2019

Issues that Prevent Students of Color from Majoring in Teacher Education

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2019

Abstract

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Project Study Submitted in Partial Fulfillment

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Abstract

As the student population in public schools throughout the United States continues to increase in ethnic diversity, the number of college students of color majoring in teacher education have remained stagnant. The local problem addressed in the study is that despite intentional recruitment efforts, college students of color are not majoring in teacher education at a university in Ohio. Bell's critical race theory was used throughout this basic qualitative study to explore what issues influence students of color to choose majors other than teacher education. Individual student interviews with 8 students of color were conducted to answer the research question regarding issues that have influenced students of color to choose majors other than teacher education at one university in Ohio. Transcripts from interview sessions were coded and analyzed to identify emerging patterns and themes. Member checks were used for accuracy in analysis, and maximum variation, with participants from 7 different majors, served to enhance credibility. At the local setting, the implications for positive social change may include bringing awareness to issues that students of color have encountered while enrolled at the study site. A broader implication for social change may be that institutions of higher education with similar demographics could benefit from the results of this study to address similar issues regarding students of color not choosing teacher education programs.

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Dedication

This project is dedicated in memory of my father, Chip. Though my time with you in this Earthly place was much too short, the commitment you made to Christ, your family, and always being in the pursuit of knowledge will forever permeate my soul. May the work and the research conducted bring social change for the benefit of each young learner so that they may show us the gift of eternal acceptance.

Acknowledgments

There is a Japanese proverb that states, “Fall seven, rise eight.” This doctoral journey is the direct result of sheer determination and unwaivering support from the people I love and cherish most. The completion of my doctoral journey would not be possible without the love and support of my incredible husband Paul, children Leah and James, and extended family. The encouragement you gave me throughout the long hours away from home, the sacrifices you had to make to see me through this dream, and your enduring confidence in my abilities meant more than I could ever articulate.

To my colleagues and coworkers, thank you for your patience with me during a time when I definitely needed to feel supported and encouraged. Knowing you had conquered terminal degrees made this dream seem possible. My dear classmate Gail, thank you for affirming me, proofing papers, and relentlessly commiserating with me in the trenches of doctoral work. Your friendship may be one of the greatest gifts of this doctoral journey.

To my initial committee chair, Dr. Learty Shaw and to Dr. Linda Swanson that accepted me as her student when Dr. Shaw moved to another university, thank you. Thank you for the time and effort you both spent on this research with me. You encouraged me that the work done through this research was valuable and validated my passion to the cause of more teachers of color. Though this study is a small study, I have big aspirations for the results to influence teacher education preparation programs across the country.

Table of Contents

List of Tables

Section 1: The Problem

The Local Problem

As the student population in public schools across the United States continues to increase in ethnic diversity, the numbers of teachers from diverse backgrounds including African American, Hispanic, Asian, and Native American heritages have remained stagnant (U.S. Department of Education, 2016). Even though research has supported diversification among the teacher workforce (Page, 2017; National Education Association [NEA], 2014; U.S. Department of Education, 2016), the total number of teachers of color nationally has remained at approximately 18% for 20 years despite numerous federal incentives to increase that percentage (Bryan & Ford, 2014; Haddix, 2017; NEA, 2014). Meanwhile, the percentage of students of color in elementary and secondary schools has grown to nearly 50% (U.S. Department of Education, 2016). The national shortage also reflects what is happening in Ohio where the percentage of teachers of color is only 5.3%, whereas the percentage of students of color is 29.7%. (Ohio Department of Education, 2016).

The need to strengthen initiatives to increase the number of ethnically diverse teachers is gaining momentum as described by Education Secretary King, Jr.

> Without question, when the majority of students in public schools are students of color, and only 18 percent of our teachers are teachers of color, we have an urgent need to act. We've got to understand that all students benefit from teacher diversity. We have strong evidence that students of color benefit from having teachers and leaders who look like them as role models and also

> benefit from the classroom dynamics that diversity creates. But it is also important for our white students to see teachers of color in leadership roles in their classrooms and communities. The question for the nation is how do we address this quickly and thoughtfully? (King Jr. as cited in The State of Racial Diversity in the Educator Workforce, US Department of Education, 2016, p. 1)

According to McFeeters (2016), the achievement gap is the persistent difference in educational achievement between students of color and Caucasian students. Research has also shown that college students of color who become teachers have higher success rates teaching a diverse student population by being more responsive to student backgrounds; thus, having a shortage of ethnically diverse teachers contributes to the achievement gap (Boser, 2014; Bryan & Ford, 2014; Egalite, Kisida, & Winters, 2015; Jackson, 2015; Stoddart, Bravo, Mosqueda, & Solis, 2013; Vilson, 2016; Waddell, 2014). According to McFeeters (2016), the achievement gap is the persistent difference in educational achievement between students of color and Caucasian students. To close the gap, the field of teacher education must make sufficient gains in recruiting college students of color to the field of education.

The importance of increasing diversity among students in education can be observed in teacher education preparation programs (TEPPs) across the country. For decades, curricular experiences in TEPPs have been designed with a mulicultural focus, and significant attention has been paid to diversity throughout accreditation standards for TEPPs (Cochran-Smith & Villegas, 2015; Cochran-Smith et al., 2015; Council for the

Accreditation of Educator Preparation (CAEP), 2013; National Council for the Accreditation of Teacher Education [NCATE], 2008). National Accreditation standards for TEPPs, for example CAEP Standard 3.1, 2013, mandates that institutions provide teacher education candidates the opportunity to engage in active participation with other teacher education candidates from a "broad range of diverse groups" (NCATE, 2008, p. 35; CAEP Standard 3.1, 2013). Despite this requirement, TEPPs struggle to recruit college students of color to the field of education (Miretzky & Stevens, 2012).

Midwest University (MU), a pseudonym, is a comprehensive teaching university sponsored by the Church of the Nazarene and offers associate, baccalaureate and master's degrees in more than 80 areas of study. With a total traditional population of 1,604 students in the fall of 2016, MU was founded in 1964 by the General Assembly of the Church of the Nazarene (Timpe, 2017). For more than 40 years, the department of education and all departments that offer teacher licensing programs at MU have maintained accreditation at the state and national levels. An institution's inability to attract sufficient numbers of college students of color to the field of teacher education contributes to the low number of college students of color graduating from TEPPs in the United States (Hrabowski & Sanders, 2015; Vilson, 2016). Moreover, failure to graduate teacher education candidates of color has added to the shortage of teachers of color across the country and is contributing to the achievement gap in P-12 settings (Casey, DiCarlo, Bond, & Quintero, 2015; Hrabowski & Sanders, 2015; Smith, 2015).

The education department at MU is responsible for the professional education courses required of all candidates and the specialty courses required of early (PK-3),

middle childhood (Grades 4-9), and intervention specialist (K-12) majors. All adolescent to young adult (Grades 7-12), multiage (Grades PK-12), and career tech (Grades 4-12) candidates earn a major in their content area. To attract a variety of candidates, the education department offers a total of 33 TEPP combinations. Furthermore, according to the associate dean for the School of Professional Studies, MU partners with the Offices of Intercultural Life and Admissions with the intention of recruiting ethnically diverse teacher education candidates (S. Metcalfe, personal communication, July 23, 2017).

Since 2014, some of the initiatives used to attract students of color to MU have included participating in education fairs, bringing prospective students to campus, engaging in partnerships with urban high schools, and building personal relationships with alumni and current students (J. Singletary, personal communication, September 27, 2017). In 2014, approximately 147 traditional students self-identified as students of color. As a result of the university-wide approach to increase students of color on campus, 202 students of color were enrolled during the 2017-2018 academic year, a 37% increase from the year before (J. Singletary, personal communication, September 27, 2017; Timpe, 2014, 2015, 2016, 2017). Despite the increase of students of color on campus, these students did not major in TE.

