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

Robyn Lyn, Doctoral Student, Curriculum, Culture & Change

## Introduction

Non-White teachers comprise 18% of the teaching force with faster burnout rates than White teachers. Teachers of Color (ToC) are exhausted.

Institutionally, 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

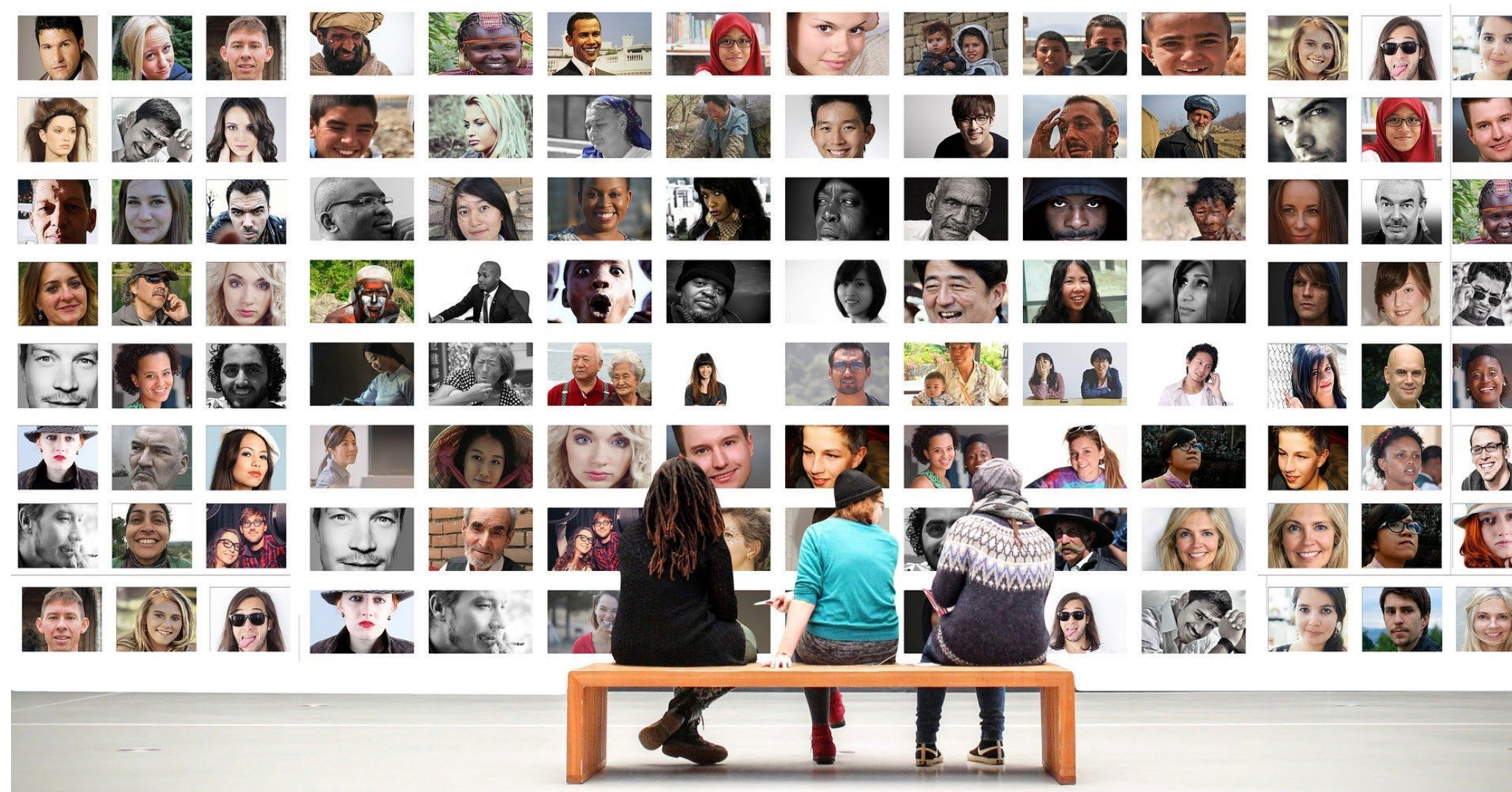


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## Conclusions

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

Kohli, R. (2019). *Lessons for teacher education: The role of critical professional development in teacher of color retention.* *Journal of Teacher Education*, 70(1), 39-50.

Mosely, M. (2018). *The Black teacher project: How racial affinity professional development sustains Black teachers.* *The Urban Review*, 50(2), 267-283.

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