

# The Movements for Ethnic Studies in K-12 California Schools: *Tensions, Possibilities, and Lessons for Transforming Teacher Education*



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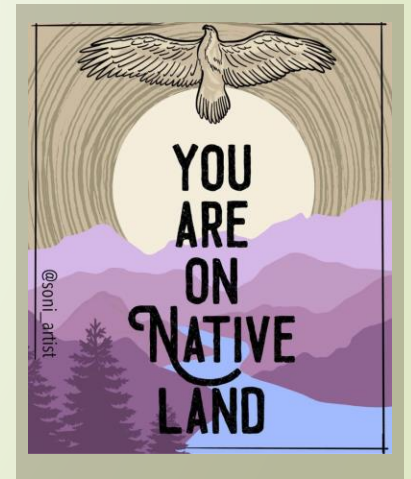
# LAND ACKNOWLEDGEMENT

“Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted.

We begin this effort to acknowledge what has been buried by honoring the truth. *We are currently occupying ancestral land of the Kumeyaay people.*

In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.”

<https://native-land.ca/>





# TODAY'S TALK...

The present movements to institutionalize Ethnic Studies in K-12 California schools have led to significant policy changes both locally and state-wide, shifting education slowly toward the recognition of Ethnic Studies as a legitimate field of study.

- 1. What do these movements teach us about the tensions and possibilities when centering ways of knowing of historically marginalized communities in the curriculum?*
- 2. What changes does teacher education as a field need to undergo to better prepare Ethnic Studies teachers in K-12 settings?*

# A FRAMEWORK TO CONSIDER...





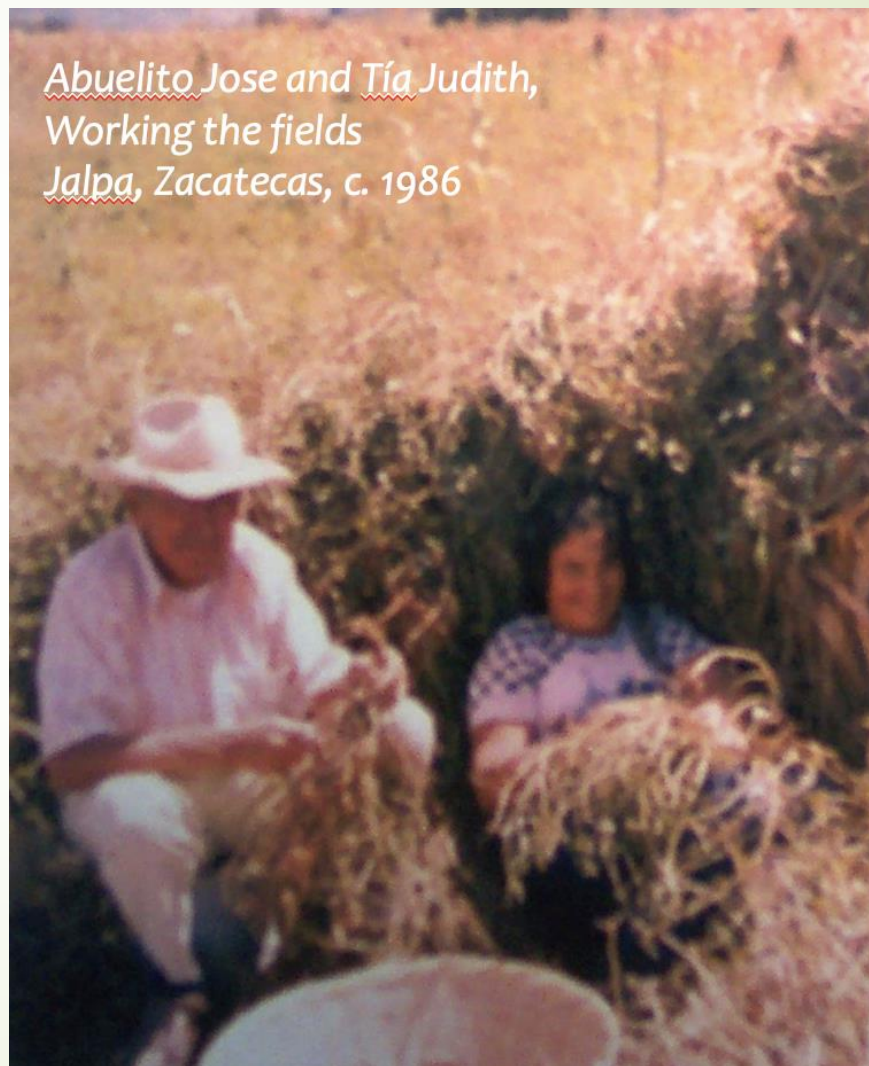
# GROUNDING



Jose Hernandez, Bracero, Utah, c. 1962



Tia Socorro's Workstation, Vernon, CA, c. 2008



Abuelito Jose and Tía Judith,  
Working the fields  
Jalpa, Zacatecas, c. 1986

# FOUNDATIONAL KNOWLEDGE

Mi Padre: “La fundación es lo mas importante. Tienes que hacer buenos cálculos.”

(The foundation is the most important. You have to make accurate calculations.)

Mi Madre: “Hay que saber mas haya que coser. La que sabe la prenda puede descoser y hacer planos, corregir errores.”

(We have to know more than sewing. She who knows *la prenda* can unsew a garment and from there make garment designs, correct errors.)





# TEACHER EDUCATION AS A VOCATION

## PREPARING TEACHERS FOR ANTI-RACIST TEACHING: TRANSFORMING TEACHER PREPARATION PROGRAMS

AUGUST 7, 2020  
4PM - 6PM  
ONLINE WEBINAR

CA-NAME  
WWW.CALIFORNIANAME.ORG

### SPEAKERS



ETTA  
HOLLINS



ANNAMARIE  
FRANCOIS



ANTOINETTE  
LINTON



CHERYL JONES-  
WALKER

### MODERATORS



RUCHI AGARWAL-  
RANGNATH



MIGUEL ZAVALA

Anti-racist struggle and pedagogies have a long and important history in the US. For over 40 years, the field of research on anti-racist teaching has developed but with little impact on the systematic preparation of teachers, public school curricula, and classroom practices. This panel brings together experts to dialogue on the following questions: How do we best prepare teachers for anti-racist teaching? What does the present moment teach us about where teacher preparation programs need to go?

