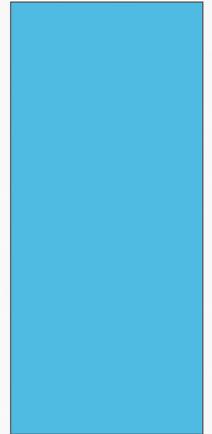




Creating a Positive Racial Climate in Teacher Education: Supporting a Diverse Teaching Force

RITA KOHLI, PH.D.

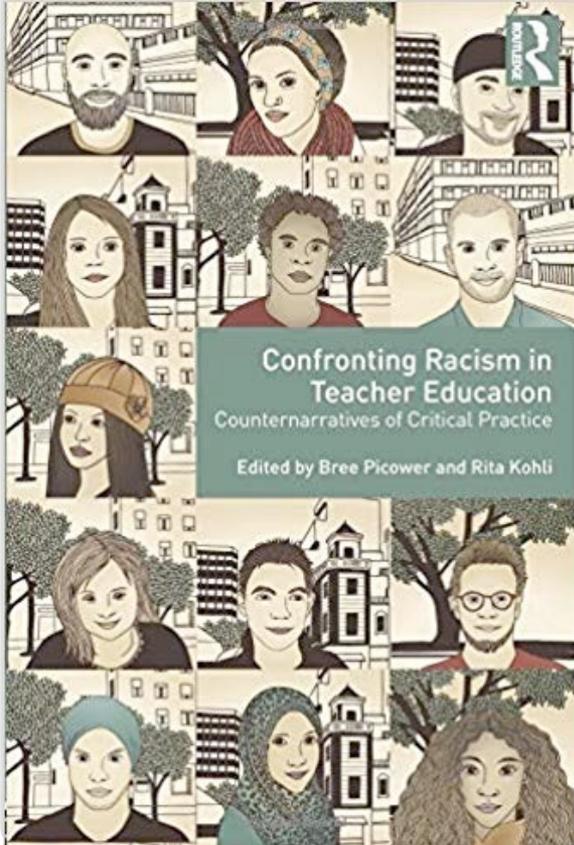
UNIVERSITY OF CALIFORNIA, RIVERSIDE



Objective:

To examine the role and responsibilities of teacher education programs in cultivating and sustaining a diverse teaching force.

Ucla



Teachers Of Color:

A label to aggregate various groups of racially minoritized teachers (e.g. Black, Latinx, Indigenous, Asian American, Pacific Islander, Middle Eastern, mixed race).

This label is not meant to erase or collapse the experiences and needs of singular racial groups, but rather, points to their racialization and shared experience as underrepresented in the teaching force.

How many teachers of Color did you have in your K-12 education?

Grade	Number of teachers
K	1
1	1
2	1
3	1
4	1
5	1
6	6
7	6
8	6
9	6-12
10	6-12
11	6-12
12	6-12
Total	48-72