According to the associate dean, only 4 out of 91 (4.39%) undergraduate teacher education candidates at MU identified as students of color as indicated in the institution's confidential 2015 Summary of Key Findings report from the onsite accreditation visit with NCATE (S. Metcalfe, personal communication, March 10, 2015). Within the key findings report, the education department received an area for improvement (AFI) finding

due to few students of color enrolled in the program. Although the requirement to meet teacher education accreditation standards resulted in the AFI from NCATE and ultimately the development of this study, recruiting more college students of color to the field of teacher education at MU has been of utmost importance for some time (S. Metcalfe, personal communication, July 23, 2017). A gap in practice exists in that the institution has been unable to attract students of color to MU's TEPPs despite intentional recruitment efforts. According to the data and accreditation coordinator, in 2016, the number of students of color enrolled in the TEPP program was five of 108 (4.62%) and in 2017, the number of students was five of 109 (4.58%) (C. Harvel, personal communication, July 27, 2018). The TEPPs did not experience the same amount of growth with students of color when compared with the growth for the whole university. Without sufficient numbers of teacher education candidates of color, the university will continue to encounter challenges associated with meeting accreditation standards (CAEP, 2013; NCATE, 2008). More important, students in public education will have less opportunity to learn from teachers of color, which could further contribute to the achievement gap in education for students of color (Bryan & Ford, 2014; Casey et al., 2015; Haddix, 2017; Stoddart et al., 2013; Vilson, 2016).The problem that I explored in this study is that although the number of students of color enrolling at MU has increased recently, most of those students have chosen to major in programs other than TE, resulting in continued low enrollment of students of color in TE.

Rationale

Although the literature focuses primarily on the perceptions and experiences of currently practicing teachers of color in the field of education, researchers can learn from college students of color and the issues that affect their decision to not pursue a major in teacher education (Waddell, 2014). Understanding effective recruitment strategies targeted to students of color has the potential to ultimately diversify the teaching force (Waddell, 2014). Although research about the shortage of teachers of color is prevalent throughout the literature on teacher education, few recommendations are noted that include methods universities can use to increase recruitment of diverse students in teacher education (Bryan & Ford, 2014; Haddix, 2017; Stoddart et al., 2013; Vilson, 2016). Despite the research-based supports of the need for more teachers of color in the field, the numbers of college students of color deciding to major in teacher education continue to remain low (U.S. Department of Education, 2016). Evidence of low numbers in TEPPs at the research site parallels the scarcity noted at the national level.

From the literature sufficient research has supported the assertion that teachers of color can meet the needs of all learners and benefit society as a whole (Egalite et al., 2015; Evans & Leonard, 2013; Vilson, 2016). Also, diversifying the teacher workforce can strengthen student understanding of various cultures and backgrounds, which leads to social advantages (U.S. Department of Education, 2016). Furthermore, Caucasian students benefit when learning from teachers of color through enriched cultural experiences that “help all children develop empathy for others and assess their own humanity” (Vilson, 2016, p. 23).

According to Evans and Leonard (2013), the need to proactively recruit students of color to become teachers in urban settings is of critical concern. As Mitchell (1998) asserted, some theorists believed, "Minority teachers are particularly adept at motivating and engaging minority students because they often bring knowledge of student background to the classroom that enhances students' educational experience" (as cited in Evans & Leonard, 2013, p. 1). Research conducted by Egalite et al. (2015) concluded that teachers of color could minimize the achievement gap by being more inclined to expect high standards and by serving as professional role models. Furthermore, teachers of color are more likely to engage in responsiveness to culture when teaching (Waddell, 2014). Culturally responsive educators relate curriculum to the cultural backgrounds of the students which prompts higher student involvement and positive motivation in the classroom (Gay, 2018; Gershenson, Hart, Lindsay, & Papageorge, 2017).

Within the local TEPP, the curriculum specifically addresses issues of ethnic and racial diversity and equity in a variety of education courses. The curriculum within the teacher education program TEP is aligned to unit-designed diversity standards through objectives in syllabi (S. Metcalfe, personal communication, April 20, 2018). Each candidate within the TEPPs must attend diversity seminars every semester that cover a variety of diversity topics including race, religion, gender, socioeconomic levels, sexuality, exceptionalities, and age (S. Metcalfe, personal communication, April 20, 2018). During the student teaching semester, candidates complete 90 clock hours in an urban education field experience while reading and responding to the text, *Culturally Proficient Instruction: A Guide for People Who Teach* (Nuri-Robins, Lindsey, Lindsey,

Terrell, 2011). Although candidates at the local TEPP do have curricular and field experience opportunities to learn from students of color in elementary and high school settings, few opportunities are present for candidates to learn from candidates of color because so few are studying teacher education at the local site.

My purpose in this research was to study the issues that influenced college students of color to choose academic majors other than TE at MU. Gaining an increased understanding about why college students of color chose not to major in TE could provide insight into understanding why the TEPPs at the local level have so few students of color.

Definition of Terms

I defined the following terms to provide clarity and understanding to the study. All definitions have been compiled based on references to current language within the discipline of teacher education.

Accreditation: A process for assessing the quality of TEPPs and determining the extent to which the TEPPs have met state, professional, and institutional standards (CAEP Glossary, 2013).

All P-12 students: Children Ages 3 through 21 years who are enrolled in grades preschool through twelfth grade (CAEP Glossary, 2013).

Area for improvement (*AFI*): A finding by a site accreditation team that identifies an area of weakness in the TEPPs. The AFI must be remediated prior to the next site visit and progress updated annually in the annual report (CAEP Glossary, 2013).

Council for the Accreditation of Educator Preparation (*CAEP*)*:* An accreditation agency that was the result of a merger between two other teacher education accrediting bodies, NCATE and the Teacher Education Accreditation Council (TEAC). CAEP became operational in 2013 (CAEP Glossary, 2013).

CAEP Standard 3.1: Institutions are responsible for recruiting a student body with, "a broad range of backgrounds and diverse populations" (CAEP Standards, 2013, p. 8).

Candidate: An individual seeking completion of professional education licensure and certification within an EPP. This includes traditional undergraduate, nontraditional, and graduate students (CAEP Glossary, 2013).

Critical race theory: A multidimensional concept aimed at understanding and accepting racism for what it is while examining the transformational potential it can bring to society (Bogdan & Biklin, 2010).

Cultural competence: A set of skills and characteristics that provide the foundation for appropriate interactions with different cultures (Hode, Behm-Morawitz, & Hays, 2018).

Diversity: *Diversity* refers to racial, ethnic, and language differences (CAEP Glossary, 2013).

Progress monitoring gates in TEPPs: Criteria and evidence TEPPs use to monitor teacher education candidates from admission through completion of TEPPs as documented on program checklists (CAEP Standard 3, 2013).

Institutional racism: Established laws, customs, and practices that systematically reflect and produce racial inequities in U.S. society that can be intentional or unintentional (Sue, 2015).

National Council for Accreditation of Teacher Education (*NCATE*): An accrediting agency that approved TEPPs from 1954 until it consolidated with TEAC in 2013 to form CAEP. TEPPs were able to use NCATE standards for accreditation until 2016 (CAEP Glossary, 2013).

NCATE Standard 4c: "Candidates engage in professional education experiences in conventional and distance learning programs with candidates from a broad range of diverse groups" (NCATE Standards, 2008, p. 35).

Students of color: Students of color refer to African Americans, Latino/Latinas, Native Americans, Asians, and other races not identified as Caucasian (Santelices & Wilson, 2015).

Teacher Education Accreditation Council (*TEAC*)*:* An accrediting agency that approved TEPPs from 1997 until it consolidated with NCATE in 2013 to form CAEP. (CAEP Glossary, 2013).

Teacher education preparation programs (*TEPPs):* Programs within the entity responsible for the preparation of educators including a college of education that prepares college students to be teachers (CAEP, 2013).

Significance of the Study

According to scholars Murphy and Zirkel (2015), students of color choose majors based on where they perceive their ethnic group to be represented. However, increased

discernment is needed to understand what specific issues have influenced students of color to not pursue a career in education. Much of the literature about diversity within TEPPs and the teacher workforce includes information only from current college students of color majoring in teacher education and currently practicing teachers of color, not students of color who chose majors other than teacher education (Amos, 2016; Bryan & Ford, 2014; Egalite et al., 2015; Evans & Leonard, 2013; GomezWitmer, 2014; Jackson, 2015; Rogers-Ard & Lynch, 2015; Souto-Manning & Cheruvu, 2016; Waddell, 2014). The significance of the study is that based on the results, the TE program and the university may better understand issues that influenced students of color to not major in TE at MU. The university could also then develop new or additional initiatives meant to narrow the gap in practice and ultimately recruit more students of color to the TE program. Without this type of research, the pattern of few students of color enrolling in the TE program at MU will continue to be an area of concern and speculation of why college students of color pursue other majors within the institution will remain unanswered.

Research Question

The following research question has been formulated to explore the central problem of the study, despite intentional recruitment efforts, college students of color are not majoring in teacher education. Responses to the question will be analyzed to provide explanation and insight into the problem.