Pre-Registration is Required Registration open until August 1, 2020. <https://tinyurl.com/Antiracistteachered>

Co-Sponsored by the Charter College of Education (CCE)

More info: [www.CaliforniaNAME.org](http://www.CaliforniaNAME.org)  
[mzaval44@calstatela.edu](mailto:mzaval44@calstatela.edu)



CHARTER COLLEGE OF  
EDUCATION





# WHY WE NEED ETHNIC STUDIES



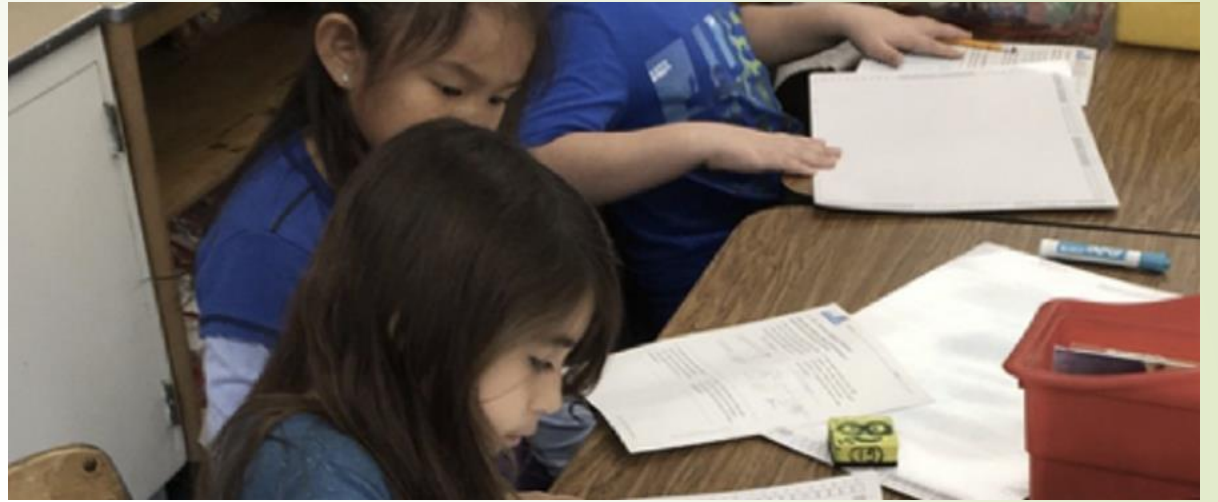
# AMARILIS' STORY

“She is behind other students.” –  
*Kindergarten Teacher*

“She struggles with focusing.” –  
*2nd Grade Teacher*

“I don't like school *Pápi*.” –  
*Amarilis, beginning of 4<sup>th</sup> grade*







# Schooling Racialized Students: *Historical Trends*

- Deculturalization (Spring, 2021)
- Deficit Thinking (Valencia, 2010; Valencia 2021)
- Subtractive Schooling (Valenzuela, 2005)

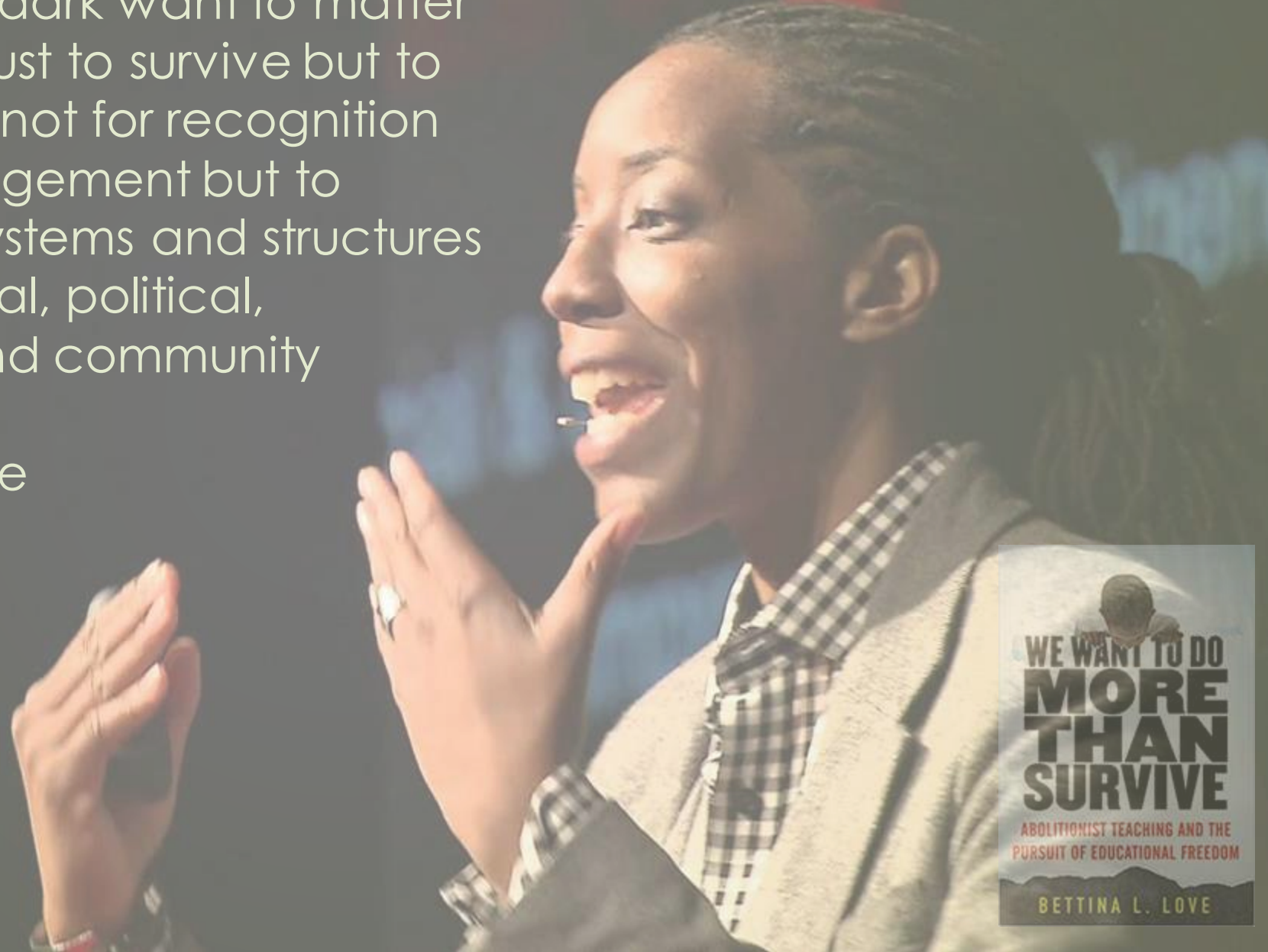
Other-ness:  
De-Humanization,  
Criminalization,  
In/Visibility,  
Ontological erasure





“We who are dark want to matter and live, not just to survive but to thrive. Matter not for recognition or acknowledgement but to create new systems and structures for educational, political, economic, and community freedom.”

