyond just naming inequalities. Our work must also include a process to CHANGE the structures within our school that have historically kept students of color out.

For this work to be successful, we need to step out of the ivory tower and invite communities of color to sit at the table with us and share the ways in which our policies and structures have worked to keep them out. This can be done by hosting school wide listening sessions or inter-program/department conversations. Additionally, we must work collaborative with communities of color to create policies and structures that will support the recruitment and retention of student of color.

Finally, to truly dismantle the inequalities in our school, we need to demand programing and funding to support structural changes, and most importantly to create strong structures to ensure that we can truly maintain strong partnerships with communities of color and support our students of color. We are hopeful that through our reflections, stories and efforts, we can truly build a school of education that empowers students and prepares ALL teachers to become agents of social change.

References

- A.B. 411, 2021 Committee on Education, 2021 reg. Sess. (Wis. 2021).
<https://docs.legis.wisconsin.gov/2021/related/proposals/sb411>
- Balfanz, J., Byrnes, V., & Fox, J. (2015). Sent home and put off track: The antecedents, disproportionalities, and consequences of being suspended in the 9th grade. In D. J. Losen (Ed.), *Closing the school discipline gap: Equitable remedies for excessive exclusion* (pp. 17–30). Teachers College Press.
- Berg, G. (2010). *Low-Income Students and the Perpetuation of Inequality: Higher Education in America*. Taylor and Francis Group.
- Carver-Thomas, D. (2018). *Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color*. Learning Policy Institute.
<https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report>
- Darling-Hammond, L. (2018). *Education and the path to one nation, indivisible*. Palo Alto, CA: Learning Policy Institute.
- Egalite, A. J., Kisida, B., & Winters, M. A. (2015). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, 45, 44–52. <https://doi-org.ezproxy.lib.uwm.edu/10.1016/j.econedurev.2015.01.007>
- Ford, D. Y. (2010). *Reversing underachievement among gifted Black students*. Prufrock Press.
- Ford, D.Y. (2013). *Recruitment and retaining culturally different students in gifted education*. Prufrock Press.
- Foundations of Reading Test for Wisconsin, WI. Stat 18.19 (14). (2013).
<https://www.uwgb.edu/UWGBCMS/media/Education/files/pdf/foundations-reading.pdf>
- Freire, P. (1970). *Pedagogy of the Oppressed*. Seabury Press.
- Gay, G., & Kirkland, K. (2003). Developing Cultural Critical Consciousness and Self-Reflection in Preservice Teacher Education. *Theory into Practice*, 42(3). 181-87.
- Ginorio, A., & Huston, M. (2000). *Si, se puede! Yes, we can: Latinas in School*. American Association of University Women Educational Foundation.
- Gist, C. D., Bianco, M., & Lynn, M. (2019). Examining Grow Your Own programs across the teacher development continuum: Mining research on teachers of color and nontraditional educator pipelines. *Journal of Teacher Education*, 70(1), 13-25.

- Glesne, C. (2011). *Becoming qualitative researchers: An Introduction*. (4th ed.). Boston, MA: Pearson.
- Greenwood, C. R., Horton, B. T., & Utley, C. A. (2002). Academic engagement: Current perspectives on research and practice. *School Psychology Review*, 31(3), 328-349.
- Griffin, K.A. (2019). *Institutional Barriers, Strategies, and Benefits to Increasing the Representation of Women and Men of Color in the Professoriate*. <https://diversity.ucdavis.edu/sites/g/files/dgvnsk731/files/inline-files/InstitutionalBarriersStrategies2020.pdf>
- Hirshfield, L. E., & Joseph, T.D. (2012). 'We need a woman, we need a black woman': gender, race, and identity taxation in the academy, *Gender and Education*, 24(2), 213-227.
- Howard Nichols, A. (2020). *Segregation Forever? The Continued Underrepresentation of Black and Latino Undergraduates at the Nation's 101 Most Selective Public Colleges and Universities*. The Education Trust. <https://edtrust.org/wp-content/uploads/2014/09/Segregation-Forever-The-Continued-Underrepresentation-of-Black-and-Latino-Undergraduates-at-the-Nations-101-Most-Selective-Public-Colleges-and-Universities-July-21-2020.pdf>
- Hussar, B., Zhang, J., Hein, S., Wang, K., Roberts, A., Cui, J., Smith, M., Bullock Mann, F., Barmer, A., & Dilig, R. (2020). *The Condition of Education 2020* (NCES 2020-144). U.S. Department of Education, National Center for Education Statistics. <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2020144>
- Ingersoll, R., May, H., & Collins, G. (2019). Recruitment, Employment, Retention and the Minority Teacher Shortage. *Education Policy Analysis Archives*, 27(34-39), 1-42. <https://doi-org.ezproxy.lib.uwm.edu/10.14507/epaa.27.3714>
- Joseph, T., Evans, L. M. (2018). Preparing Preservice Teachers for Bilingual and Bicultural Classrooms in an Era of Political Change. *Bilingual Research Journal*, 41(1), 52068.
- Kim, K. & Patet, P. (2021). The (im)possibility of (un)doing diversity in teacher education: (In)visibility of faculty of color in the accreditation standards. *Race Ethnicity and Education*, 24(3), 392-409.
- Kirkland, D. (2014). Why I study culture, and why it matters: Humanizing ethnographies in social science research. In D. Paris & M. Winn (Eds.), *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. 179-200). Thousand Oaks, CA: Sage.
- Ladson-Billings, G. (2003). It's your world, I'm just trying to explain it: Understanding our epistemological and methodological challenges. *Qualitative Inquiry*, 9(1), 5-12

