

Preparing an Inclusive and Diverse
Teaching Workforce

Centering Race and Unlearning
Racism to Develop Culturally
Responsive and Anti-Racist
Teaching Practices

University of Puget Sound
Master of Arts in Teaching Program



Agenda

- Curriculum and Program Development
 - Project Exploration and Conversation
 - Connecting to Your Program
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MAT Enrollment & Retention

	2012-2018	
	Enrollment	Retention
White Candidates	78% (137/176)	94% (129/137)
Candidates of Color	22% (39/176)	90% (35/39)



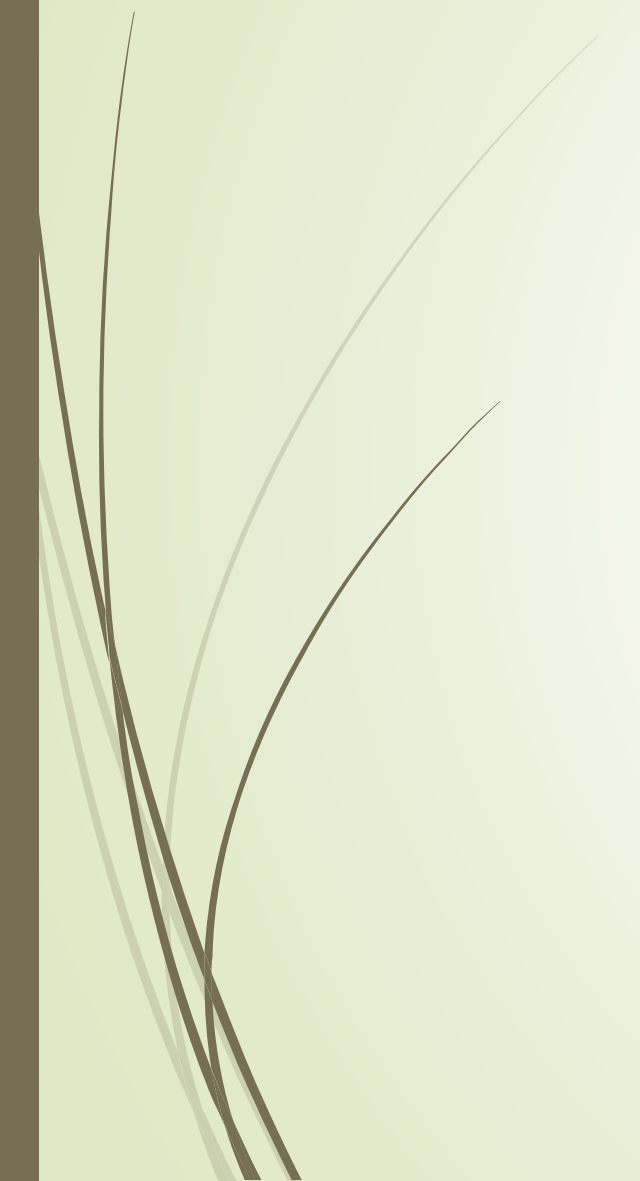
Curriculum Development

Supported by PESB Advancing Systemic Equity Grant

- Focused on courses related to school based placements, in partnership with
 - African American Studies
 - Race and Pedagogy Institute
 - Vibrant Schools Tacoma