RQ1. What issues have influenced students of color to choose majors other than teacher education at one university in Ohio?

Review of the Literature

Conceptual Framework

As a theoretical framework, critical race theory (CRT) is a multidimensional concept aimed at understanding and accepting racism for what it is while examining the transformational potential it can bring to society. CRT was originally developed by scholars Bell, Delgado, Lawrence, Matsuda, and Williams responded to the oppression of people of color prevalent throughout public policy in the 1970s (Hughes, Noblit, & Cleveland, 2013). CRT is the belief that racism is a historically and socially constructed cultural force in the United States (Hughes et al., 2013). Scholar Gillborn (2015) posited, "Critical race theorists argue that the majority of racism remains hidden beneath a veneer of normality and it is only the more crude and obvious forms of racism that are seen as problematic by most people" (p. 278). Within the framework of CRT, four categories exist including counter-storytelling, permanence of racism, whiteness as property, and interest convergence. Counter storytelling is the process of exposing myths the majority has accepted as fact through narrative stories. In addition, counter-storytelling is used to understand what life is like for others by inviting the reader to challenge stereotypes previously held toward other races (Delgado & Stefancic, 2017). The permanence of racism is the acknowledgement of the dominant role racism plays in U.S. society whether it is a conscious or unconscious act (Bell, 1995). Whiteness as property is a lens used to analyze educational inequity in the curriculum by asserting access to high-quality, challenging curriculum has been exclusively afforded to Caucasian students (Ladson-Billings & Tate, 1995). The final category in CRT is interest convergence. Interest

convergence is the extent to which Caucasians will advocate for racial justice only if their interests benefit as a result (Delgado & Stefancic, 2017). For example, Milner (2008) explained a scenario where immigrant non-English-speaking students were bussed to an affluent school with the intention that the Caucasian students at the school would become bilingual or trilingual as a result. Therefore, the interests of both parties converged but only due to the Caucasian population receiving something in return.

Scholars asserted the underlying concepts of CRT, including counter-storytelling, permanence of racism, whiteness as property, and interest convergence, affect many educational and psychosocial outcomes including those involving higher education and career choice (Estrada, Hernandez, & Schultz, 2018). Considered an "ideological strand of the qualitative approach," CRT conceptualizes racism as a common part of U.S. life where the experiences and perceptions of people of color are examined (Bogdan & Biklin, 2007, p. 20). Rather than discount a lack of racism in the United States, theorists using CRT acknowledge race and how it can influence decisions made by people of color. Furthermore, CRT tenants focus on the relationships between racism, power, and social class, and scholars contend those in education must raise questions, engage in purposeful dialogue, and produce research where CRT serves as a framework and tool to examine the presence of institutional racism in higher education (Ladson-Billings & Tate, 1995; Murray et al., 2015).

Numerous research studies seeking to examine racism in educational settings have used CRT as the theoretical framework to support the study (Baber, 2015; Barnes, Germain, & Valenzuela, 2016; Brown & Brown, 2015; Brown, 2014; Dodo-Seriki,

Brown, & Fasching-Varner, 2015; Murray et al., 2016). By examining children's literature and U.S. history textbooks, authors Brown and Brown (2015) applied CRT to examine the perpetual racism prevalent throughout curriculum in public schools across the United States. Racism in higher education was the topic of study when Baber (2015) used CRT to evaluate the connections between exclusionary practices and postracial ideology. Focusing on teacher education preparation, Brown (2014) used CRT to analyze the literature on preservice teachers of color and teacher education in the United States. Similarly, Dodo-Seriki et al., (2015) investigated the permanence of racism in teacher education by using CRT as an analytical tool. The use of CRT to probe deeper into the scope of racial inequalities throughout educational systems connects clearly to research studies focused on education (Bogdan & Biklen, 2007).

In the context of the study, the components of CRT comprised the theoretical foundation used to study what issues influenced students of color to choose majors other than TE. In this way, CRT provided a knowledge base from which to explore an educational problem (Ladson-Billings, 1995). In addition, CRT is an initiative intent on creating systemic transformation by not only seeking to comprehend intentional or unintentional racism but also proposing solutions to change it.

Another characteristic of CRT that fits within the context of this research is the unique perspective of lived experiences. According to Bogdan and Biklin (2007), "Previously marginalized peoples can narrate their stories and the new stories expand the concept of the "normal" narrator and contest the traditional stories continually told about the experiences of Americans" (p. 22). The use of CRT considers the experiences of

marginalized groups as critical and authentic to understanding racial imbalance (Murray et al., 2015).

Review of the Broader Problem

When writing a literature review, Creswell (2012) recommended an exhaustive review of the literature surrounding the topic of study. In this literature review, I included indexed publications, journal articles, books, summaries, and components of state legislation. The majority of the literature came from scholarly journals accessed online using the Walden University Library. Databases accessed throughout the research included ERIC, Thoreau, Sage Online, ProQuest Central, and EBSCO. I examined historical texts to provide a comprehensive examination of multicultural education and the historical context surrounding the Civil Rights movement. The use of ProQuest was employed to search for Walden dissertations that had similar topics to institutional racism in teacher education. Scholarly research from the following publications have been synthesized in the literature review, *Equity & Excellence in Education, Journal of College Student Retention, Diverse Issues in Higher Education, The Urban Review, Teachers College Record, Race Ethnicity and Education, Gifted Child Today, Journal of Early Childhood Teacher Education,* and *several other recent publications.* Search terms included *teacher education, diversity, multicultural education, institutional racism, barriers to teacher education, retention in teacher education, critical race theory, recruitment initiatives for teachers of color,* and *students of color*. To focus the search specifically on students of color and teacher education, I used Boolean operator words to refine scholarly literature connected to the problem statement. Through this process, a

level of saturation was met with regard to comprehensively examining the historical and current landscape of literature about issues that may prevent students of color from majoring in TEPPs**.**

Conducting a literature review of the broader problem is an integral part of understanding past and current research trends (Creswell, 2012). The literature about the need for diversity within education is vast while the research specific to diversity in TEPPs is not as prevalent. The literature review conducted in this study included three major categories in association with the broader problem: students of color and recruitment to TEPPs, the progress monitoring gate system that leads to certification in TEPPs, and institutional racism in TEPPs.

College students of color and recruitment to TEPPs. Efforts to attract college students of color to the field of education have been numerous. Research from the Albert Shanker Institute (2015) organized recruitment initiatives from the last 2 decades into five categories including financial incentives, government mandates, recruitment programs, recruitment centers, and the promotion of alternate certification programs as a pathway to teaching. Although the recruitment efforts examined within the scope of the study appeared to have been successful, college students of color are not persisting once enrolled (Albert Shanker Institute, 2015; Cheruvu, Souto-Manning, Lencl, & Chin-Calubaquib, 2015; U.S. Department of Education, 2016). Furthermore, the financial commitment organizations made when supporting the recruitment efforts of college students of color in TEPPs must be maintained (Albert Shanker Institute, 2015; Cheruvuet al., 2015; U.S. Department of Education, 2016). Financial incentives including

loan forgiveness and scholarships have varied by state and institutions of higher education. The TEACH Grant (Scholarship Opportunities, 2013) has been available for any student regardless of ethnicity pursuing an education degree providing that a 3-year commitment to teach in an area of high need is fulfilled. Other scholarship incentives specific to students of color have included the American Association of Physics Teachers, Javits-Frasier Teacher Scholarship Fund, and the Phi Delta Kappa International Teachers Scholarship (Scholarship Opportunities, 2013). Recruitment programs within institutions have included Call Me MISTER (Clemson University, 2014), Teach Tomorrow (TTO) (U.S. Department of Education, 2016), and The Golden Apple TEP (NEA, 2014). Additional recruitment and retention programs for college students of color have included the Boston Teacher Residency, Grow Your Own Teachers, Minority Teacher Identification and Enrichment Program, Teacher Quality and Retention Program, Today's Student, Tomorrow's Teachers, and the Urban Teacher Enhancement Program (Albert Shanker Institute, 2015).