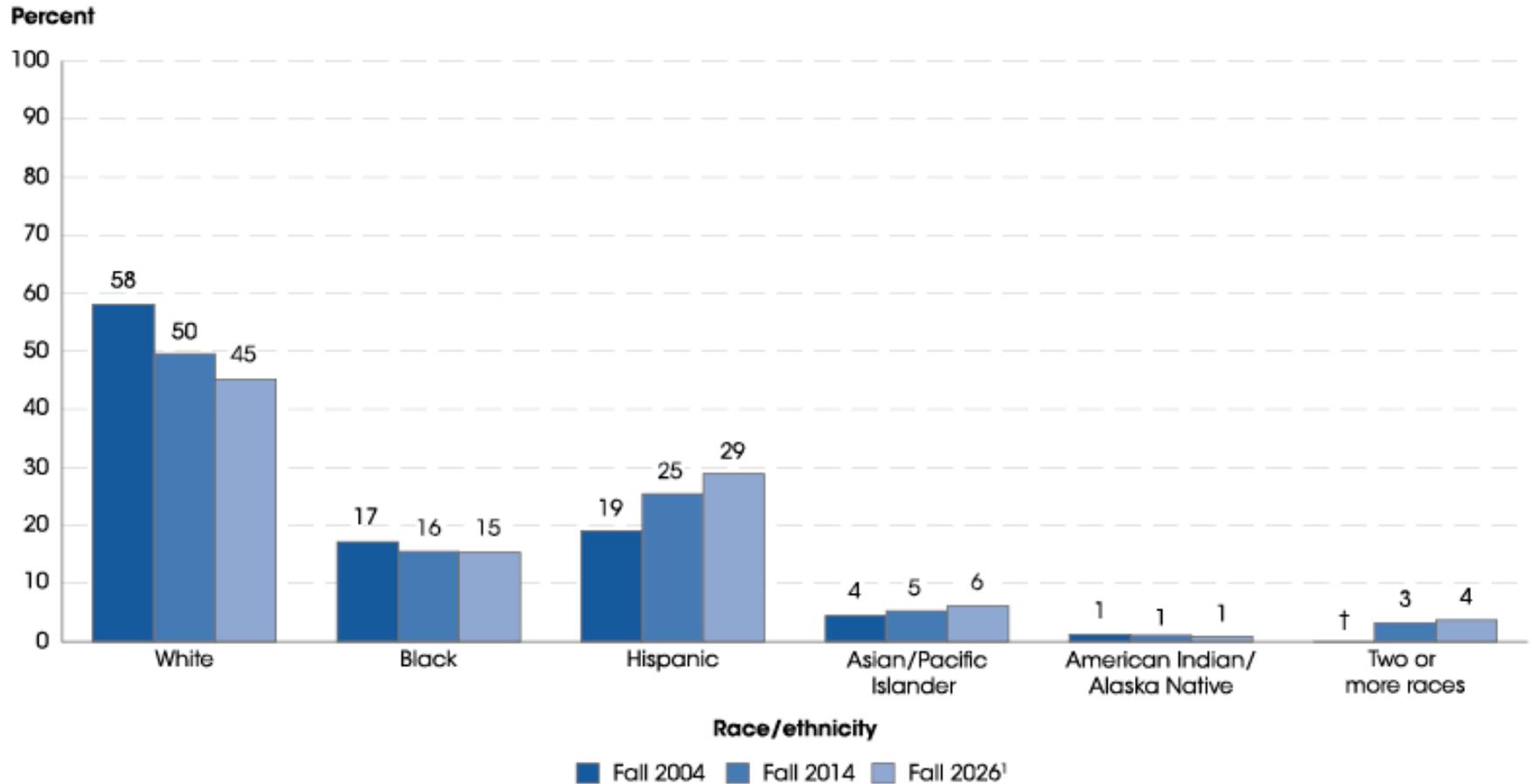
Historical Background

Brown v. Board of Education (1954)

- Legal Desegregation
- Firing of Non-white teachers
- By 1964, at least 45% of Black teachers had lost their jobs (Hudson & Holmes, 1994).



Figure 1. Percentage distribution of students enrolled in public elementary and secondary schools, by race/ethnicity: Fall 2004, fall 2014, and fall 2026