— Bettina Love



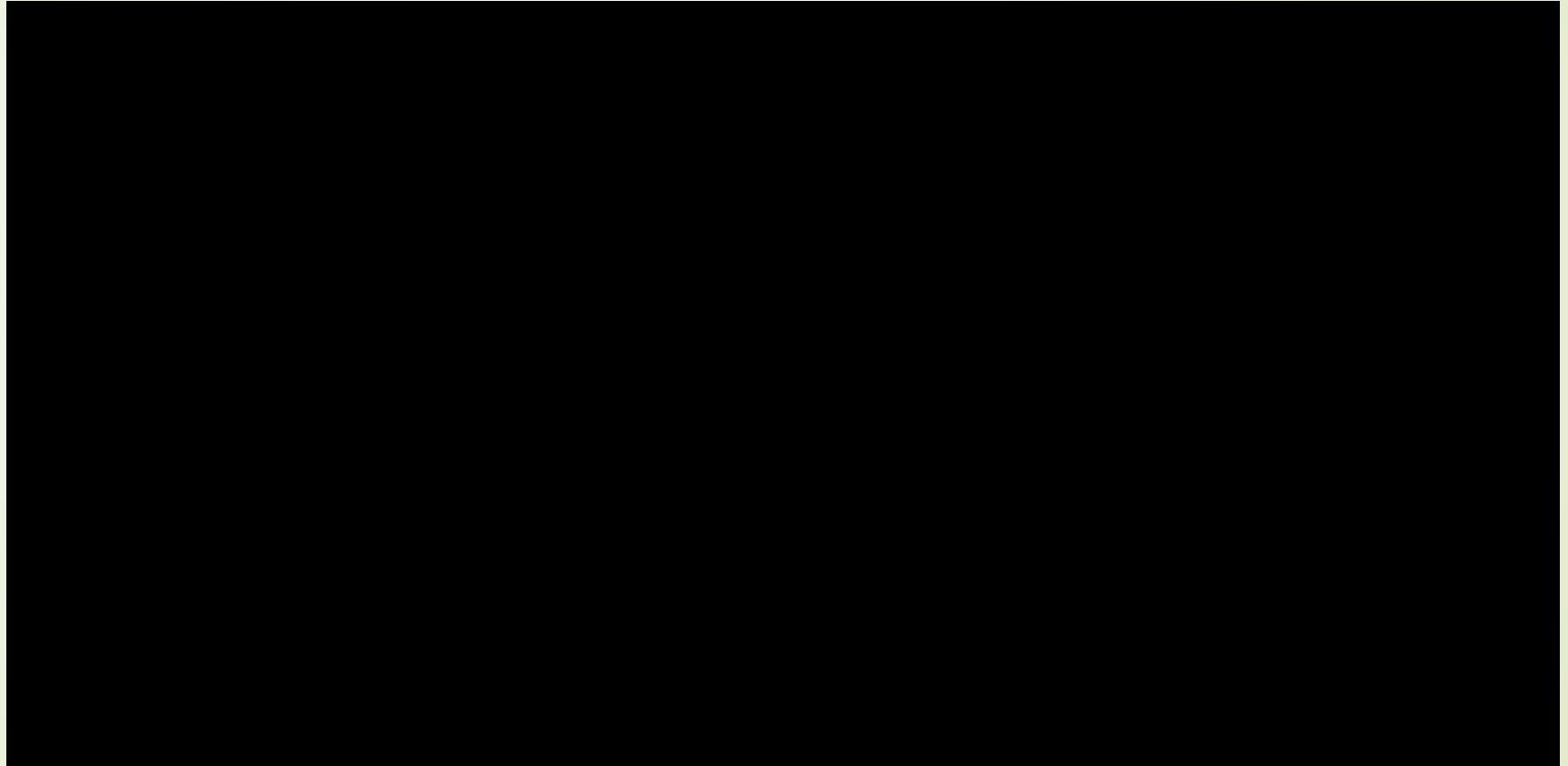
# The Movements for Ethnic Studies in California Public Schools

- El Rancho Unified (2014)
  - Los Angeles Unified (2014)
  - San Francisco Unified (2014)
  - Oakland Unified (2015)
  - Sacramento Unified (2015)
  - San Diego Unified (2015)
  - Coachella Valley Unified (2015)
  - Montebello Unified (2015)
  - Oxnard Unified (2018)
  - Santa Ana Unified (2020)
  - Anaheim Elementary (2020)
- 
- AB 2016 (Alejo) – Model Ethnic Studies Curriculum
  - AB 101 (2021) – Ethnic Studies Graduation Requirement





# ETHNIC STUDIES: TEACHER AND STUDENT PERSPECTIVES

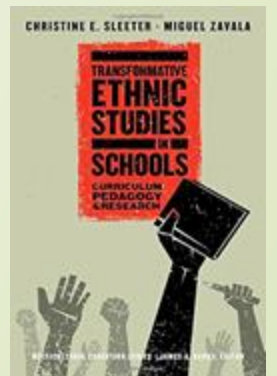




# ETHNIC STUDIES: Overarching Goals

“Ethnic Studies is a movement for curricular and pedagogical projects that reclaim marginalized voices and histories, create spaces of healing, which are tied to social action that challenges and transforms oppressive systems and cultures of domination.”

- ❑ Reclaiming cultural identities
- ❑ Nurturing racial literacies
- ❑ Fostering academic success (and access to education at all levels)



# THE IMPACT OF K-12 ETHNIC STUDIES: RESEARCH FINDINGS

## Ethnic Studies Curriculum and Student Identity Development, Positive Sense of Self

- Belgrave et al. (2000), Lewis et al. (2012), Thomas et al. (2008), Wiggan & Watson-Vendiver (2018)

## Ethnic Studies Curriculum and Positive Student Achievement

- Baker (2017), Bonilla, Dee, & Penner (2021), Duncan (2012), Green-Gibson & Collett (2014), McCarty & Lee (2014)

## Ethnic Studies Programs District-Wide and Positive Student Achievement

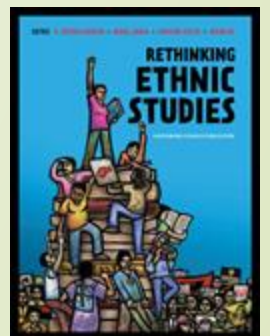
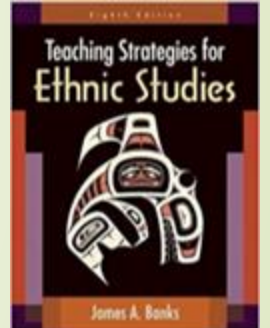
- Dee & Penner (2017) – San Francisco Unified
- Cabrera et al. (2014) – Tucson Unified

