

## CTE Student Interest Subcommittee Update on #antiBlacknessISU Student Demands Work 17 November 2020

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In our subcommittee discussions last week from reviewing the small amount of data collected at the recent CTE meeting breakout discussion sessions we realize the wide scope of this project and the complexity of finding solutions. Some of the bigger issues our SI members raised in our discussion of the data and next steps are:

### Priorities

- We absolutely must prioritize the work of thoughtfully implementing anti-racist pedagogy for equity and inclusion across the teacher ed curriculum. Our top priority must be **never** to put teachers in schools who are not well educated in anti-racist pedagogy, deficit thinking, equity, and inclusion. This is a moral and ethical issue, not a curricular one. We have long known from a wide array of research (e.g., Applebaum, 2010 & 2017; Anyon, 1983; Cross, 2005; Delpit, 2006 & 2012; Gordon, 2010; Gorski, 2009; Hatt, 2012 & 2016; Hyland, 2005; Juárez & Hayes, 2014; Ladson-Billings, 2017; Lowenstein, 2009; Marx, 2004 & 2006; Matias, 2016; Orozco & Diaz, 2016; Picower, 2009; Sleeter, 2001, 2004, & 2016; Raible & Irizarry, 2010; Solomana, Portelli, Daniel, & Campbell, 2006; Utt & Tochluk, 2020; Valencia, 2010) that when we put uneducated white teachers into schools they DO HARM to kids of color, immigrant kids, poor kids, and LGBTQA+ kids. This must be our top priority: Do No Harm.
- This work has to be far more than perfunctory, both for faculty and students. It cannot fall into the same category as IL's annual ethics training does.
- Whatever we do, these moves cannot be all top-down, but they have to be supported by admin; how can thoughtful anti-racist work both bubble up and trickle down?
- The training we do cannot be mere response to current happenings; the training must not align with but break from the set paradigms of institutional racism
- Because individual programs are bound by the 4-years-to-completion and total hours parameters, basic curricular necessities are being pushed out like dedicated anti-racist coursework and field experiences. Those courses some program faculty are most uncomfortable with then get set aside or pushed out. Dedicated anti-racist coursework focused on equity and inclusion should **not** be elective.
- We see anti-racist pedagogical work as taking place at two levels: program faculty and students/course level.

### CTE's Purview

- Foundations faculty have raised this issue, as have members of the University Curriculum Committee: who "owns" the Professional Education Sequence? At the UCC the now-chairperson said of programs dropping Foundations courses, "some things are

bigger than individual programs” and that breaking up the PES is a troubling sign for who are we as an institution, particularly a teacher-ed institution and a leading large-model school.

- The CTE should have purview over the Professional Education Sequence. If it does not, we don't really have a Professional Ed Sequence. If we don't have a PES, who are we as an EPP?
- Students have come to the CTE in the past to make their concerns known and to advocate for Foundations courses' inclusion in the Professional Education Sequence of courses; while these students offered brave, moving, personal accounts of the strength of this part of the PES, their input was not heard or acted upon
- We wonder how anti-racist pedagogy for diversity and inclusion will fit into the current or future teacher ed gateways. Our subcommittee sees gateways as being watered down currently, but they could be beefed up with real substance (we know this is a discussion the CTE is taking up right now).
- The CTE needs more students and faculty of color as voting members

### **Curricular**

- Although anti-racist pedagogy, equity, and inclusion may not be some faculty members' primary pedagogical or scholarly work, all teacher ed faculty must commit to prioritizing these principles in their courses. Perhaps faculty who do this scholarly and pedagogical work can help other program faculty with insights into how anti-racist pedagogy for equity and inclusion can work with their disciplines.
- Those courses that claim to be doing thoughtful anti-racist work need to show the work and the outcomes. We wondered if this critical work is made an institutional priority (which it is not now), how should that work be represented and accounted for in faculty appraisal and promotion and tenure documents?

### **In Progress**

- Some teacher ed faculty are already taking advantage of such things as schoolwide training in racial microaggressions, etc.

This is the context of our lively, substantive conversation yesterday. We also realize we must collect more data that picks up where we left off with our short breakout sessions. In that short time folks just did not have enough time to digest and think through these difficult ideas. That's why we are proposing to collect data in a couple of different ways:

- Create and send a largely anonymous (maybe we'd ask folks for their college?) survey instrument to the whole teacher ed faculty to gauge attitudes and support.
- Then we'd like to ask for maybe a separate, full CTE meeting of an hour or so where we could have much more focused conversation that is solution- and action-oriented.