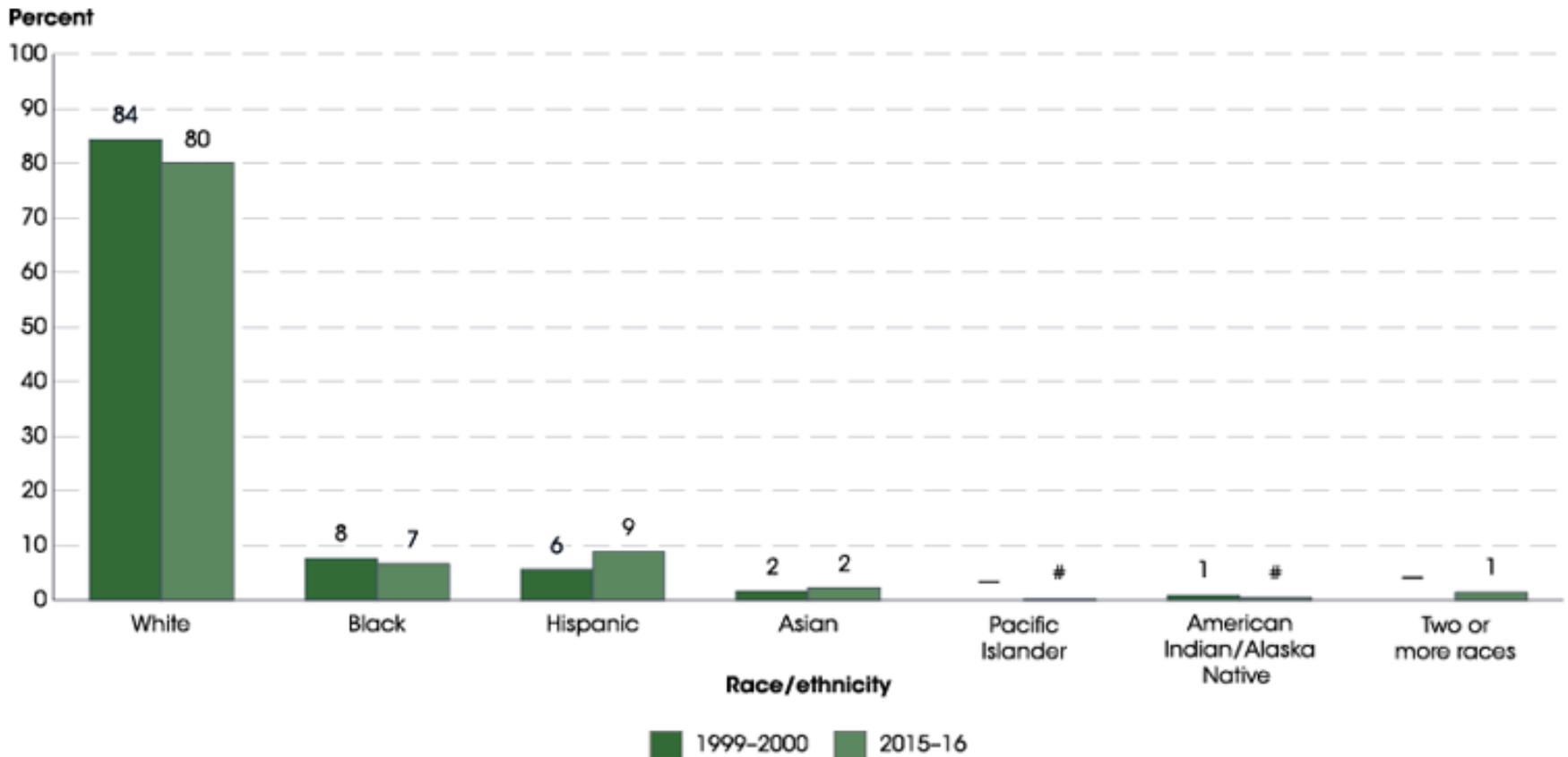


† Not applicable.

¹ Data for 2026 are projected.

(National Center for Education Statistics, 2018)

Figure 2. Percentage distribution of teachers in public elementary and secondary schools, by race/ethnicity: School years 1999–2000 and 2015–16



(National Center for Education Statistics, 2018)

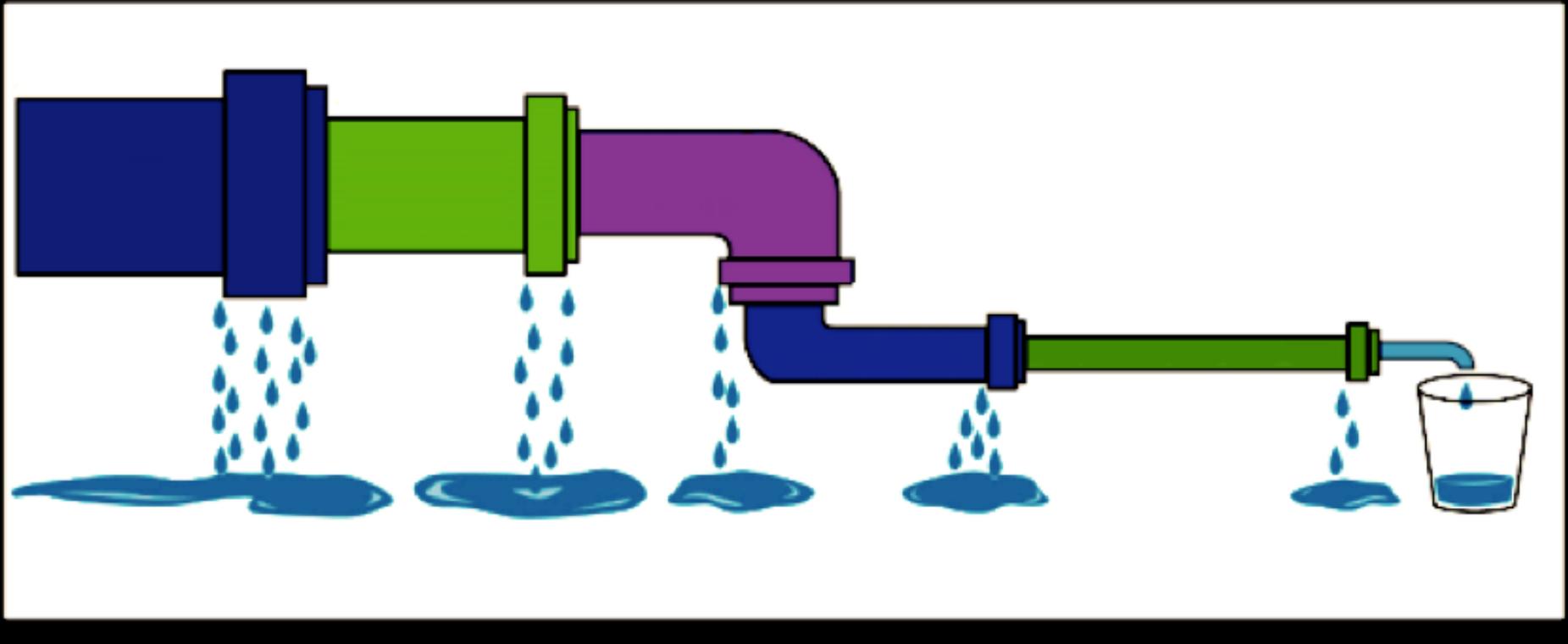
Strengths Of Teachers Of Color

Play a strong role in student of color academic engagement and success:

- Higher expectations of students of Color (Easton-Brooks, 2019)
- More multicultural awareness and cultural responsiveness (Cherng & Davis, 2015; Jordan Irvine, 2010)
- Cultural brokers (Irrizary, 2007; Burciaga & Kohli, 2018)

Students of all races demonstrated preferences for the teaching approaches of teachers of Color (Cherng & Halpin, 2016).