The Academic and Social  
Value of Ethnic Studies  
A Research Review  
Christine E. Sleeter

National Education Association  
Research Department  
Ronald D. Henderson, Director

nea  
National Education Association  
1200 16th Street, NW, Suite 400  
Washington, DC 20036

# Ethnic Studies: Curricular Dimensions





# Hallmarks of Ethnic Studies

CURRICULUM AS COUNTER-NARRATIVE

CURRICULUM FROM THE PERSPECTIVES OF PEOPLE OF COLOR

CRITICALITY

STRUCTURAL ANALYSIS OF RACISM AND COLONIALISM THAT WORKS TOWARD DISMANTLING MULTIPLE FORMS OF OPPRESSION

RECLAIMING CULTURAL IDENTITIES

DEEP KNOWLEDGE OF WHERE STUDENTS COME FROM THAT CHALLENGES DECULTURALIZATION PROCESSES; LEARNING ABOUT THE HISTORICAL CONTRIBUTIONS OF THEIR COMMUNITIES

INTERSECTIONALITY

ATTENDING TO STUDENTS' MULTIPLE SOCIAL IDENTITIES AND THEIR POSITIONS WITHIN INTERSECTING RELATIONS OF POWER

COMMUNITY ENGAGEMENT

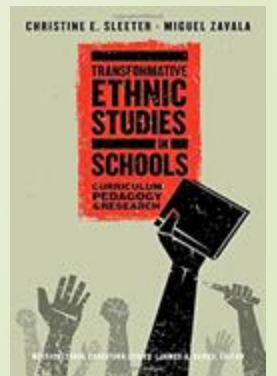
COMMUNITY-BASED PEDAGOGIES AND EXPERIENCES THAT BRIDGE CLASSROOMS TO COMMUNITY AND SOCIAL MOVEMENTS

CULTURALLY RESPONSIVE & MEDIATED PEDAGOGIES

DRAWING UPON STUDENTS' LIVED EXPERIENCES AND SOCIOCULTURAL ENVIRONMENTS; INTENTIONAL DESIGN OF LEARNING SPACES

STUDENTS AS INTELLECTUALS

RESPECTING AND FOSTERING STUDENTS' CURIOSITY, THINKING, AND INTELLECTUALISM

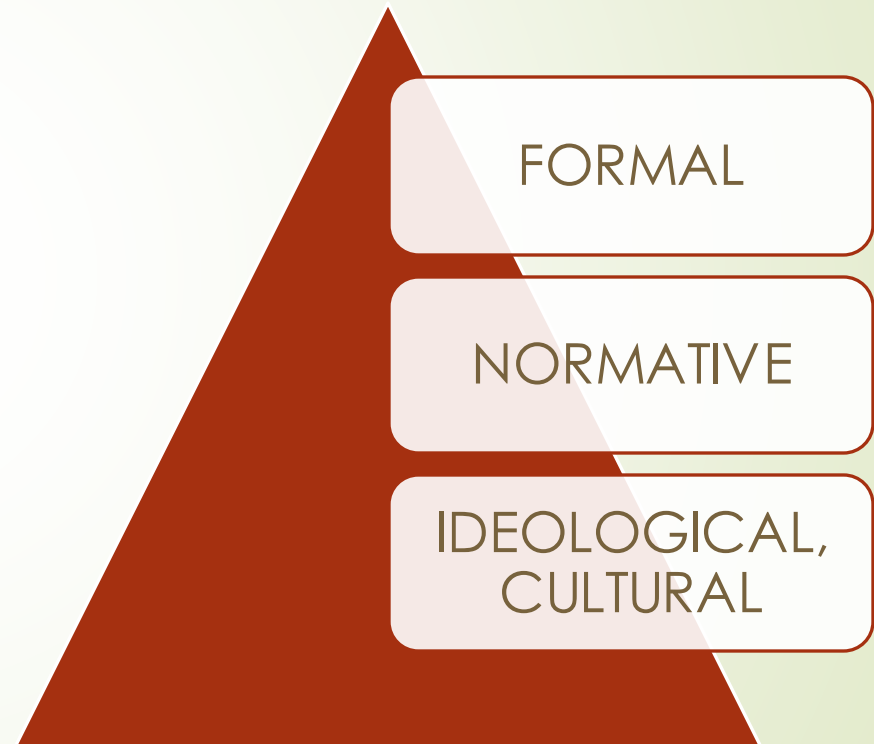




# INSTITUTIONAL LAYERING AND SHIFTS IN TEACHER EDUCATION

# INSTITUTIONAL SHIFTS

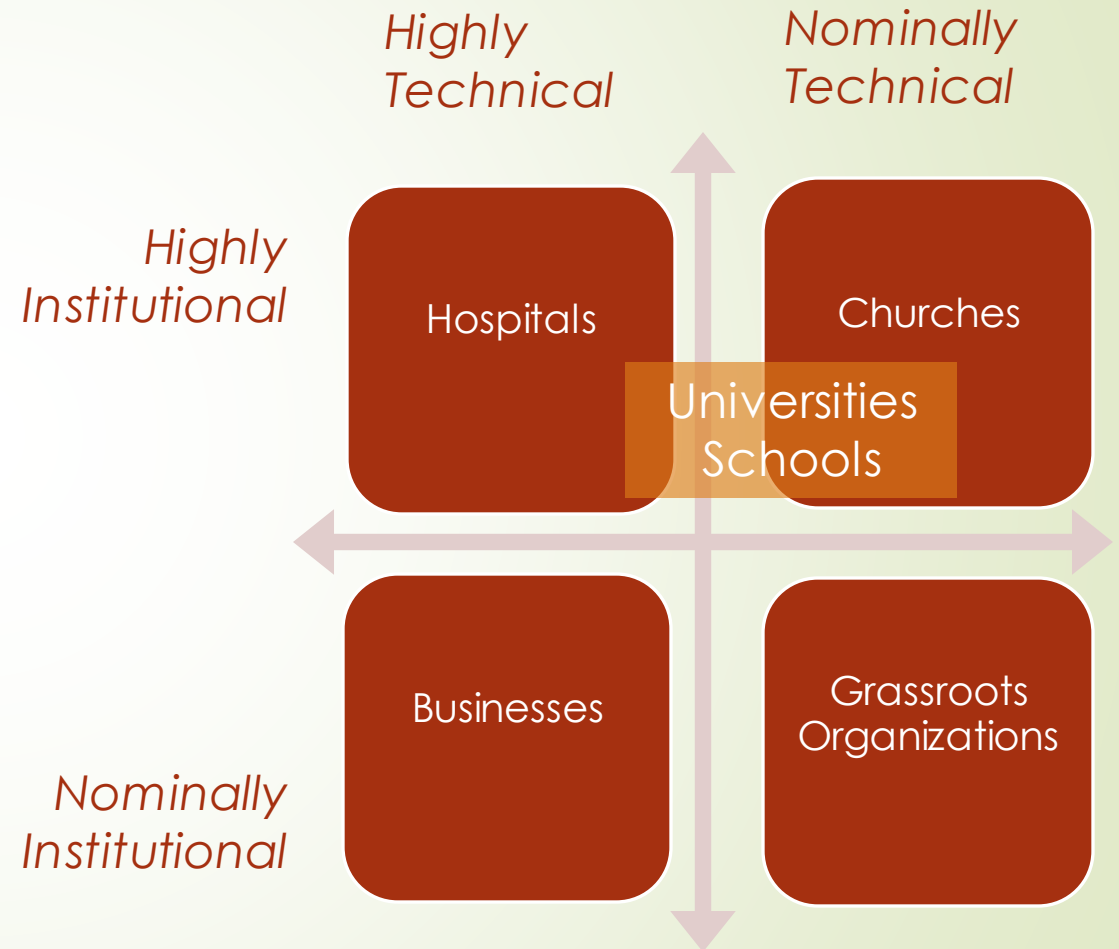
- Neo-Institutional Theory
- Historical, layered nature of institutions
- The formal, regulative aspects of organizations are shaped by normative (tacit) and cultural-ideological practices