Historically, Black Colleges and Universities (HBCUs) have been deeply committed to college students of color, especially to those pursuing teacher education preparation (Grillo, Ellis, & Durham, 2017). Although HBCUs were initially only for Black college students, HBCUs have enrolled students from varying ethnic backgrounds for decades and currently are the largest supplier of teachers of color (Patterson, Dunston, & Daniels, 2017). HBCUs have been described as "a chief supplier of teachers in today's workforce" (Grillo et al., 2017, p. 1). HBCUs receive sponsorship from the federal government which is then passed on to students of color seeking degrees. In addition,

research conducted by Walker and Goings (2017) found effective recruitment initiatives focus on familial partnerships and student-based support systems to increase recruitment of college students of color. Policy makers have recognized the need for recruitment of teachers of color in state legislation (Albert Shanker Institute, 2015).

Many states have legislation policies that are directly tied to employment initiatives for college students of color that become teachers. Approximately 31 states have legislation associated with the intentional recruitment of college students of color due to research connections that prove teachers of color meet the needs of students of color in ways Caucasian teachers may not (Egalite et al., 2015; Kohli, 2018). In the state where I conducted the research study, no state-wide policies specific to the recruitment of teachers of color exist (33 Ohio Revised Code, 2013). According to the Albert Shanker Institute (2015) and the U.S. Department of Education (2016), the absence of legislation to attract future teachers of color has contributed to the lack of enrollment of college students of color in TEPPs.

To increase the numbers of college students of color that pursue teaching, many states have alternative routes to licensure for anyone with a bachelor's degree looking to change careers to teacher education (U. S. Department of Education, 2016). Using data from IPEDS, researchers determined alternative-route teacher preparation programs are more diverse than traditional teacher education preparation programs (U. S. Department of Education, 2016). Specifically, 26% of college students of color enter the teaching profession through alternative teaching routes compared to 9% of college students of color that enter through traditional undergraduate TEPPs (Partelow et al., 2017).

Researchers concluded alternate routes to teacher licensure are more attractive to individuals from diverse backgrounds due to flexibility in required coursework, entrance exams, and an accelerated schedule (Albert Shanker Institute, 2015). Scholars concluded alternate paths to licensure were more appealing to college students of color because various progress monitoring gate system requirements were more flexible (Road Not Taken, 2015). For instance, in many alternate paths to licensure programs, introductory exams such as the American College Testing (ACT) or Scholastic Aptitude Test (SAT) were not required (Dodo Seriki et al., 2015).

To address the recruitment initiatives and overall lack of interest toward teacher education, TEPPs have continued to examine the best ways to attract students of color to the field of education (Neville, Poteat, Lewis, & Spanierman, 2014; Oliver & Oliver, 2013; Partelow et al., 2017; Sleeter, 2016, 2017). Scholars examined the curricular scope of TEPPs to uncover reasons why students of color did not pursue teacher education despite scholarship initiatives and intentional recruitment (Neville et al., 2014; Oliver & Oliver, 2013; Sleeter, 2016, 2017). Scholars concluded a systemic problem when evaluating TEPPs throughout the country as the systems that are designed to promote multicultural advancement and cultural acceptance in TEPPs did more to prevent it than accept it (Amos, 2016; Brown, 2014; Dodo-Seriki et al., 2015; Sleeter, 2016, 2017). Furthermore, scholars contended that recruitment of college students of color to TEPPs will continue to decline because of the progress monitoring gate system in TEPPs as well as the concept of institutional racism (Partelow et al., 2017; Sleeter, 2016, 2017).

The progress monitoring gate system that leads to certification in TEPPs. The progress monitoring gate system is criteria and evidence TEPPs use to monitor teacher education candidates from admission through completion of TEPPs (CAEP Standard 3, 2013). Flexibility within the progress monitoring gate system of alternate paths to licensure coincided with recommendations from agencies that advocate reform in TEPPs, specifically related to the progress monitoring gate system (Albert Shanker Institute, 2015; U.S. Department of Education, 2016). Furthermore, the component of CRT that focuses on the permanence of racism can be attributed to the gate system in TEPPs where college students of color are unable to enroll or progress through the progress monitoring gate system due to requirements not being equitable (Dodo Seriki et al., 2015). Students of color within TEPPs in higher education do not have the same success rates as Caucasian college students. For instance, students of color in TEPPs graduate at a rate of 42%, whereas Caucasian college students graduate at a rate of 73% (U.S. Department of Education, 2016). According to Ahmad and Boser (2014), students of color have been less successful at persisting in TEPPs due to progress monitoring gate systems that lack equity. To further understand why students of color are leaving the field of TE, research was examined to determine at what point students of color are leaving the field. The results of studies concluded that students of color leave the TEPP pipeline due to an inability to pass through progress monitoring gates and curriculum that lacks culturally responsive practice (Ahmad & Boser, 2014; Amos, 2016; Brown, 2014; Bryan & Ford, 2014; Bryan & Williams, 2017; Cheruvu et al., 2015; Dodo Seriki et al., 2015; Haddix,

2017; Ingersoll & May, 2016; Kelly & Northrop, 2015; Mader, 2017; Murray et al., 2015; Petchauer, 2016).

Every TEPP in higher education has entrance requirements that all college students must meet to continue as a teacher education candidate based on state and accreditation standards (CAEP, 2013; NCATE, 2008). Many institutions of higher education set high standards to gain access to enrollment in a TEPP (Kelly & Northrop, 2015). The rationale for setting high standards is ideal but unintended negative consequences may isolate groups of students that do want to pursue teacher education but come from educational experiences that are not equitable (Mader, 2017). At MU, teacher education candidates must maintain a predetermined GPA while enrolled as a student in the institution and gain entry to the TEPP through an ACT or SAT and entrance exam score that is deemed acceptable within the individual TEPP. Many college students of color are unable to begin coursework in a TEPP due to a low ACT or SAT score from high school or an inability to pass the entrance exam coupled with a low collegiate GPA (Mader, 2017). Kelly and Northrop (2015) contended the lack of equity in P-12 settings with students of color contributes fewer numbers of college students of color within TEPPs.

Teacher education entrance exams have also been a source of concern among those advocating for equity in TEPPs. Haddix (2017) asserted students of color must succeed in whiteness-centered TEPPs and in passing licensure exams that hide racial, cultural, and linguistic backgrounds. In a qualitative study spanning 3 years, Petchauer (2016) measured the scores from a basic skills teacher-licensure exam to determine the

rate at which teacher education candidates of color passed the exam in comparison with Caucasian teacher education candidates. The pass rate difference between students of color was 50% lower than that of Caucasian students. When examining the licensure exams further, Petchauer (2016) asserted that the exams are not culturally uniform. For instance, students of color often come from high schools with fewer educational resources and opportunities. This lack of equality in high school transfers to the collegiate setting, perpetuates the achievement gap while providing an example of the CRT component, whiteness as property. Also, teacher-licensure exams are "narrow, culturally biased measurements of knowledge and ability that disadvantages test takers from cultural, linguistic, and economic minoritized groups and work to stratify the teaching profession along racial lines" (p. 173).

Progress monitoring through the use of gates in TEPPs has been a long-standing requirement to maintain a teaching population that meets or exceeds indicators of quality. While some researchers believe even more selectivity and quality checks are needed for college students of color along the pathway to certification for teacher licensure (Partelow et al., 2017) the U.S. Department of Education (2016) posited that TEPPs should reduce selectivity and prerequisite requirements for college students of color to enter and continue through a TE program yet still uphold licensure requirements. Furthermore, U.S. Education Secretary John King Jr. added the following:

> Changing the requirements to entry into TEPPs allows programs to continue serving college students of promise that may have come from underserved and low performing P-12 settings, and due to inequity in

> access to educational and other opportunity, may not be ready to meet a high bar to entry, but still have potential to be successful classroom teachers. This is particularly important for prospective teachers of color, who disproportionately come from such settings. (King Jr. as cited in The State of Racial Diversity in the Educator Workforce, US Department of Education, 2016, p. 7)

Although selectivity is a necessary component to maintaining quality in a TEPP, the criteria for selectivity for entrance into the TEPP may be grounded in aspects of CRT (Sleeter, 2017). The concept of interest convergence in CRT is observed when students of color "converge with and advance White interests" (Milner, Pearman, & McGee, 2013). As long as college students of color are capable of meeting entrance requirements established by Caucasian administration and implemented by Caucasian faculty, TEPPs assert the systems in place are equitable for all (Sleeter, 2017). Patton (2016) posited that "access, cloaked in the myth of hard work, without acknowledging racism in the college admissions process is irresponsible" (p. 327). Scholars contend that the progress monitoring gate systems as well curriculum and overall instruction in TEPPs show the presence of institutional racism and that calls for reform have fallen on deaf ears (Amos, 2016; Cook, 2015; Dodo-Seriki et al., 2015; Sleeter, 2017).