Leaks In The Teacher Of Color Pipeline



Teachers of Color leave the profession at a rate **24% higher per year** than their white counterparts.

(Ingersoll & May, 2011):

Teacher Of Color Attrition

Teachers of color experience higher attrition rates because of:

- High debt and low pay (Kearney, 2008)
- Work at schools with less resources and higher turnover (Achinstein, 2011)
- Limited mentorship (Souto-Manning et. al, 2007; Kohli, 2016)
- Hostile racial climate (Amos, 2016, 2018; Dixson & Dingus, 2008; Kohli, 2018; Kohli & Pizarro, 2016)

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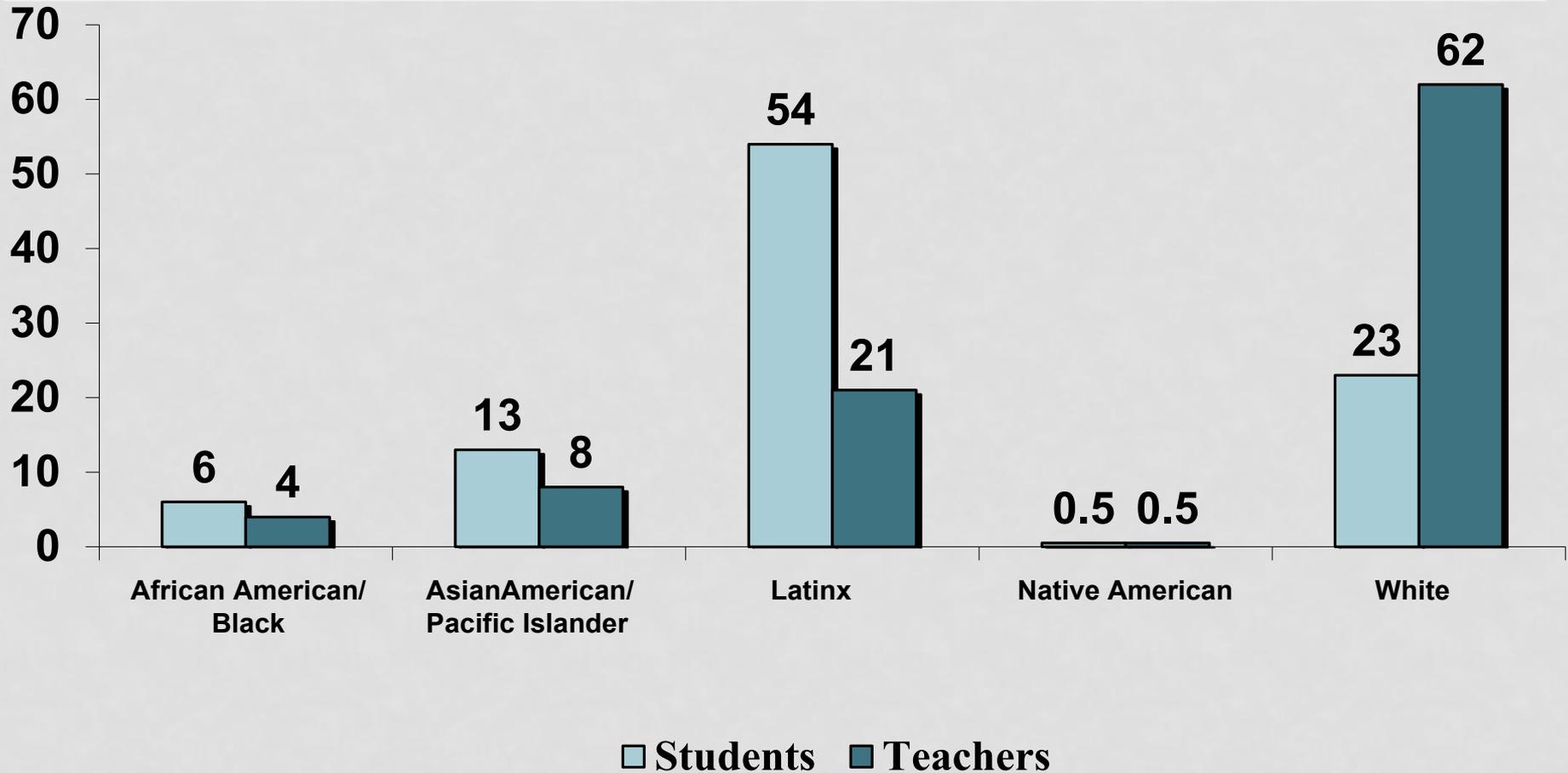
- High debt and low pay (Kearney, 2008)
- Work at schools with less resources and higher turnover (Achinstein, 2011)
- Limited mentorship (Souto-Manning et. al, 2007; Kohli, 2016)
- **Hostile racial climate** (Amos, 2016, 2018; Dixson & Dingus, 2008; Kohli, 2018; Kohli & Pizarro, 2016)