# INSTITUTIONAL LAYERING

- “Organizational success depends on factors other than efficient coordination and control of productive activities. Independent of their productive efficiency, organizations which exist in **highly elaborated institutional environments** and succeed in becoming isomorphic with these environments gain the legitimacy and resources needed to survive” (Meyer & Rowan, 1977).





# A SOCIAL HISTORY OF TEACHER EDUCATION

- The history of a any field of knowledge and practice is shaped by *discourses* (and concomitant political-economic struggles).
- Teacher education, since the first Lexington Schools for Teachers (1823) and the Normal Schools (or “Colleges of Education”) of the 1910s and onward, has been deeply shaped by broader political, economic, and ideological shifts.



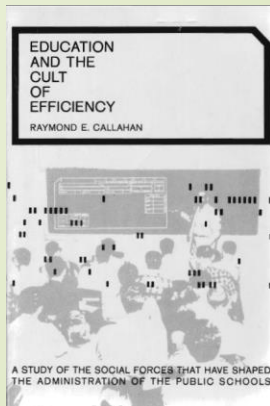
# A SOCIAL HISTORY OF TEACHER EDUCATION

- “Liberal Tradition” (historical, philosophical) versus “Technical Tradition” (technocratic training model)
- “The spirit of the age has set in strongly towards the mechanical, the empirical, and the practical. This spirit has become rampant in normal schools. Teachers are no longer to be educated, but ‘trained’.” W.H. Payne, 1901, *The Education of Teachers*



# A SOCIAL HISTORY OF TEACHER EDUCATION

- Social Efficiency (1920s) & Scientific Management (1920s – 30s): It's goal: "break down and analyze the teaching task into its component parts and to build a teacher education program around such technical analysis."
- By the 1940s an industrial management lexicon, which introduced such terms to the field of teacher education as "quality controls," "technology," "units of production," etc. was finally inscribed in the certification and standardization of teacher education.
- 1949 – Ralph W. Tyler's *Basic Principles of Curriculum & Instruction* is published
- Systems Theory (1950s), "program," "sequence," "feedback loops"
- 1960s – Classic model of curriculum design, "goals, objectives, activities, implementation, revision"

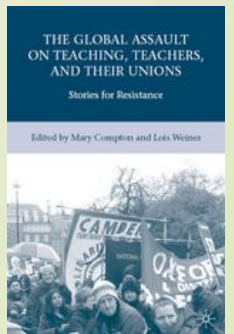


# A SOCIAL HISTORY OF TEACHER EDUCATION

- Goals 2000 Educate America Act (1994)
- No Child Left Behind (2002 – 2015)
- Neoliberal Reforms
  - Technocratic models of TE, away from equity-oriented models
  - Shift from defining teacher quality based on professional knowledge to testable content knowledge
  - Deprofessionalizing and diminishing pre-service teacher preparation

Au (2017); Sleeter (2008); Weiner (2007)

“As educational goals change so do the image and training of teachers. Now the profession is propelled by talk of the global economy. Protecting the U.S. role in the global economy continues the messianic vision of teachers as the saviors of society” (Spring, 2014).

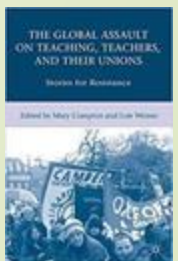


# CONTRADICTIONS IN HIGHER EDUCATION IMPACTING TEACHER EDUCATION

- ↓ Neoliberalism
- ↓ Commodification and co-optation of “diversity, equity, and inclusion”
- ↓ Unchanging teacher educator labor force
  - Less than 20% are full-time teacher education faculty of color (Ludwig et al., 2010; NCES, 2021)
  - Social studies: 86% White, 56% male (Busey & Waters, 2016)
  - Of those earning doctorates in education (Ph.D., Ed.D.), 70% are White, 59% are male, and only 19% worked in K-12 (Wolf-Wendel et al., 2006)

“Neoliberalism has led many colleges and universities to value profit and efficiency over social and ethical issues and has centered knowledge production as a form of monetary capital rather than as a means to transform minds, challenge systems of power and oppression, and mitigate social injustices.”

