
UNDOING MISEDUCATION: CENTERING RACE AND UNLEARNING RACISM IN TEACHER EDUCATION

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Beginning in the Spring of 2017 University of Puget Sound faculty in [African American Studies](#), the [Race and Pedagogy Institute](#), and the [School of Education](#) collaborated to revisit painful histories between our programs and to examine, compare, and revise program goals. As an extension of that work we collaborated to write a successful grant proposal for the [Pilot to Policy: Advancing Systemic Equity Grant](#) sponsored by the Professional Educator Standards Board (PESB). The purpose of the grant is to increase equity and culturally responsive practice in educator preparation programs. With support from the grant we are working in partnership to reorient curriculum to address racial equity and the School of Education's relationships to local communities.

This Special Issue Undoing Miseducation: Centering Race and Unlearning Racism in Teacher Education features a collection of work that represents individual Master of Arts in Teaching students' experiences with race and racism during student teaching in K-12 classrooms in Spring 2018. Their reflections capture some of the ways in which race and racism are visible, silenced, and/or dismissed in classrooms and schools. The collection embodies the 2018 Race and Pedagogy National Conference sub-theme of Undoing Miseducation: Reclaiming and Rewriting Narratives of Liberation. We deeply appreciate the ways that students honestly and openly shared personal biases, analyzed the structured nature of miseducation, and envisioned antiracist teaching practices.

As a capstone experience of their master's work, students interrogated two dilemmas of practice. Framing questions guiding our collective inquiry included:

- How do I define my racialized identity?
- What does it mean to name and unlearn socialized assumptions, beliefs, and practices about race?
- How does individual, interpersonal, and structural racism manifest in classrooms and schools?
- What actions can I take to interrogate my biases and social location and to contribute collaboratively to the ongoing work of equity?

The first dilemma related to culturally responsive teaching practices in which students wrote extensive papers examining issues such as classroom climate and communication, assessment practices, and gender identity.

The second dilemma focused on centering race and unlearning racism and asked students to frame their dilemma in an alternative format. To make visible and name issues related to race and racism students analyzed and wrote about evidence from their classroom experience and then designed representations of their thinking. These representations ranged from visuals and artist books to unit plans and resource binders. In putting together this Special Issue we have elected to highlight images of students' representations and their artist statements.

Resources developed for the course including course syllabi and writing frameworks are available by contacting the [School of Education](#).



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CREATING CONNECTIONS TO THE NATIONAL CONFERENCE THEMES

RACE AND PEDAGOGY 2018 NATIONAL CONFERENCE RADICALLY RE-IMAGINING THE PROJECT OF JUSTICE: NARRATIVES OF RUPTURE, RESILIENCE, AND LIBERATION

[Conference Themes & Call for Proposals](#)

Connecting to Conference Sub-Theme Two:

Undoing Miseducation: Reclaiming and Rewriting Narratives of Liberation

...we must confront, make visible and take apart the deeply embedded and persistent structures of avoidance, suppression, distortion, and in Carter G. Woodson's terms, "miseducation," in educational structures of teaching and learning, academic and commercial textbook publishing, and in public political and cultural discourse. Undoing miseducation will involve...growing dispositions of humility, engaging in practices of reckoning and unlearning, and enlarging our capacities for deep listening and reciprocal critique.

Proposals for presentations under this theme may include exploration of the following:

- How do we bring divergent histories into dialogue to disrupt historical and current processes of miseducation?
- How do we effectively challenge the practices of the textbook industry amidst the rampant commercialization of education?
- What are effective pedagogies of unlearning?



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