Institutional racism in TEPPs. Research specific to teacher education has identified issues of diversity and equity to be an overarching research trend that influences political, policy, ideological, social, demographic, and intellectual developments (Cochran-Smith & Villegas, 2015; Cochran-Smith et al., 2015; Darling-

Hammond, 2016). In a review of more than 1,500 studies from between 2000 and 2012, Cochran-Smith et al. (2015) concluded, "Segregated research spaces have developed within the landscape of the research" in teacher education (p. 117). For instance, significant differences exist in the research perspectives scholars have toward the direction of equity and diversity. Considering this difference, scholars recommended additional research surrounding the recruitment of teacher candidates' and the beliefs they associate with diversity (Cochran-Smith & Villegas, 2015; Cochran-Smith et al., 2015; Darling-Hammond, 2016).

When examining the current literature in TEPPs, Brown (2014) concluded three CRT constructs at work including counter-storytelling, whiteness as property, and interest convergence. First, counter-storytelling was noted by numerous college students of color studying to be teachers who documented a feeling of marginalization with minimal connection to students, faculty, and curriculum that are supposed to convey race neutral cultural orientation. The counter-stories documented challenges associated with developing "into socially just teachers" (p. 336). Second, a repeated finding among the literature was a persistent culture of whiteness that permeated aspects of TEPPs (Brown, 2014; Dodo Seriki, Brown, & Fasching-Varner, 2015). According to Dodo et al., whiteness as property in teacher education refers to possessing dispositions, knowledge, and experiences aligned with the dominant White society or students of color in TEPPs that possess white-aligned values reap benefits and affirmation. A third construct of CRT discovered in the context of the literature in TEPPs was interest convergence. Interest convergence is the belief that racial inequities can be solved when the majority

recognizes a benefit through the convergence or merging of similar aspirations with people of color. However, Brown (2014) asserted that those initiatives do nothing more than maintain dominant Caucasian interests.

Similarly, Dodo Seriki et al. (2015), posited that racial microaggressions in TEPPs are apparent in higher education. More directly, TEPPs have not made progress toward an extensive view of equality through curriculum and field experience opportunities. The notion that TEPPs are now operating in a post racial era is unfounded considering the scarcity of students of color in education programs and the microaggressions documented throughout the literature (Dodo Seriki et al., 2015; Sleeter, 2017; Wilson & Kumar, 2017). Through research conducted in a TEPP, Wilson and Kumar (2017) uncovered three microaggression themes connected to students' responses to questions dealing with race. The first theme included an acknowledgement of racism as "mistreatment or discrimination against individuals or groups of color, due to race or other related attributes" (p. 190). Theme number two categorized racism as mistreatment or discrimination as well as the beliefs that support those feelings; however, this theme may or may not result in an overt or covert physical response. The third theme is the act of defining racism as "the thoughts, beliefs, and feelings that underlie attitudes toward others, based on a racial hierarchy" (p. 191). Perhaps the most prominent finding from this research in a large TEPP is the vast difference in how teacher education candidates define racism. Moreover, Wilson and Kumar (2017) concluded the instruction in TEPPs is not leading teacher education candidates toward a unified understanding of racism and

faculty are reluctant to engage in difficult discussions regarding race because they have not examined their own positions on the topic.

To understand the difference between what TEPPs advocate in theory and the reality of the largely Caucasian teacher population, Sleeter (2017) concluded that TEPPs will continue to encounter difficulties due to policies that are rooted in whiteness. Citing problematic funding, testing, and relationships within higher education, Sleeter contended the design of TEPPs did not include diversification of teaching faculty or the opportunity to "form strong pedagogical relationships with students of color" (p. 165). Furthermore, some components of CRT including counter storytelling, interest convergence, and whiteness as property can allow TEPPs to uncover instances of whiteness permeating through education programs. TEPPs will only be able to equip candidates with a culturally responsive foundation once race is confronted directly (Sleeter, 2017). Sleeter (2017) did urge TEPPs to engage Caucasian faculty members to position themselves inside an analysis of race, to use social movements that will provide insight, and to collaborate with a broad range of communities when examining the permanence of whiteness in TEPPs.

Two common themes emerged in the literature within the context of curricular experiences and institutional racism. First, much more research was conducted about what was amiss in TEPPs with regard to curricular and race experiences (Amos, 2016; Baber, 2015; Brown, 2014; Crowley, 2016; Dodo-Seriki et al., 2015; King & Butler, 2015; Matias, Montoya, & Nishi, 2016; Murray et al., 2015) in comparison with the research that recommended effective strategies to help promote change in TEPPs

(Bower-Phipps, Homa, Albaladego, Johnson, & Cruz, 2013; Matias & Grosland, 2016; Stoddart et al., 2013; Waddell, 2014). In a qualitative study conducted by Amos (2016), interactions between students of color and Caucasian students were analyzed in a multicultural education class. The students of color reported feeling afraid and fearful to express their opinions, noting a potential physical or verbal retaliation by Caucasian students. The multicultural course in the study was designed to help all teacher education candidates become more culturally responsive as educators. However, Amos concluded multicultural education courses must examine the role of whiteness in creating divisive classrooms. At the foundational level, TEPPs failed to provide students of color with the opportunity for empowerment by not treating them differently than Caucasian students (Amos, 2016). It is through the act of acknowledging differing cultural backgrounds that allows the opportunity for empowerment for college students of color. One result of this responsible approach to instruction is that Caucasian students learn the depth and complexity of cultural beliefs and experiences (Amos, 2016).

In another examination of curriculum designed to be more culturally responsive for teacher education candidates, King and Butler (2015) analyzed 14 TEPPs in public institutions and concluded multicultural education content varied significantly. Although some institutions did have strong curricular ties to cultural diversity and diverse learners, an absence of focus on culturally responsive pedagogy was evident in 71% of the TEPPs studied. Furthermore, every TEPP studied failed to integrate multicultural content throughout the curriculum. Recommendations made by King and Butler (2015) included the need for a unified system with curricular and field experience standardization

throughout TEPPs in addition to the option to teach diversity courses through a coteaching method with faculty of varied cultural backgrounds.

Not all literature connected to TEPPs mentioned that racism was apparent in the curriculum and programs. Research studies from Bower-Phipps et al. (2013) concluded that the use of cooperative inquiry in a TEPP that focused on connecting with the "other" resulted in positive experiences from teacher education candidates of color. Participants concluded that using reflection, feelings of solitude converted into an awareness of unity as participants shared similar experiences within the TEPP, which promoted a sense of understanding and positive growth. A study conducted by Waddell (2014) determined that developing Institutes of Urban Education (IUE) for TEPPs would improve success. Qualitative data from the study conducted by Waddell (2014) acknowledged the cohort model, the extent to which the teacher education candidates perceived the focus on diversity, a sense of high expectations, and meaningful interactions with supportive faculty resulted in an effective TEPP that met the needs of all teacher education candidates.

Additional positive studies involving college students of color in TEPPs included research conducted by Gomez-Witmer (2014). Participants in the study participated in a Teachers of Color (TOC) Mentoring Program and reported feelings of support and persistence. Furthermore, Gomez-Witmer (2014) advocated for the importance of personal relationships with students of color in TEPPs and the necessity of involving parents and family members to aide in the development of teachers of color. Matias and Grosland (2016) used digital storytelling as a "racially just way" (p. 152) to deconstruct

whiteness in teacher education in a qualitative analysis of their TEPP. The candidates in the TEPP were asked to use narrative, video, music, or images to share personal experiences connected to self-identity with the intention of reflecting on whiteness. The use of the digital narratives led to ending emotional distancing, debunking colorblindness, and engaging emotions in discussions about race (Matias & Grosland, 2016). When examining currently practicing teachers of color and race, comparable positive and negative patterns emerged in the review of literature.