- Ladson-Billings, G., & Tate, W. (1995). Toward a Critical Race Theory of Education. *Teacher College Record*, 97(1), 47-68.
- Losen, D. J., Hodson, C., Ee, J., & Martinez, T. E. (2014). Disturbing inequities: Exploring the relationship between racial disparities in special education identification and discipline. *Journal of Applied Research on Children*, 5(2), 1–20.
- Loveless-Morris, J. A., & Reid, L. S. (n.d.). Learning Communities: Opportunities for the Retention of Faculty of Color. *Learning Communities: Research & Practice*, 6(1), 1–6.
- Lleras, C. (2008). Race, racial concentration, and the dynamics of educational inequality across urban and suburban schools. *American Educational Research Journal*, 45, 886–912.
- Martinez, C., & Diaz, E. (2009). Teaching and Learning. In J. Sanchez Munoz, M. Machado-Casas, & E. Murillo Jr. (Eds.), *Handbook of Latinos and Education: Theory, Research and Practice* (pp. 417-421). Routledge.
- McCoy, D. & Rodricks, D. (2015). Critical Race Theory in Higher Education: 20 Years of Theoretical and Research Innovations: Critical Race Theory in Higher Education. ASHE Higher Education Report, 41(3), 16-33.
- McFarland, J., Hussar, B., Zhang, J., Wang, X., Wang, K., Hein, S., Diliberti, M., Forrest Cataldi, E., Bullock Mann, F., and Barner, A. (2019). *The Condition of Education 2019* (NCES 2019 144). U.S. Department of Education. Washington, DC: National Center for Education Statistics
<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019144>
- Moule, J. (2005). Implementing a Social Justice Perspective in Teacher Education: Invisible Burden for Faculty of Color. *Teacher Education Quarterly*, 32(4), 23–42.
- National Council of Teachers of English. (2021). NCTE Standards for the Initial Preparation of Teachers of English Language Arts 7-12 (Initial Licensure). https://ncte.org/wp-content/uploads/2021/11/2021_NCTE_Standards.pdf
- Nocella, A. J. (2012). An Overview of the History and Theory of Transformative Justice. *Peace & Conflict Review*, 6(1), 1-10.
- Ochs Rosinger, K., Sarita Ford, K., & Choi, J. (2021). The Role of Selective College Admissions Criteria in Interrupting or Reproducing Racial and Economic Inequities. *The Journal of Higher Education*, 92(1), 31-55.
- Patton, L., McEwen, M., Rendon, L., & Howard, Hamilton, M. (2007). Critical Race Perspectives on theory is student affairs. *New Directions for Student Services*, 120, 39-53.