– Dianey R. Leal





Movement Building

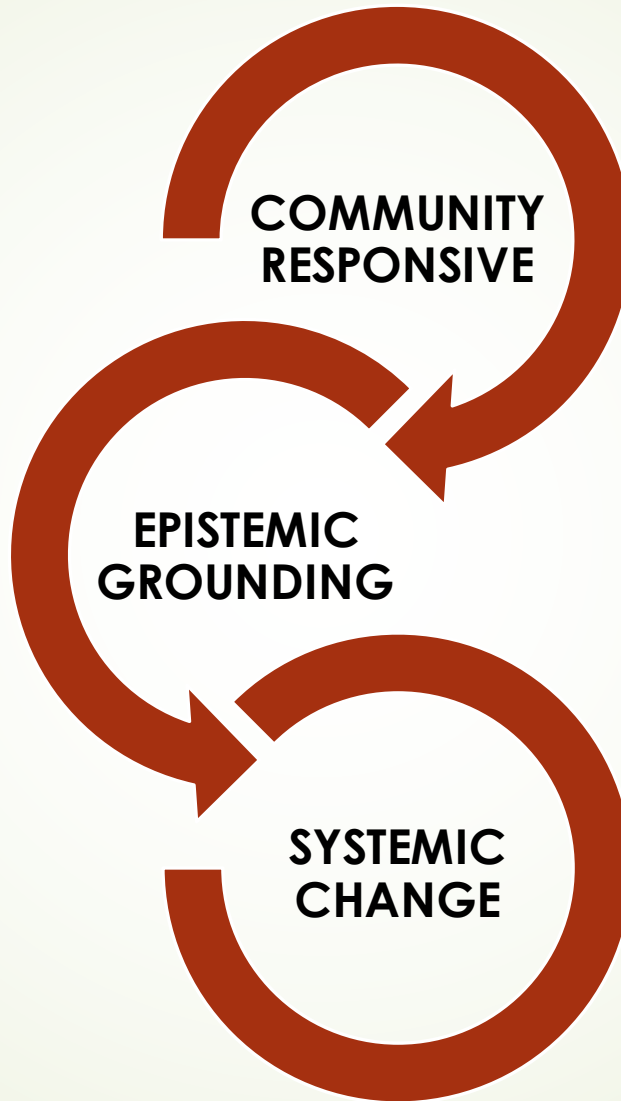
Teacher Education  
Program Building

*Teacher Educator Profession  
Holistic Frameworks  
Foundational Knowledge*

World Building



*Grounding in  
ancestral and deep  
cultural histories*



*Responding to  
community needs,  
aspirations, social  
dreams, and visions*

*Transforming  
institutional systems  
at all levels*



# TABLE TALK/PLATICA #1

- How can we make institutional transformation systemic and holistic?
- What enduring problems/tensions impede us from making systemic change within teacher education?







# ENDURING PROBLEMS WITHIN TEACHER EDUCATION

- Fragmentation
- Disarticulation or “loose coupling” across courses and field experiences
- Lack of core themes and goals
- Inadequate preparation (faculty, university supervisors, admin.)
- Processes disconnected from measurable learning outcomes
- Eurocentric, technocratic ideologies

Darling-Hammond (2005); Hollins (2015); Zavala (2023)



# Translation of Ethnic Studies, Anti-Racist Principles: Re-envisioning Teacher Education

# 5 PILLARS OF A CRITICAL ETHNIC STUDIES EDUCATOR



Envisioning beyond fields of knowledge, and to imagine a theory of culturally responsive and re-rooting urban educators that includes five core pillars.

Acosta (2009); Alvarado (2002); Bang & Vossoughi (2016); Freire (2021); Hollins (2015); Paris & Alim (2017); Robinson (2019); Sealey-Ruiz (2021); Tingtiangco-Cubales (2021); Yosso (2016); Zavala (2018)



## ANTI RACIST PRACTICES

How do anti racist principles get enacted in the social, political, historical micro- and macro- practices of everyday life, the grassroots, and institutions?

## ANTI RACIST EDUCATION PROJECTS

How do anti racist principles get enacted in education projects that take shape in education settings such as schools and in non-formal spaces such as community-based centers?

## ANTI RACIST TEACHING

How do anti racist principles get enacted in the teaching spaces of the classroom?

Teaching that centers pedagogical design and mediation, and includes cycles of planning, enacting, interpreting, and translating (Hollins, 2015)



## “External” Dimensions to Anti-Racist Teaching

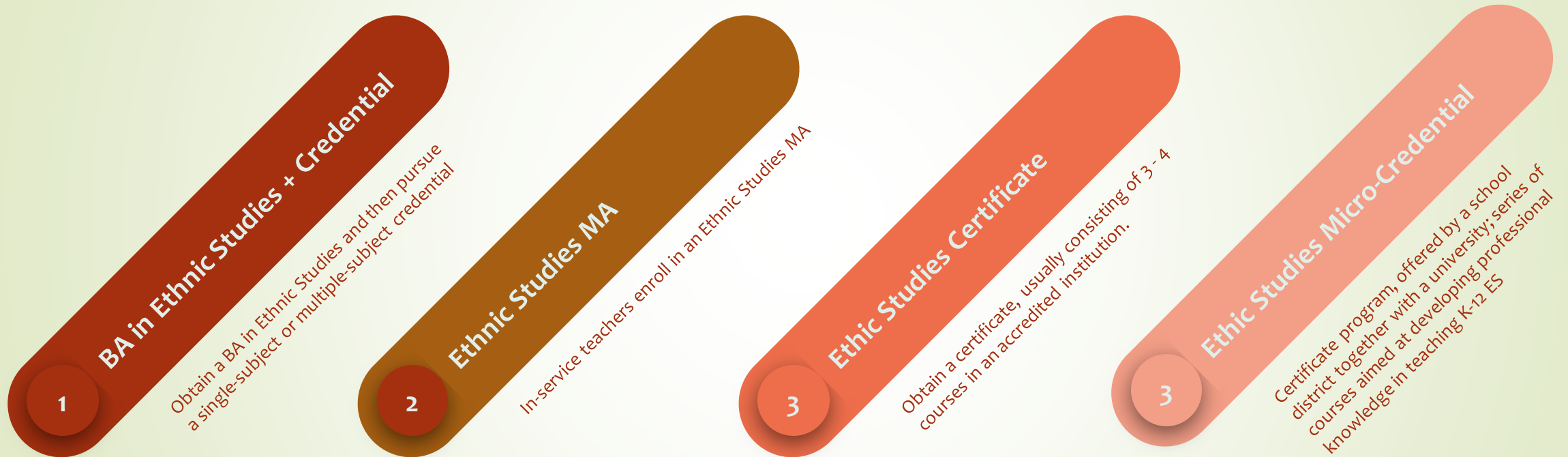
- ↳ What communities and spaces make anti-racist teaching possible?
- ↳ How do BIPOC teachers (and students, and their families) co-design learning spaces?
- ↳ How do schools operate with principles of racial consciousness and relationality?
- ↳ How do institutional advocates and leaders (who are positioned in places of power) leverage their positionalities so as to work toward systemic institutional change?



## “Internal” Dimensions to Anti-Racist Teaching

- ↳ How are teaching practices informed by, interwoven with, principles of antiracist praxis?
- ↳ How is **lesson design**, curricular selection informed by these principles?
- ↳ How is **pedagogical mediation** informed by these principles?
- ↳ How is **student assessment** informed by these principles?
- ↳ How is **reflection and translation** (e.g. re-design of units) informed by these principles?