Implications

Scholarly literature focusing on students of color in TEPPs included various recommendations when proposing areas for future research. One area consistently noted in numerous studies included the necessity to recruit future teachers of color in TEPPs (Ahmad & Boser, 2014; Albert Shanker Institute, 2015; Bryan & Williams, 2017; Casey, et al., 2015; Cochran-Smith et al., 2004; Dodo Seriki et al., 2015, Egalite et al., 2015; Farinde et al., 2016; Gershenson et al., 2017; Haddix, 2017; Hrabowski & Sanders, 2015; Ingersol & May, 2016; Jackson, 2015; Jett, Curry, & Vernon-Jackson, 2016; Murray et al., 2015; Partelow et al., 2017; Stoddart et al., 2013; Tillman, 2004; Vilson, 2016; Waddell, 2014). However, researchers have concluded many students of color do not persist in teacher education due to the paths that lead to certification in TE and the presence of institutional racism throughout their educational experiences within TEPPs (Amos, 2016; Brown, 2014; Dodo Seriki, & Brown, 2015; Haddix, 2017; Jackson, 2015; Sleeter, 2016, 2017). Therefore, the research is a project study wherein a proposed

problem was studied and, based on the results, a professional development training module was created.

The results of the study will be presented to stakeholders at MU including the administrative leadership overseeing admissions as well as the dean of the TEPP and education faculty at MU. A thorough examination of the data informed the development of the project to best address the recruitment of future teachers of color in education programs at MU. The results from the local study may affect social change because other colleges and universities with demographics similar to MU may determine that the results from this study could transcend to other settings.

Summary

The issues that prevent college students of color from majoring in TE remains of great concern to the field of teacher education. Despite the numerous calls for a more diverse teaching population, the number of college students majoring in TE has been stagnant over time while the percentage of students of color in P-12 settings has increased significantly (Department of Education, 2016). Recognition of the shortage of college students of color in TE is apparent in scholarly research on several levels (Ahmad & Boser, 2014; Bryan & Williams, 2017; Casey et al., 2015; Dodo Seriki et al., 2015; Egalite et al., 2015; Farinde et al., 2016; Gershenson et al., 2017; Haddix, 2017; Hrabowski & Sanders, 2015; Ingersol & May, 2016; Jackson, 2015; Jett et al., 2016; Murray et al., 2015; Partelow et al., 2017; Stoddart et al., 2013; Tillman, 2004; Vilson, 2016; Waddell, 2014). Administration at the federal and state levels have documented concerns about the shortage of college students of color that would eventually be

practicing teachers of color (Ohio Department of Education, 2015; US Department of Education, 2016). In addition, accrediting bodies that govern TEPPs intentionally include language about the significance of the recruitment and retention of college students of color (CAEP, 2013; NCATE, 2008). The accrediting body for the local TEPP, NCATE, documented an AFI during the 2015 accreditation visit because too few students of color were enrolled in TE at MU. Finally, independent organizations designed to promote the advancement of teachers and teacher education advocate for an increased effort in recruiting and retaining teachers of color (Albert Shanker Institute, 2015; NEA, 2014).

Throughout the pipeline in TEPPs, many college students of color are less successful than Caucasian college students. Several barriers to persistence affect college students of color as they progress through a TEPP. Scholars have concluded that college students of color leave the TEPP pipeline due to low GPA requirements, an inability to pass entrance exams and licensure exams for the TEPP, and the awareness that the curriculum in the field of TE is not culturally responsive (Ahmad & Boser, 2014; Amos, 2016; Brown, 2014; Bryan & Ford, 2014; Bryan & Williams, 2017; Cheruvu et al., 2015; Dodo Seriki et al., 2015; Haddix, 2017; Ingersoll & May, 2016; Kelly & Northrop, 2015; Mader, 2017; Murray et al., 2015; Petchauer, 2016).

In the second section of my study, I will include the methodology for the study. This section will include an explanation of the research design and rationale for its selection, the criteria for participant participation, and the method for recruiting participants, data collection, and data analysis.

Section 2: The Methodology

Qualitative Research Design and Approach

Qualitative research studies vary in complexity and may focus on exploring a problem by developing an understanding of a central idea (Creswell, 2014; Creswell & Poth, 2017; Lodico, Spaulding, & Voegle, 2010; Merriam & Tisdell, 2016). Traditionally, basic qualitative research follows an approach where data are collected "based on words from a small number of individuals so that the participants' views are obtained" (Creswell, 2012, p. 16). In the context of the study, the research question reflects what was studied about the problem, few college students of color in the TEPP program at MU. The research question focused on the issues that have influenced students of color to choose majors other than teacher education at one university in Ohio.

In qualitative research, numerous design formats could be appropriate to answer a research question. As a research approach, phenomenological researchers seek knowledge about the social, political, and historical contexts that influence individual backgrounds and the meanings associated with those experiences (Lodico et al., 2010). A phenomenological approach does present a viable option for answering the research questions about the participants' lived experiences connected to TE; however, the research question for this study did not include "uncovering and interpreting the inner essence of the participants cognitive processing regarding a common experience" as Merriam described phenomenological research (2009, p. 26). Ethnography is another method often used throughout qualitative research designs but would not be well suited for the study. In ethnographic research, the role of the researcher is to become fully

immersed in the cultural group being studied (Bogdan & Biklen, 2007; Creswell, 2014; Creswell & Poth, 2017; Lodico et al., 2010). Grounded theory is a methodological approach where the data collected may influence a developing theory (Johnson & Christenson, 2012). Through the process of a constant comparative design, grounded theory research conceptualizes social patterns, concepts, and structures. Grounded theory was not the appropriate method for this research as my aim is not to create a new theory; rather, I used the existing framework of CRT, specifically the underlying concepts to understand the data collected. In narrative research, personal stories, journals, group conversations, and life or oral histories may comprise the data recorded by research using a narrative approach (Creswell & Poth, 2017). The research in this study included personal experiences, but not to the extent of whole-life biographies. Rather, it included questions related to personal choices made in connection to selection of an academic major. According to Worthington (2013), a basic qualitative design includes how people interpret experiences, construct individual understanding, and the meaning they attribute to experiences. Furthermore, a basic qualitative research design is ideal to obtain a comprehensive understanding of effective educational processes (Merriam, 2009). A quantitative design would be useful if I was planning to employ a statistical or numerical analysis of data as quantitative research is a method where the relationship among variables is measured (Creswell & Poth, 2017). However, the data obtained in this study is meant to understand personal experiences and choices. Therefore, the basic qualitative approach with interviews remained the most viable option to study what issues influenced educational decisions made by students of color at the local site.

MU has provided a letter of cooperation, which is an initial agreement to allow me to conduct this study. I received approvals from both the MU IRB and the Walden IRB. First, I submitted my approved proposal to the Walden IRB for tentative approval, pending approval from the MU IRB. Once MU approved the proposal, I submitted it to the Walden IRB for final approval.

Participants

In the fall of 2016, the traditional undergraduate student population at MU was 1,377, with approximately 7% (202) noting demographic ethnicities other than Caucasian (MVNU Fact Sheet, 2017). To identify participants for the study, I contacted the office of academic computing on the campus of MU and completed a request for data form. I asked personnel in academic computing to generate a list of email addresses of participants that met the following criteria: traditional undergraduate students with junior academic standing at MU who are enrolled in academic majors other than teacher education and who identify themselves as students of color. Because fewer than 10 students of color are enrolled in TEPPs at MU, the participant pool should consist of roughly 190 students based on previous data (Timpe, 2014, 2015, 2016, 2017). Once the report was generated, I used the list of email addresses to invite participants to participate in the study. After the initial email, I sent a reminder email to the population because the participant number was below eight. I was able to receive all participants after I sent one invitation email and one reminder email. If after the second email I still was unable to obtain eight participants for the study, I was planning to contact the director of intercultural life and ask him to forward my email from his account**,** making it clear that

he was forwarding my invitation and that he has no role in the study himself. Since the director of intercultural life had personal experiences with the participants and I did not, the participants might have been be more willing to participate in the study if they recognized an email from a familiar individual.

In qualitative research, purposeful sampling is often used to select participants that can provide a more in depth understanding of a central idea (Creswell, 2014; Creswell & Poth, 2017; Lodico et al., 2010; Merriam & Tisdell, 2016). To select the participants for this study, I used qualitative purposeful sampling. *Purposeful sampling* is defined as the intentional selection of individuals that will allow researchers to grasp an understanding of a central idea through their responses (Creswell, 2012). I interviewed eight students of color so that I was able to generate thick, rich data from the participant interviews. In the fall of 2017, MU had 202 students of color. Considering this, eight interviews allowed a variety of perspectives and experiences. When using qualitative interviews, scholars recommend achieving a saturation point where no new answers are coming from the respondents (Creswell, 2012; Merriam & Tisdell, 2016). For many qualitative studies using interviews with a small population, scholars recommend between 8 to 12 participants (Creswell, 2014; Creswell & Poth, 2017; Lodico et al., 2010; Merriam & Tisdell, 2016). Considering the small size of the research site as well as so few college students of color, eight participant interviews yielded sufficient data to address the research question posed.