- Patton, L. (2016). Disrupting Postsecondary Prose: Toward a Critical Race Theory of Higher Education. *Urban Education*, 5(3), 315-342.
- Perez, G. (2021, November 2). Lessons learned: Lack of education degrees worsen Wisconsin teacher shortage. *Spectrum News 1*, <https://spectrumnews1.com/wi/milwaukee/news/2021/11/02/teaching-degrees-on-the-decline>.
- Posselt, J., Jacquette, O., Bielby, R., & Bastedo, M. (2012). Access without equity: Longitudinal analyses of institutional stratification by race and ethnicity, 1972–2004. *American Educational Research Journal*, 49, 1074–1111.
- Quezada, R. & Louque, A. (2002). Developing diverse faculty in culturally proficient education programs. *Multicultural Education*, 9(3), 10-14.
- Riddle, T. & Sinclair, S. (2019). Racial disparities in school-based disciplinary actions are associated with county-level rates of racial bias. *Proceedings of the National Academy of Sciences*, 116(17), 8255-8260.
- Shealey, M. W., McHatton, P., A., McCray, E., & Thomas, U. (2014). “Sista Doctas” taking a seat at the table: Advocacy and agency among women of color in teacher education. *NAPSA Journal about Women in Higher Education*, 7(1), 19-45.
- Shores, K., Eun Kim H., Still Mela. (2019). Categorical Inequality in Black and White: Linking Disproportionality across Multiple Educational Outcomes. (EdWorkingPaper: 19-168). Retrieved from Annenberg Institute at Brown University: <http://www.edworkingpapers.com/ai19-168>
- Solorzano, D., & Ornelas, A. (2002). A Critical Race Analysis of Advanced Placement Classes: A Case of Educational Inequity. *Journal of Latinos and Education*, 1(4), 215-229.
- Stanley, C.A. (2006). Coloring the academic landscape: Faculty of color breaking the silence in predominantly white colleges and universities. *American Educational Research Journal*, 43(4), 701–736. <http://www.jstor.org/stable/4121775>
- Stein, J., Sommerhauser, M., & Shayan, M. (2020). Falling Behind? The State of Wisconsin’s Public College and Universities. Wisconsin Policy Forum. <https://wispolicyforum.org/research/falling-behind-the-state-of-wisconsins-public-universities-and-colleges/>
- Taliaferro, J.D., & DeCuir-Gunby, J.T. (2008). African American Educators Perspectives on the Advanced Placement Opportunity Gap. *Urban Review*, 40, 164-185.

- Turner, C., Allen, K., Lize, K.M., & Pasternak, D. (in press). "There's a lot of stumbling forward": The Impact of Whiteness on Teacher Educators' Reconceptualization of Culturally-based English Education Curriculum. Unpublished Manuscript, School of Education, University of Wisconsin – Milwaukee, Milwaukee, WI.
- United States Department of Education. Institute of Education Sciences. National Center for Education Statistics. (2016). *High School Longitudinal Study, 2009-2013*. <https://doi.org/10.3886/ICPSR36423.v1>
- University of Wisconsin – Milwaukee School of Education. (2021, November 4). *Council on Professional Education*. <https://uwm.edu/education/cpe>
- Villegas, A.M. (2004). Diversifying the Teacher Workforce: A Retrospective and Prospective Analysis. *Yearbook of the National Society for the Study of Education*, 103(1), 70–104.
- Villegas, A. M., & Clewell, B. C. (1998). Increasing teacher diversity by tapping the paraprofessional pool. *Theory Into Practice*, 37(2), 121. <https://doi.org/10.1080/00405849809543795>
- Villegas, A. M., & Irvine, J. J. (2010). Diversifying the teaching force: An examination of major arguments. *The Urban Review*, 42(3), 175-192.
- Watts, R. J., Diemer, M. A., & Voight, A. M. (2011). Critical consciousness: Current status and future directions. *New Directions for Child & Adolescent Development*, 2011(134), 43–57. <https://doi-org.ezproxy.lib.uwm.edu/10.1002/cd.310>
- White, T., Woodward, B., Graham, D., Milner IV, H. R., & Howard, T. C. (2020). Education policy and black teachers: Perspectives on race, policy, and teacher diversity. *Journal of Teacher Education*, 71(4), 449–463. <https://doi-org.ezproxy.lib.uwm.edu/10.1177/0022487119879895>
- White-Lewis, D.K. (2020). The Facade of Fit in Faculty Search Processes. *The Journal of Higher Education*, 91, 833 - 857.
- Wisconsin Department of Public Instruction. (2021). 2020 Educator Preparation Program Report: Covering Data from the 2018-2019 School Year. <https://dpi.wi.gov/sites/default/files/imce/licensing/pdf/2020-WI-EPP-Annual-Report-Dec-2021.pdf>
- Wisconsin Department of Public Instruction. (n.d.). Wisconsin Accountability Report Cards. School and District Report Cards 2020-2021. Retrieved February 2, 2022, from <https://apps2.dpi.wi.gov/reportcards/home>

Woods, M. (2021, June 28). Act 10 was a blow to educators, but its role in leading to current shortage hard to pin down, Spectrum News 1, <https://spectrumnews1.com/wi/green-bay/news/2021/06/24/act-10-and-teacher-shortage>