Partnership Practices Getting Started


- Discussing and processing painful histories
 - Curriculum discussions focused on comparing and revising AFAM, RPI, & SOE goals, syllabi, and assignments
 - Developing pathways to connect AFAM and the SOE
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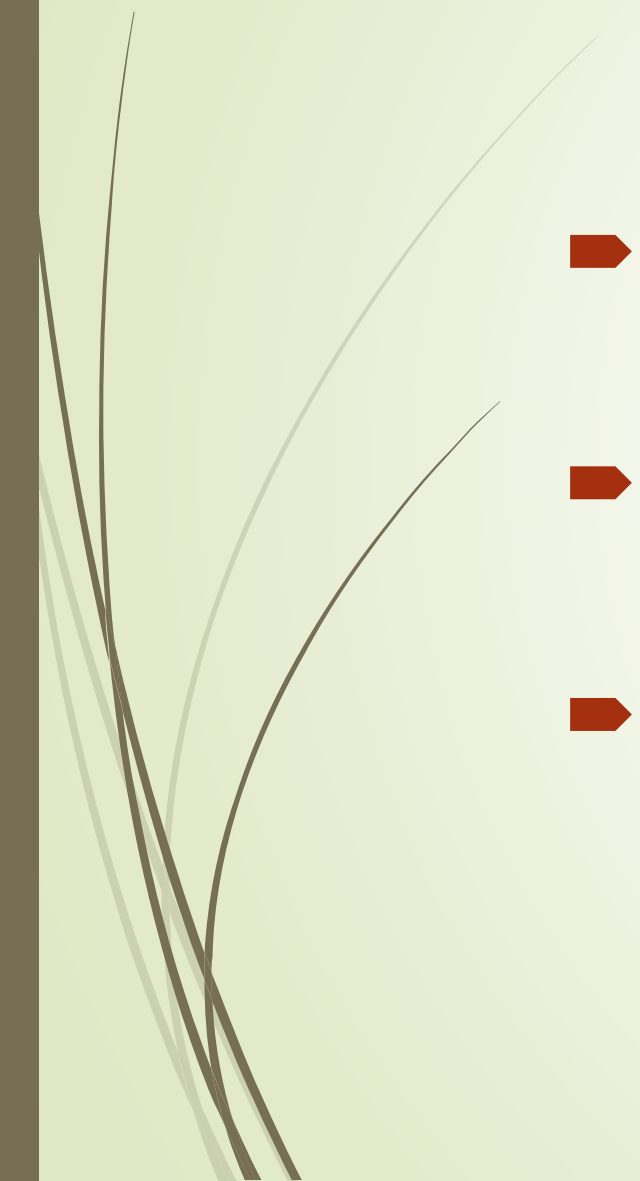
Partnership Practices

Classroom as Site of Engagement

- Fall 2017 AFAM & SOE faculty co-teach in EDUC 614
- Summer 2018 Vibrant Schools members co-teach in EDUC 628
- Fall 2018 classroom exchanges between AFAM 399 and EDUC 613/614
- Summer 2019 AFAM faculty co-plan and co-teach master's seminar
- Fall 2019 AFAM faculty co-teach in EDUC 614



The Work of Disrupting Systemic Patterns

- Excavating Interpersonal and Institutional Histories
 - Mutually Beneficial versus Exploitive of Faculty and Students of Color
 - Ongoing/Threaded/Intentional versus Piecemeal/Occasional
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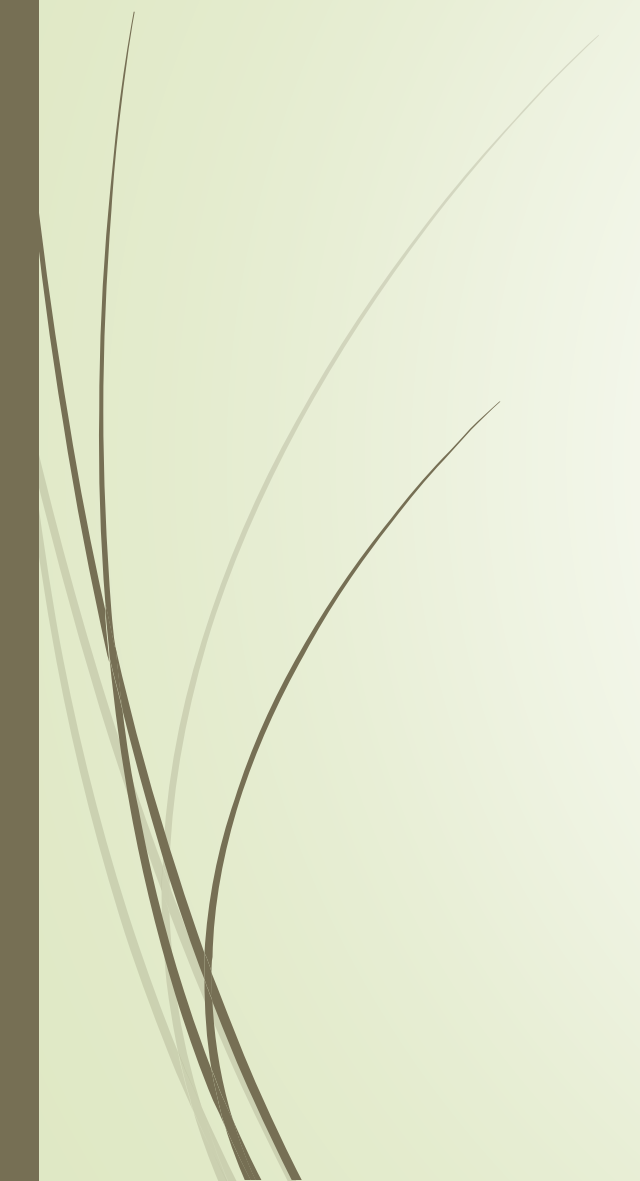