As teachers of Color are recruited into teaching, even in racially reflective communities, they are entering a predominantly White profession.



New Teachers in District 88, New Elm, Minnesota, 2018

California Public School Demographic Divide

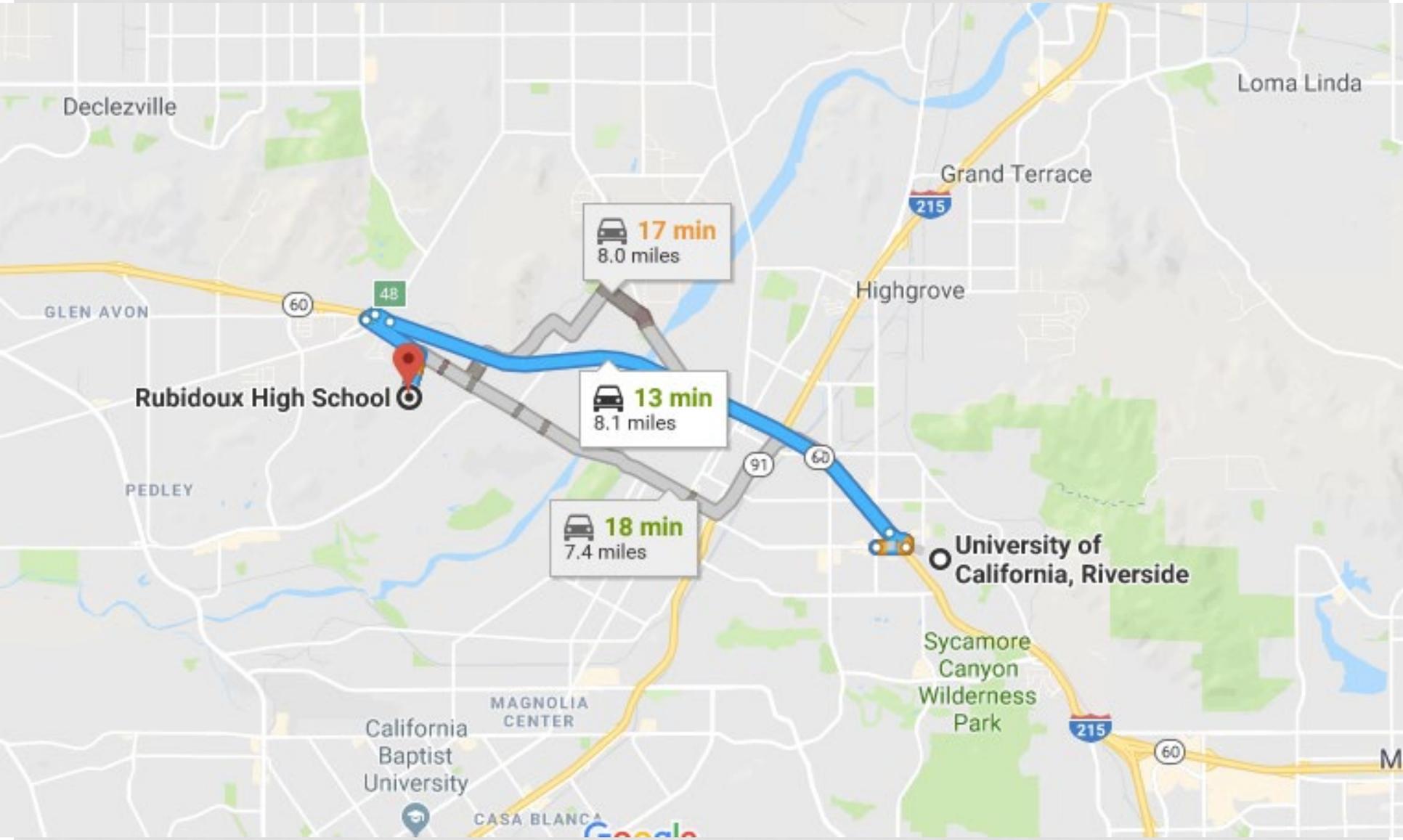


(National Center for Education Statistics, 2017-2018)

