When whiteness is invisible to those who teach: Teacher training, critical professional development, and the intersection of equitable education opportunities

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When whiteness is invisible to those who teach: Teacher training, critical professional development, and the intersection of equitable education opportunities

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Introduction
Non-White teachers comprise 18% of the teaching force with faster burnout rates than White teachers. Teachers of Color (ToC) are exhausted. Institutional, pre-service teacher education (TE) and inservice teacher professional development (PD) neglect the experiences and perspectives of non-White teachers.

Critical Professional Development (CPD)
“frames teachers as politically-aware individuals who have a stake in teaching and transforming society; dialogical; honors relationality and collectivity; strengthens racial literacy; recognizes critical consciousness and transformation as an ongoing process” (Mosely, 2018, p. 271).

Research Questions
RQ1: What type of critical TE and PD is needed to transform the racialized education system?
RQ2: What are the benefits of transformational critical TE and PD for educators?

Method
Systematic literature search of articles focused on preservice teacher education and inservice professional development in peer-reviewed journals.

Results
Teachers of Color comprise only 18% of the teaching force serving more than 50% students of Color

- Faster burnout rates than white teachers
- Hostile racial climates – environments steeped with racial inequity and racism on both institutional and interpersonal levels
- Racially marginalized across the pipeline
- TE and PD Curriculum neglects the experiences and perspectives of teachers of Color
- Racial microaggressions from colleagues
- Forced to serve as a racial expert (stereotyped)
- Negatively affected by racially biased definitions of teacher quality
- No support and inequitable evaluations from administration
- Invisible, Silenced, Isolated

Conclusions
How can TE, PD, administrators, and educators disrupt inequity and oppression within the education system?

1. Listen and believe PoC when they tell their stories “Believe me when I say I experience racial profiling almost daily.”
2. Do the inner work of positionality, privilege, power challenge your assumptions; who/what is “good”
3. Become an accomplice, not simply an ally: become observant/engage in tough conversations

Critically question institutional policies, personal bias, and curriculum and classroom practice:

- What do you think might be considered bias in the language used by others?
- What do you wonder about with respect to equity in the classroom? With your colleagues? Administration?
- What kinds of inequity of any kind and from any source do you observe in TE, PD, in practice, with peers?

Literature Cited

Acknowledgements
The author gratefully acknowledges the helpful discussions with Dr. Hillary Parkhouse, SOE Assistant professor, Teaching and Learning.