College students of color with junior academic status studying disciplines other than teacher education provided the ideal population to interview. First, these students

have decided to pursue higher education at MU. Second, the individuals chose academic disciplines other than TE or switched their major from TE while enrolled at MU. There is a gap in research with this population in understanding the reasons why TE was not pursued (Waddell, 2014). Therefore, conducting a study about the issues that may have prevented a major choice of TE is important. While it may be possible that participants did not ever consider TE as a major, research conducted by the US Department of Education concluded that 38% of high school students of color pursue higher education. Of that 38%, approximately 25% of college students of color consider teacher education as a major of study (US Department of Education, 2016). Studying the issues that prevented students of color from persisting in TEPPs or never even considering the field of TE is important to address the shortage of students of color at MU. A final consideration when selecting the participants for the study involved the use of maximum variation. Participants that agreed to participate in this study were from a variety of academic disciplines, including nursing, exercise science, journalism, theology, American history, intercultural studies, and public relations. Selecting participants from a wide range of disciplines allowed multiple perspectives and voices to achieve "variations on dimensions of interest" (Merriam & Tisdell, 2016, p. 257).

Once the email list was generated from the office of academic computing, I sent an introductory email (Appendix B), Appendix A is reserved for the project, explaining the study, my role, confidentiality, and the $10 gift card to Starbucks that participants received as a small form of compensation. The email was sent individually to each participant so participants they did not see email addresses of other potential participants.

The participants had approximately 1 week to respond to the email with their intention to participate in the interview. At that point, I scheduled the 30- to 45-minute interview at a time that was conducive to their schedule in a neutral location, a meeting room at the MU campus library. In the response email to each participant, the consent form was attached as well as the interview time and location. Each participant responded to the consent form electronically and returned that to me via email.

The target population I studied was students of color not majoring in teacher education from the university where I am employed. As a researcher, it is critical to establish a professional relationship with the participants in the study. I began establishing this relationship with the introductory email to help the participants understand who I am and my role in the university as well as this study. Next, when the participants responded to the email with their intent to participate, I had an opportunity to respond and thank them for their participation. I also offered my availability prior to the interview if they had any questions or concerns. It was imperative that I be as perceptive as possible when interviewing the population so I could communicate a "genuine and respectful desire" to learn from their experiences (Lodico et al., 2010, p. 140).

There are numerous factors to consider when protecting participants during research. Creswell (2012) asserted participants in a qualitative study must have a high level of trust toward the researcher. To maintain trust and objectivity, I disclosed the nature of the research study and my role. Additionally, all participants were given pseudonyms to further protect confidentiality. I reminded participants that their individual names will not be used and that the research site will have a pseudonym in any

published documentation. I satisfactorily completed the National Institutes of Health *Protecting Human Research Participants* course in 2017 (Appendix C). Completion of this course provides some evidence of my competency in the protection of research participants. An additional measure of participant protection is that I did not have any supervisory roles over the participants in this study since they were not pursuing the field of TE. In this way, the participants should not feel any form of retaliation from me as a faculty member at the institution. The evolving nature of a qualitative design does leave room for adjustments as the research progresses; however, maintaining a commitment participant protection is critical.

Data Collection

The data collection instrument for the research was a semi-structured one-on-one interview. A semi-structured interview is known for being flexible and allows the interviewer to probe and expand upon the interviewee's responses (Rubin & Rubin, 2011). For this study, I used one-on-one interviews to gather personalized, in-depth responses from each participant. Using interviews, I asked questions that elicited the participants' individual perspectives.

When conducting research of a personalized nature, researchers may consider the option of borrowing or amending a currently approved instrument (Creswell, 2012). After a comprehensive examination of instruments from studies with CRT as the framework, I found two studies, one conducted by Holmes (2013) specific to CRT concepts and career aspirations and the other by Kludt (2015) specific to choosing careers in TE. The original instruments from Holmes (2013) and Kludt (2015) are located in the appendices

(Appendix D). With permission from authors Holmes (2013) and Kludt (2015) (Appendix E), I adapted the interview protocols and tailored them to fit the context of this study. The questions within the interview (Appendix F) include an alignment to educational choices of major at MU. The interview questions are worded in a way that allow the interviewer to ask in-depth questions and gave the interviewees the opportunity to provide comments that elaborated on personal experiences. According to Dornyei (2007), the semi-structured, one-on-one interview protocol must be carefully crafted to ensure sensitivity and openness to any response given. More specifically, as recommended by Creswell, 2012 and Lodico et al., 2010, elaborating probes were used to generate thick, rich descriptions of experiences.

To ensure the data collection instrument is sufficient to answer the research question posed, the interview protocol questions were connected to the over-arching problem statement of the research. Additionally, the interview protocol was examined by two peer reviewers to ensure the data collection instrument accurately posed questions that led to an answer to the research question. According to Barbour and Schostak (2005), "the shorter the interviewer's questions and the longer the subject's answers, the better an interview is" (p. 43). Dornyei (2007) posited that more interview sessions should only be utilized when multiple research questions have been posed and the extent of the data needed is substantial. Therefore, with just one research question, I conducted one interview session for each of the 8 participants, which yielded sufficient data to answer the one research question posed. I allocated three weeks to complete the interviews with all eight participants.

The process of collecting and organizing data from the participants took effort and consistency. To begin, once all participants have accepted the email invitation, I conducted the semi-structured one-on-one interviews in a neutral place at the research site within one week. For semi-structured one-on-one interviews, I asked each participant to join me in a meeting room at the library of the research site to foster a sense of neutrality and comfort. I began the interview by thanking the participant for his/her willingness to participate in the interview and shared the purpose of the study as well as my neutrality in regard to their responses. Before we began, I reviewed the consent form and asked for any questions. I also reminded the participant that the responses were being recorded using an audio device. I allowed approximately 30-45 minutes for the interview. Once the interview was completed, I downloaded the interview audio file to a password protected cloud storage system. The file was stored in a folder within the cloud system (Dropbox) which was organized by date and pseudonym.

As the only researcher conducting this study, I was responsible for locating the participants in the study based on email identification and corresponding with each interested participant. I coordinated meeting times with the participants in the study and personally recorded each interview. Prior to, during, and after the interview process, I served as the primary contact person should any of the participants have any questions or concerns about the study.

My work at MU has been solely in the education department. My employment at the institution began in the fall of 2007 as an assistant professor of education and at no point have I ever had supervisory roles over any potential participant in this study. It is

possible for participants in this study to recognize my face or know of me based on being friends with or associated with college students in the local TEPP. Avoiding researcher bias is challenging as it is one of the main concerns associated with qualitative research (Bogdan & Biklen, 2007). I reduced any personal bias by clearly noting it in documentation associated with the research. For instance, noting the bias in interview notes is one way to guard against researcher bias (Laureate Education, 2012a). Since I am an educator, some of the participants may feel compelled to speak favorably about the field of TE. To address this concern, I reassured the candidates that they are free to share any views with me without the threat of judgement or misrepresentation.

Data Analysis and Results

A comprehensive analysis of the data was conducted to answer the research question, *What issues prevent college students of color to choose majors other than teacher education*? The data from the interviews was recorded using a digital audio recorder and professionally transcribed into a Microsoft Word document using Temi, a transcription service. All interview transcripts were reviewed for accuracy and sent to each of the 8 participants to verify. After receiving confirmation of accuracy from the participants, I began coding the data. Coding is the process where words or phrases are used to categorize responses (Creswell, 2012, Lodico et al., 2010). To begin, I added all transcripts to the qualitative analysis program NVivo to assist in identifying broad categories and themes from the interviews. Ordinary themes, unexpected themes, hard-to-classify themes, and major and minor themes are all important to understanding the larger picture of basic qualitative research (Creswell, 2012). I sorted the data using nodes within

the NVivo program. By creating one category per tenant of CRT, I organized the nodes into 4 of the tenants of CRT, counter-storytelling, permanence of racism, whiteness as property, and interest convergence. From there, I highlighted quotes from the interviews that corresponded to a tenant of CRT. When I finished sorting the data, I revisited the codes I noted from the initial review and established themes. After analyzing the themes, I recorded the frequency at which specific tenants of CRT were noted during the interview responses. I organized the data several times in a variety of ways, including by interview questions, participants, tenant of CRT, theme, and gender until clear patterns emerged.