Clarifying Questions






Master's Project Work

- What does it mean to name and unlearn socialized assumptions, beliefs, and practices about race?
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Alternative Project Design

EDUC 628/629: Centering Race & Unlearning Racism

- Make visible and name issues related to race and racism by creating an alternative project
 - Visuals
 - Artist books
 - Unit plans
 - Resource binders
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Distribution of Projects

- ▶ Examine the project and artist statement.
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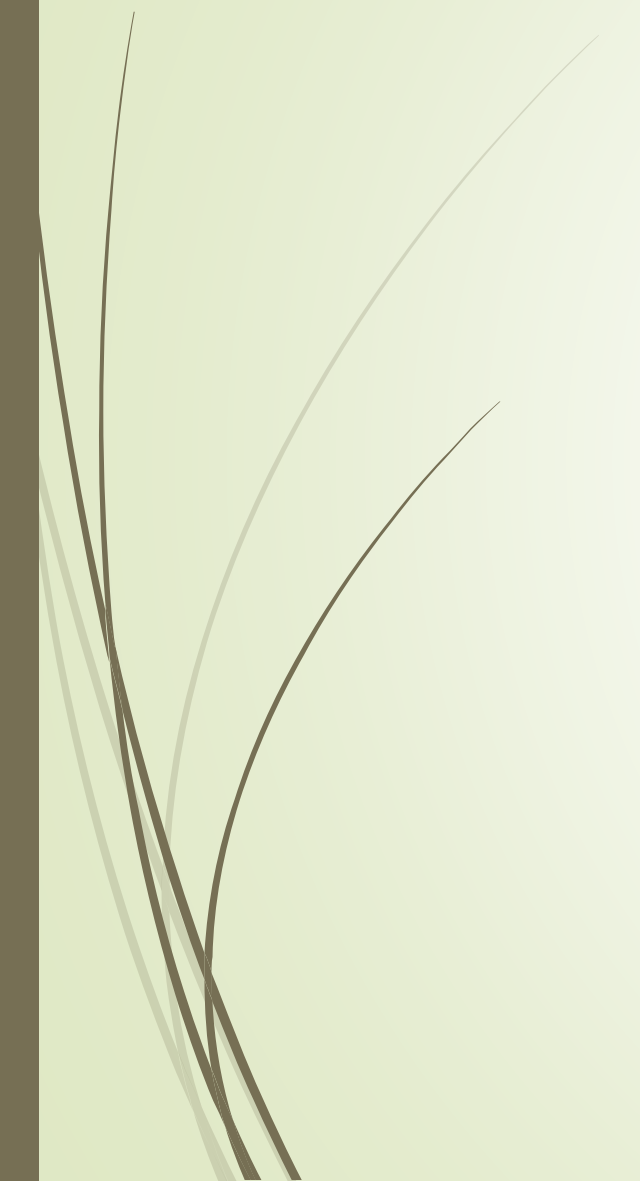


Exploration and Conversation

- Examine the project and artist statement.
 - What strengths do you see in the project?
 - In what ways does the product reflect a significant re-framing about antiracist teaching practices?
 - What more would you hope to see in the project?




Share Out

- In what ways does the product reflect a significant re-framing about antiracist teaching practices?
 - What more would you hope to see in the project?
- 



Connecting to Your Program

- ▶ How is your program working toward preparing an inclusive and diverse teaching workforce?
 - ▶ What more might your program do with partnership practices and curriculum development to strengthen your program?
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Thank You

- Please return the project and artist statement.
 - Resources
 - Text Sets (Professional Resources, Race and Racism, Immigration and Refugee Experiences, Upper Elementary Chapter Books with Protagonists of Color)
 - Race and Pedagogy Journal Special Issue Featuring MAT Projects
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