Percentage of Teacher Candidates by Race*

	American Indian/ Alaskan Native	Asian American/ Pacific Islander	Black or African American	<u>Chicanx,</u> <u>Latinx,</u> or Hispanic	White	Two or More Races	Declined to State
UCR	0	13.3	1.5	34	37	9	5.2

¹ Data is for the 2018-2019 school year



Declezeville

Loma Linda

Grand Terrace

Highgrove

Rubidoux High School

University of California, Riverside

Sycamore Canyon Wilderness Park

California Baptist University

MAGNOLIA CENTER

CASA BLANCA

GLEN AVON

PEDLEY

School Details (2016-2017 school year)

County: Riverside County [schools in county](#)

Locale: Suburb: Large (21)

Magnet: No

Title I School: Yes

Title I School-Wide Program: Yes

Total Students: 1,578

Classroom Teachers (FTE): 75.03

Student/Teacher Ratio: 21.03

Enrollment Characteristics (2016-2017 school year)

Enrollment by Grade:

	9	10	11	12
Students	384	431	384	379

Enrollment by Race/Ethnicity:

	American Indian/ Alaska Native	Asian	Black	Hispanic	Native Hawaiian/ Pacific Islander	White	Two or More Races
Students	6	17	47	1,427	5	72	4

Enrollment by Gender:

	Male	Female
Students	804	774

Free lunch eligible: 1,047

Reduced-price lunch eligible: 174

Note: Details may not add to totals.

(National Center for Educational Statistics, 2017)

[View Table Data](#)

Teachers By Ethnicity

	2013-14	2014-15	2015-16	2016-17
American Indian or Alaska Native	0 %	0 %	0 %	0 %
Asian	3.8 %	5.5 %	5.5 %	5 %
Black or African American	6.4 %	5.5 %	5.5 %	6.3 %
Filipino	1.3 %	1.4 %	1.3 %	1.2 %
Hispanic or Latino	23.1 %	19.2 %	22.2 %	24 %
Native Hawaiian or Pacific Islander	1.3 %	1.4 %	1.3 %	1.2 %
None Reported	0 %	0 %	0 %	3.7 %
Two or More Races	0 %	0 %	0 %	0 %
White	64.1 %	67.1 %	63.8 %	58.2 %

California Department of Education, 2017)

RUBIDOUX HIGH SCHOOL



'A DAY WITHOUT IMMIGRANTS' BOYCOTT

ALL UNDOCUMENTED, RESIDENTS, CITIZENS,
IMMIGRANTS FROM ALL OVER THE WORLD

THURSDAY, FEBRUARY 16 2017

- > DO NOT ATTEND WORK
- > DO NOT OPEN UP OUR BUSINESSES
- > DO NOT SHOP ONLINE OR IN STORES
- > DO NOT EAT AT RESTAURANTS
- > DO NOT BUY GAS
- > DO NOT ATTEND CLASS
- > SKIP SCHOOL
- > DO NOT SEND CHILDREN TO SCHOOL



TO THE PRESIDENT: WITHOUT US AND
OUR CONTRIBUTION THIS COUNTRY IS
PARALYZED!!!!

PASS IT ON

WE MIGHT LOSE A DAY OF WORK BUT
WE WILL WIN SO MUCH MORE.



Geoffrey Greer

3 hrs · Upland · 🌐

Well. A day without immigrants. Perhaps all the missing workers in all the various industries out there had the intended impact and sent the desired message. I don't know. As for the public school system, having my class size reduced by 50% all day long only served to SUPPORT Trump's initiatives and prove how much better things might be without all this overcrowding.

That's what you get when you jump on some sort of bandwagon cause as an excuse to be lazy and/or get drunk. Best school day ever.

44 Shares

Like Comment Share

👍👎😱 Christopher Knight and 41 others



David Huseman

a day without immigrants?

3 hours ago · Like · Reply



Geoffrey Greer

Yeah. Such a big protest movement you didn't even know it was happening.

Write a comment... Post



Robin Riggle

I had fifty absences today.

2 hours ago · Like · 🍊 4 · Reply



Geoffrey Greer

Yup. And I bet your class went a whole lot more smoothly as well.

2 hours ago · Like · 🍊 2 · Reply



Write a reply...



Robin Riggle

Yes, it was a very pleasant day.

2 hours ago · Like · 🍊 6 · Reply



Allen Umbarger

Unfortunately, statistically my cumulative GPA increased today. Mostly failing students were missing

2 hours ago · Like · 🍊 4 · Reply



Chuck Baugh

I had 49. Quieter classes, more productive - let's do this more often.

