

Preparing Anti-Racist Educators During a Time of Pandemics

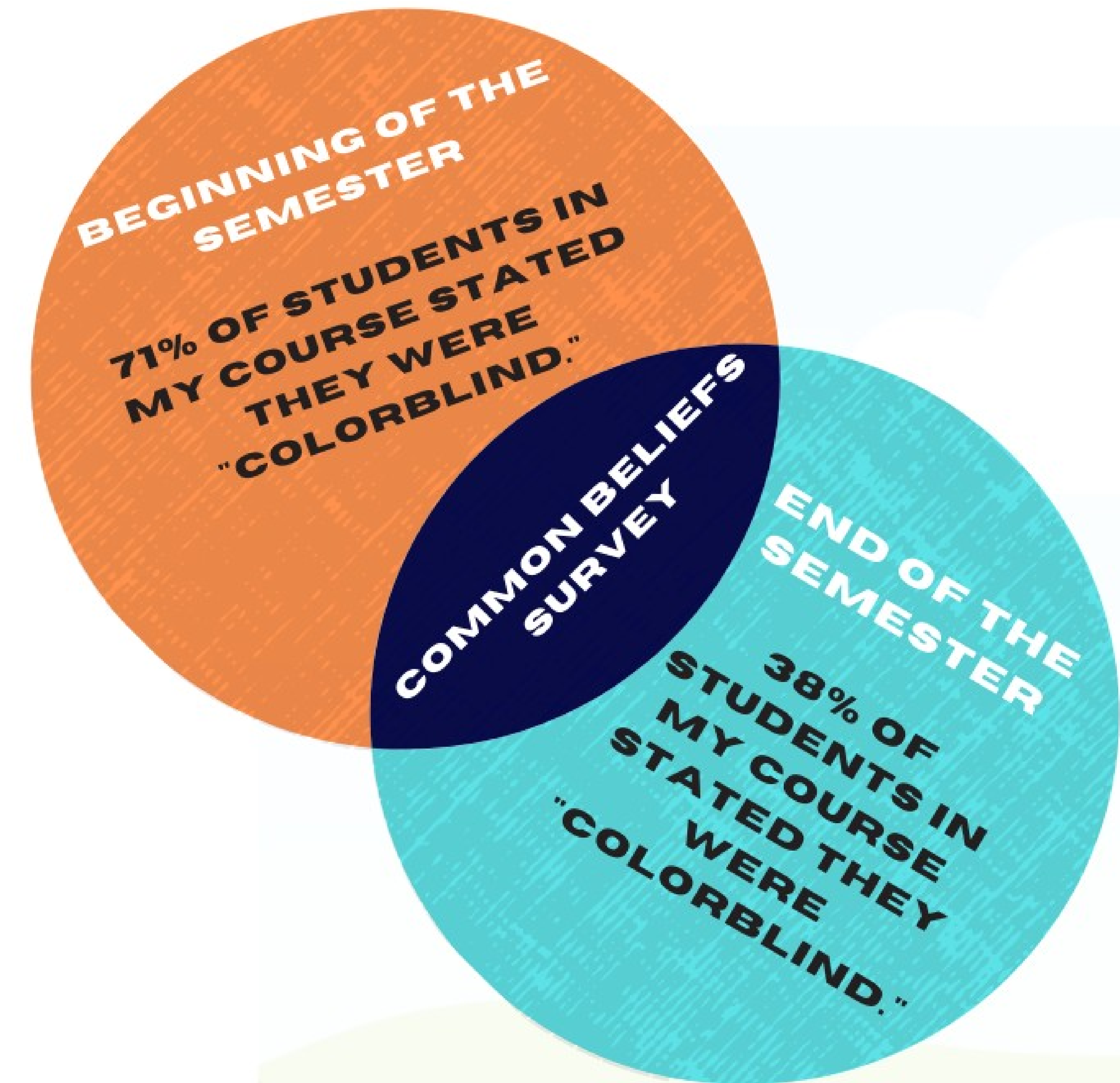
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Statement of the Problem

As we prepare new teachers in this age of pandemics, during a time when instruction is remote and teacher candidates are engaged in "alternative activities" rather than hands on classroom fieldwork with PK-12 students, how do we support them in becoming anti-racist educators?



Four Pandemics

Covid – Systemic Racism – Economic Anxiety – Climate Change

Framework

- Intent was Critical Race Theory framework
- Landed more along social justice with efforts toward anti-racism
- Introduction of lesson planning began with social justice standards
- Classroom management focused on SEL, teacher / student rapport, student assets
- I introduced language associated with becoming anti-racist:
 - white supremacy, biases, racism, intersectionality, identity, abolitionist, critical reflection, joy, equity, assets, freedom, humanizing pedagogies,...

References

- Escalante, K., Ervin-Kassab, L. & Soodjinda, D. (2020) Considering the Role of the CalTPA in Fostering Conversations about Anti-Racism and the Future of Teacher Education. CCTE Fall 2020 Research Monograph
- Ladson-Billings, G. (2020) <https://instructionpartners.org/2020/08/07/dr-gloria-ladson-billings/>
- Ladson-Billings, G. (2020) <https://youtu.be/CIRW5eFWt5A>
- Simmons, D. (2020) <https://learningforward.org/journal/supporting-each-other/sel-and-equity/>



Anti-racist Educator

Using the work of Dena Simmons (2019) and Glenn Singleton (2014) Escalante, Ervin-Kassab, and Soodjinda (2020) have operationalized an anti-racist teacher as someone who actively works to confront White supremacy while dismantling the structures, policies, institutions, and systems which create barriers and perpetuate race based intersectional inequities for BIPOC, through the enactment of daily pedagogical practices, classroom management strategies and critical self-reflection.