# Ethnic Studies K-12 Teacher Preparation Pathways



*Ethnic Studies Authorization  
Ethnic Studies Teaching Credential (Secondary)*



# POST-BACCALAUREATE CERTIFICATE IN ETHNIC STUDIES PEDAGOGIES

Ethnic Studies  
Course 1  
Literature

Ethnic Studies  
Pedagogies  
(Option 1 or 2)

ETHNIC STUDIES  
PEDAGOGIES  
CERTIFICATE

Ethnic Studies  
Course 2  
Hxstories

Ethnic Studies  
Course 3  
Intersectionality

<https://www.calstatela.edu/ethnic-studies/post-baccalaureate-certificate-ethnic-studies-pedagogies>

## POST-BACCALAUREATE CERTIFICATE IN ETHNIC STUDIES PEDAGOGIES

CAL STATE LA -  
COLLEGE OF ETHNIC STUDIES

### ETHNIC STUDIES LITERATURES (SELECT 1 COURSE)

PAS 3810 Literary Explorations of Racism and Justice  
PAS 4220 Themes in Black Literature  
CLS 4020 Literatures of Resistance: Chicana & Latinx Voices  
AIIIS 3870 American Indian Literature and Theater  
AAAS 3000 Methods of Research & Writing for Asian/American Studies



Art: Amanda Phingbodhipakkiya

### ETHNIC STUDIES HXSTORIES (SELECT 1 COURSE)

PAS 3350 Race and Culture in the Americas, Race Culture Americas  
PAS 4010 Topics on Education and African American Advancement  
PAS 4000 Psychology and African Americans  
CLS 4200 History of the Chicano People in California  
AAAS 4520 Advanced Seminar in Asian and Asian-American Studies  
AIIIS 4400 California Indian Studies  
AIIIS 4000 Indigenous Peoples of Mexico & Central America: Land, History, Culture



Art: Unknown

### ETHNIC STUDIES INTERSECTIONALITY (SELECT 1 COURSE)

PAS 3050 Black Feminism and Womanism  
PAS 3070 Black Manhood and Masculinity  
PAS 3480 Race, Class, and Gender  
CLS 3300 Race, Class, & Gender  
CLS 4290 Chicana Feminisms: History, Theory, Praxis  
CLS 4400 Joteria Expressions in Las Americas  
AAAS 3480 Race, Class, and Gender  
WGSS 3600 Comparative Analysis of Indigenous Women Experiences in the Americas



Art: Yreina Cervantes

### ETHNIC STUDIES PEDAGOGIES (SELECT 1 COURSE)

EDCI 5070 Research and Methods in Ethnic Studies Pedagogies  
ULRN 5000 Methods in Ethnic Studies Teaching: Decolonial  
Pedagogies in K-12 Schools



Art: Project for Pride in Living

<https://www.calstatela.edu/ethnic-studies/post-baccalaureate-certificate-ethnic-studies-pedagogies>

## PROGRAM INFORMATION

The Post-Baccalaureate Certificate in Ethnic Studies Pedagogies prepares pre-service/credential candidates and in-service teachers for teaching Ethnic Studies in K-12 contexts.

The certificate is a four-course program of study (12.0 units) that includes specialization in the areas of: (a) Ethnic Studies hxstory, (b) Ethnic Studies literature, (c) Ethnic Studies intersectionality, and (d) Ethnic Studies pedagogies.

#### ADMISSIONS REQUIREMENTS

Bachelor's degree; all prospective students should apply to CSU Apply (<https://www.calstate.edu/apply>)

Cal State LA Students can begin enrolling in Fall 2023 courses;  
make sure to apply to the Certificate through CSU Apply  
New Students: Apply August 2023 for Spring 2024 semester start  
CONTACT: Miguel Zavala, [mzavala44@calstatela.edu](mailto:mzavala44@calstatela.edu)



# Methods in Ethnic Studies Teaching: Decolonial Pedagogies in K-12 Schools

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- ↓ Teaching of Ethnic Studies in K-12 learning contexts, emphasizing anti-racist, decolonial, and humanizing frameworks; design, implementation, and reflection upon teaching practice.
- ↓ Ethnic Studies Foundations: Colonialism, Imperialism, Intersectionality
- ↓ Responsive, Sustaining, Revitalizing Frameworks
- ↓ Decolonial Pedagogies
- ↓ Teaching Race, Colonization & Dehumanization
- ↓ Teaching Healing, Regeneration & Transformation
- ↓ Critical Historical Analysis
- ↓ Lesson Design
- ↓ Fieldwork: Lesson Study & Reflection



## TABLE TALK/PLATICA #2

- What is needed to make anti-racist, rehumanizing work central to teacher education?
- What challenges do you foresee in centering anti-racist, racial justice principles, praxes and projects?





# WHAT CAN ETHNIC STUDIES DO FOR TEACHER EDUCATION?

- Helps teachers integrate socio-historical, cultural, linguistic and experiential knowledge into learning.
- Thus creating authentic contexts for student learning.
- Assists with re-framing the purpose of schooling, so that families/communities self-determine and define their social dreams, visions of a better future for children and future generations.

Linton (2023)





# THE NEED TO DECOLONIZE TEACHER ED



- ↳ The present historical moment: resurgence of White settler colonialism and proto-fascist politics (Giroux, 2018; Zavala, 2022)
- ↳ 30 years of teacher education “reforms,” but to what end and what impact?
- ↳ 30 years of neoliberal teacher education reforms have been non-responsive to the formative preparation of teachers as themselves responsive to the needs, aspirations, and dreams of working-class students of color (Au, 2017; Sleeter, 2008)
- ↳ The institutionalization of anti-racist, decolonial, and rehumanizing projects have yet to materialize in ways that move beyond siloed practices in foundations courses (if such courses exist at all)



# CHARGE #1: DECOLONIZING THE TEACHER EDUCATION CURRICULUM

- Are we centering a critical analysis of race, racism?
- Are we nurturing pre-service teachers' self knowledge and their students' community knowledge?
- Are we centering pedagogical knowledge?
- How does the program curriculum reflect an apprenticeship of learning to teach in a holistic and developmental way?



## CHARGE #2: SUPPORT SYSTEMS POST-PRE-SERVICE LEARNING

- Teacher Inquiry Groups (TIGs)
- Summer Institutes
- Education Summits, *bridging to local communities*
- Fieldwork that is impactful, *authentic field experiences, developing culturally sustaining practices*
- Partnerships with local schools, *co-design models for impactful teaching and learning*





## CHARGE #3: RECRUITING, PREPARING, & RETAINING TEACHER EDUCATORS

- Diversifying teacher education faculty (rethinking our searches)
- Working closely with Ethnic Studies experts/departments
- Centering the apprenticeship to teacher education
- Nurturing brave and rehumanizing spaces
- Learning to navigate our own institutions, and to reclaim our agency
- Keeping the promise, keeping it real in our own lives as teacher educators!