2 hours ago · Like · 🍊 4 · Reply



Pamela J. Arterburn

If I am remembering correctly, the "Day without a Mexican" event had a similar effect and produced uncrowded freeways and

Write a comment... Post



Rhonda Van Aken Fuller

Same here! Small classes, trouble makers were gone fantastic day!

55 minutes ago · Like · 3 · Reply



Hector Vargas

I wish u would look up and see reality and not just focus on how good ur day is... why are u so full of yourself it's this day wasn't to make your day better...

15 minutes ago · Like · 4 · Reply



Write a reply...



Patricia Crawford

Cafeteria was much cleaner after lunch, lunch, itself, went quicker, less traffic on the roads, and no discipline issues today. More, please.

46 minutes ago · Like · 1 · Reply



Jordan Ramirez

It's definitely unfortunate how ignorant youth can be but what's more unfortunate is how ignorant this post is. To label people that are down to their last options as drunks or plain lazy is naive. Just because your struggles were different doesn't make ours any less. To talk down on something because you don't understand it is a shame. You guys should really show what you feel about your students because there is plenty of people that look up to you guys. I damn well DID. Complaining about over crowded classes? That has nothing to do with immigration, budget cuts are to blame for. As an educator you should know better. Definitely disappointed in the school for letting such close minded people educate the youth. And specifically to **Allen Umbarger**, I thought you were one of the coolest teachers at that school but now that I think about it, your constant racist remarks that people think are jokes are disgusting.

35 minutes ago · Like · 130 · Reply

“I don’t belong as a teacher in that school.”

– Latina teacher candidate who attended Rubidoux High School

“I’m not sure teaching is the right profession for me.”

– Latina teacher candidate who attended a neighboring school

Persistence Of Dominant Frames:

The racial climate of a school goes beyond its demographics. Teachers of Color, even in diverse environments can feel racially *and* ideologically isolated/marginalized.



Understanding the often chilly racial climate of K-12 schools, how do we prepare teachers of Color to navigate and thrive?



Methods

Participants

- 10 veteran teachers of Color (9+ years in the classroom)
- Held justice-oriented leadership positions in education
- California urban public schools that serve mostly students of Color

Methods

- Narrative inquiry
- Interviews for 60-90 minutes
- Audio recordings, notes, transcriptions
- Coded for emergent themes as well as themes along the research questions (Saldaña, 2009)

Programs that alienate justice-oriented teachers of Color



Justice oriented programs that fall short in preparing the teachers of Color to navigate racially hostile school climates



Found informal or out-of-school spaces to sustain and support teachers of Color in navigating racially hostile school climates

People who had no idea what I was about or what I wanted to do were choosing all these things and lecturing. It's like, I don't value the same things that you value as an educator. I don't have the same experiences that you have as an educator. Issues that interested me, of why I wanted to become a teacher, weren't brought up at all. It wasn't at all anything that I believed in in terms of what I wanted to teach. I just kind of had to go through the work.

- Lisa

My program would not talk about social justice—it was almost like a secret thing. So I wore a mask. I just saw someone in the '60s talk about Du Bois and talk about how the African American always straddles two fences. I had fallen for the belief that I am supposed to wear two hats, two faces. Back then, I did a lot of crying in the bathroom stalls.

- Karrie

Programs that
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graph LR; A[Programs that alienate teachers of Color] --> B[Justice oriented programs that fall short in preparing the teachers of Color to navigate racially hostile school climates]; B --> C[Found informal or out-of-school spaces to sustain and support teachers of Color in navigating racially hostile school climates];
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On the last Saturday of every month, we would advertise and lots of families and the neighborhood would come and we would do these little literacy workshops and then have a big potluck and some singing or a puppet show. Just something we would perform for the families in the Mission. We would cook the food and serve it and it just felt like it was a beautiful community connection. It taught me the value of building those relationships with people in your community.

- Emiko

The program drew a fair amount of like-minded individuals, but it was still a pretty White cohort overall. There was space to talk about the needs of kids of Color and make sure that that was something that everyone in the room was thinking about, putting energy into, and prioritizing. There wasn't much dialogue about what it is to be an educator of Color. When I got into the workforce as a teacher of Color, it was a real shock to my system.

- Emiko

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Informal teacher
groups

Critical Inquiry
Groups

Teacher Activist
Organizations

Conferences

Recommendations For Teacher Education

To effectively prepare teachers of Color to navigate the realities of school racial climates, teacher education should:

- Approach education through a sense of collectivism and community.
- Offer access to critical theory, and readings from people of Color theorists.
- Offer real, tangible discussion and tools to navigate injustice in schools.
- Make teacher development applied and addressing real problems specific to their schools and communities.
- Hire more teacher educators of Color, and provide mentorship, guest lectures and classroom visits.

Many of the things they are calling for are things we already expect our teacher candidates to do with their students.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

What if teacher education programs held ourselves to these same standards?

B. Criteria for School Placements

Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.