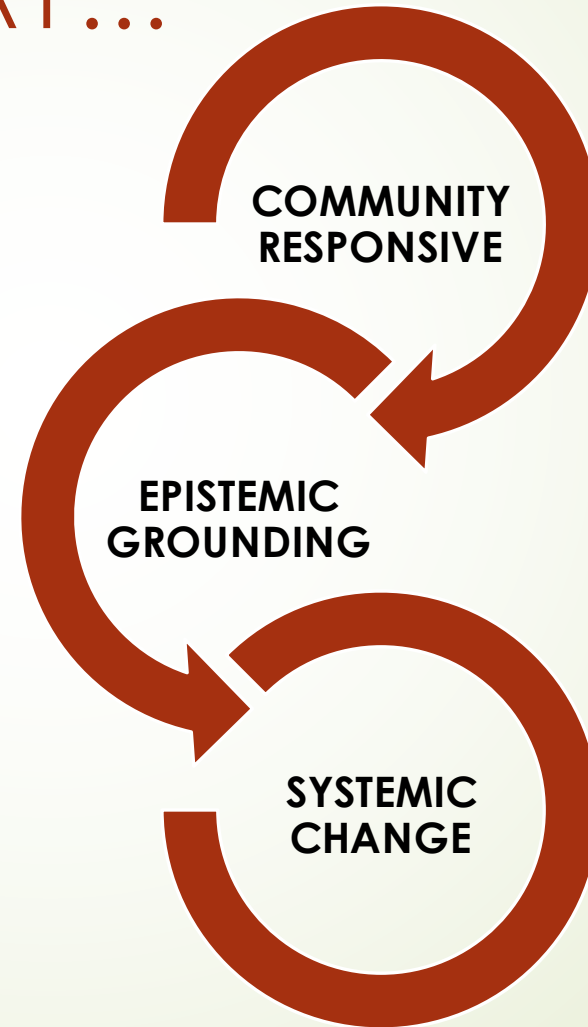


## FURTHER THOUGHTS

- Teacher educators' reclaiming their profession → owning our expertise, mastery of epistemic practices, etc.
- Reclaiming program evaluation → critical forms of data to improve practice
- Moving toward context-specific, place-based teacher education
- *Who* teaches in teacher education matters!

# A FRAMEWORK FOR FRIDAY, SATURDAY...

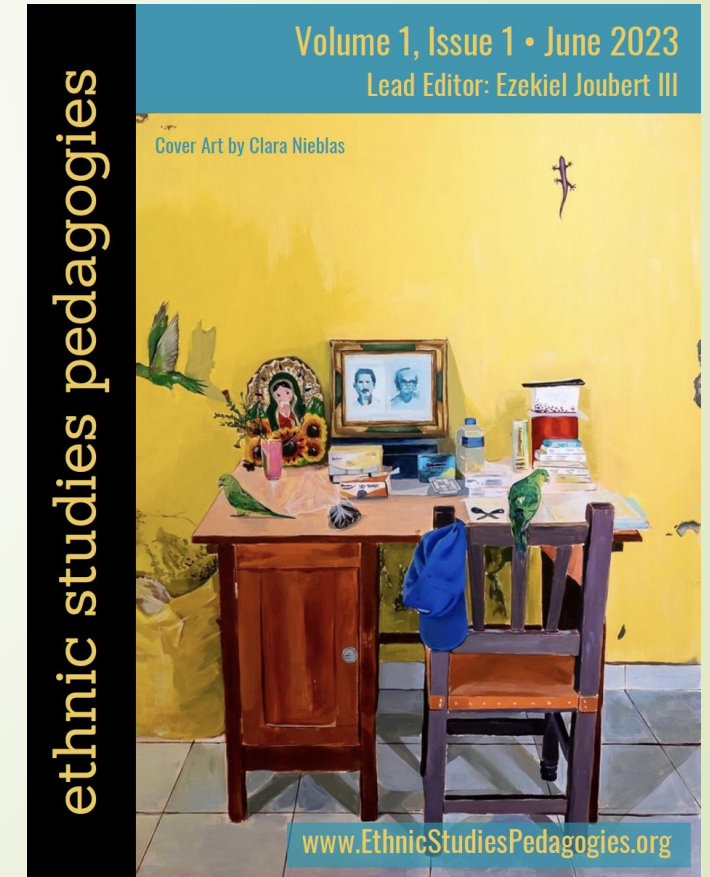
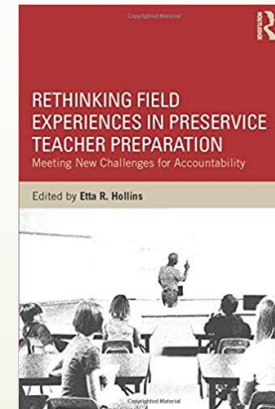
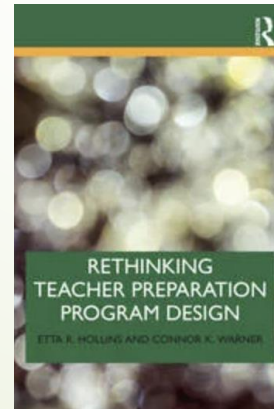
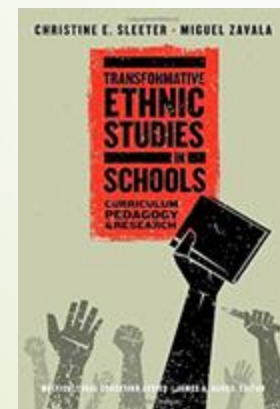
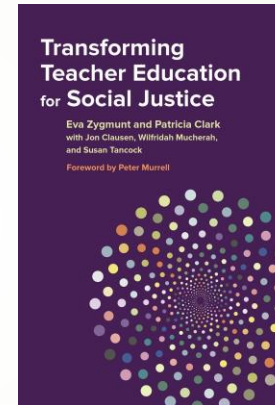
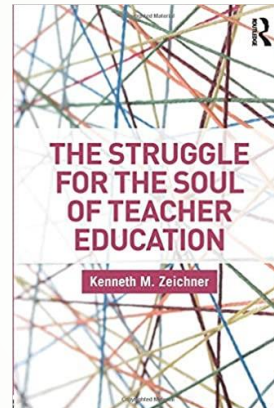
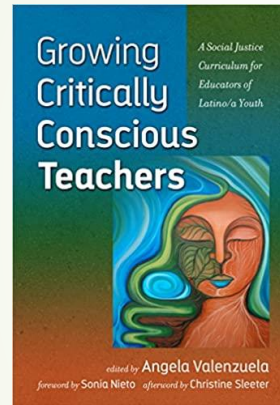
*Grounding in  
ancestral and  
deep cultural  
histories*



*Responding to  
community needs,  
aspirations, social  
dreams, and  
visions*

*Transforming  
institutional  
systems and  
institutions at all  
levels*

# RECOMMENDED READINGS & RESOURCES FOR TEACHER EDUCATORS







THANK YOU!  
GRACIAS!  
TLAZOCAMATI!

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