Selected sites should be supportive of teacher diversity and culturally responsive teaching, where school administrators are thoughtful about issues of race and inequity.

C. Criteria for the Selection of Program Supervisors

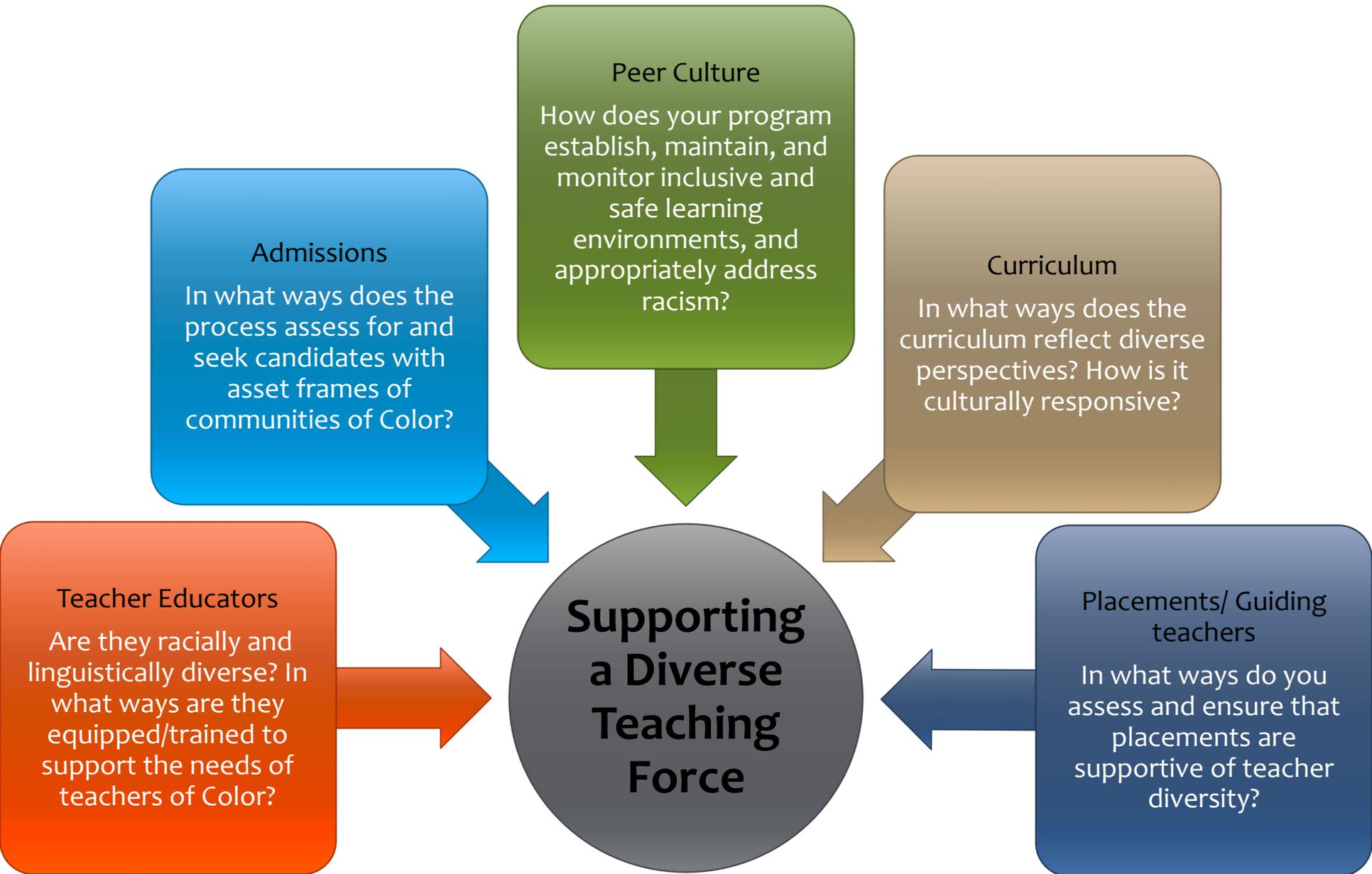
The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be expert in the content area of the candidate being supervised and should have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content specific pedagogy and instructional practices.

Supervisors should understand issues of diversity and equity, and can support the needs of diverse/non-dominant teacher candidates.

D. Criteria for the Selection of District-Employed Supervisors (also may be known as the cooperating teacher, master teacher or on-site mentor)

The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.

The district supervisor must have demonstrated teaching that effectively engages diverse learners, and should be able to collaborate with and support diverse/non-dominant teacher candidates.



- Students deserve teachers that reflect their communities and the growing diversity of our state.
- Teacher education programs have a role in disrupting the demographic divide and systemically supporting the growth of a diverse teaching force.



Thank you!
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