In qualitative research, evidence of accuracy and credibility is found within the accuracy and truthfulness of the findings (Creswell & Poth, 2017). Accuracy is connected to the consistency and stability of the participants' responses. For example, the research instrument questions should yield similar responses from each participant (Creswell, 2012; Creswell, 2014). Evidence is found for accuracy when the researcher interprets the results using the same methods and standardized procedures for analysis. Every interview was interpreted based on the same method of analysis using the NVivo program and thematic coding.

Accuracy and credibility of the data analysis can be confirmed through the analysis process in several ways. To check for accuracy, member checking was used. Member checking is a process where researchers ask a participant(s) in the study to review the accuracy of the transcription and initial data analysis. I asked all participants in the study to review their individual interview transcript as well as a summary of the

initial findings to determine if the information was reflective of the data collected. Another way to ensure accuracy and credibility is through the use of maximum variation. Maximum variation was reached in this study as participants came from a range of academic disciplines, ethnicities, and consisted of 3 male participants and 5 female participants (Table 1). Out of 8 participants, only 2 had the same academic discipline at MU. This variation added to the multiple perspectives represented in the data. In this study, the phrase students of color included African Americans, Asians, Hispanics and Native Americans. The ethnicity of the participants was varied and included each ethnicity within the umbrella of students of color (Table 1). In this way, the data analysis was reflective of different types of individuals and added to transferability (Merriam & Tisdell, 2016).

Table 1

Ethnicity and Academic Major of Participants

Participants	Gender	Self-described ethnicity	Academic discipline (major)
Dom	M	African American	Journalism
Michelle	F	Hispanic & Native American	American history
Angela	F	African American	Nursing
Kim	F	Korean & African American	Exercise science
Piper	F	Hispanic & Guatemalan	Public relations
Wesley	M	African American	Journalism
Jaret	M	African American	Theology
Maria	F	Biracial	Intercultural studies

Results

Potential participants in this research study were contacted by email invitation after a request for data form was completed. All potential participants had to meet the following criteria: traditional, undergraduate, non-international students, junior academic standing, enrollment in majors other than teacher education, and self-identified students of color. The report completed by the data analyst included a total of 27 potential participants. I individually sent 27 email invitations to the participants. As participants responded, I sent the consent form and a proposed interview date. The participants indicated their consent by responding to my email confirming the interview date and time as well as receipt of the consent form and the words, *I consent*. After the first invitation email, a total of 8 participants agreed to the study and completed the consent form within one week. The interviews were conducted over the course of the next 2 weeks in a study room in the MU campus library and lasted between 19-42 minutes.

As participants arrived for their interviews, I had a copy of the consent form and a copy of the interview protocol for all participants to review in addition to the Starbucks gift card. I read the interview protocol (Appendix F) to each participant. All participants were ready to conduct the interview and shared no questions or concerns. At the close of the interview, I reminded all participants that I would send two email attachments for their review. The first email included the transcribed interview and was sent approximately 1 week after the interview occurred. Participants with the pseudonyms of Dom, Michelle, Jaret, Piper, and Maria confirmed the accuracy of the transcribed interview. The second email included the initial analysis of the interview data and was

sent roughly 8 weeks after the interview occurred. Again, Dom, Michelle, Jaret, Piper, and Maria confirmed the accuracy of the initial data analysis while Kim, Wesley, and Angela did not respond.

Themes

A comprehensive examination of the data revealed a total of 35 references to 3 of the 4 tenants of CRT throughout the interviews from the participants. The tenant of interest convergence did not receive any references. Within the 35 references, I examined the quotes using the 3 themes most prevalent in the data. The first major theme referenced most was a sense of belonging with 15, followed by negative school experiences, 10, and family and cultural influence with 10 references. All 3 of the themes can be used to answer the research question of what issues prevent college students of color from majoring in teacher education (Table 2).

Table 2

Themes From Data Analysis

Themes	Frequency (No. of times referenced)	%	Gender 3 male participants 5 female participants
Sense of Belonging Permanence of Racism (12) Counter Story-Telling (2) Whiteness as Property (1)	15	42	8 male references 7 female references
Negative School Experiences Permanence of Racism (4) Counter Story-Telling (1) Whiteness as Property (5)	10	29	6 male references 4 female references
Family & Cultural Influence Permanence of Racism (6) Counter Story-Telling (3) Whiteness as Property (1)	10	29	7 male references 3 female references
Total	35	100	35

Major theme 1: Sense of belonging. Six of the eight participants made comments that connected to the theme a sense of belonging as the primary issue that prevented them from pursuing the field of TE. According to Pesch, Larson, and Seipel (2017), feeling a sense of belonging in connection to a field of study supports one's human psychological needs. The drive and influence of belonging is so substantial that Murphy and Zirkel (2015) posited people choose career paths based on where they perceive themselves to be represented with the acknowledgement that they will feel a sense of belonging. Participants in the interviews repeatedly made references to a sense of belonging when answering questions about why they decided not to pursue the field of TE.

When asked why students of color do not choose the field of TE, Dom responded: "They probably had experiences that might have been similar to mine. Maybe they didn't want to pursue a field where they didn't see themselves represented." Dom went on to explain the following:

> I never saw any teachers of color when I was in grades K-6. I did have some good teachers but none of them that looked like me. That makes a difference, like, especially during fifth and sixth grade when kids are so impressionable.

Angela made a similar reference when explaining why students of color do not choose the field of TE: "I do know the lack of teachers of color and the respect piece is so valuable. Having someone that looks like you is a major backbone of understanding yourself. I wish we had more of that here for sure."

When responding to whether he ever experienced issues that confirmed his desire to not pursue any particular major, Wesley directly mentioned the strong influence of belonging when making his major choice:

> I couldn't see myself ever going into a field like that where people made you feel like you don't belong. That feeling of belonging, I feel like we can sense it, you know, and I mean of course you can see it. You feel that isolation and that's not a cool thing for me,

Maria shared her thoughts about why she never considered the field of TE: "I can't say I thought too much about teaching because I never even had a black teacher growing up. I haven't even had a black professor at MU and I think that's a shame."

As participants continued to share experiences about why the field of TE was not their chosen career, additional feelings about a sense of belonging on the campus of MU were revealed. Wesley's response to the same question about not choosing the field of TE referenced not only the lack of faculty of color at MU but also the few college students of color:

> I mean I can count on one hand how many black friends I have on campus, less so for black teachers. Like three quarters of my friend group is all Caucasian [at MU]. It starts to create a bit of a conflict, it's like you lose a part of what you grew up with while you're here.

Maria also shared her desire to take courses from faculty of color at MU: "I know there are a couple [faculty of color] on campus, but they teach in different departments. It's unfortunate. We can do better than that and we should."

Major theme 2: Negative school experiences. The second most prevalent theme that emerged from the data was negative school experiences. Six of the 8 participants shared stories and examples of negative school experiences when reflecting on their elementary and high school days. When responding to a question about whether she ever considered TE as a potential major, Maria responded, "No. I've had friends tell me about experiences where teachers were racist towards them and how they hated school. Even if you're a little bit racist, that's enough racism to not be a teacher." When asked why she believes students of color do not choose TE as a major, she went on to say the following:

> [Students of color] They don't care about education, which sounds funny because they're in college, but a lot of people who grow up in a black community grow up

> not caring about education because they are not getting the education they think they deserve. So if you're from a poor town and urban city, you don't get the support you need to do education. Some of my black friends didn't even have Algebra II in their high school. The highest their school went in math was regular algebra. That's like crazy. So they like, nobody poured into me, so why I need to pour myself into anyone else?

Jaret shared his response to a question about whether he ever experienced issues that confirmed his desire to not pursue any particular major, "No, well, I mean like maybe [I decided not to pursue TE] when I looked at what kinds of things we had in public school compared to what a lot of kids had in wealthier areas."

Major theme 3: Family and cultural influence. The third major theme connected to why students of color do not choose the field of TE is due to family and cultural influence. One of the interview questions was *What issues do you think influence few college students of color to choose TE as a career*? Six of the participants noted family and cultural factors influenced their decision. Jaret responded with this:

"[Students of color] lack understanding about the opportunity to go far in school and the environment and community they're a part of doesn't necessarily propagate educators."

Jaret expanded on this question as he referenced his experiences.

> Especially even with me, your home life affects your grades and your school life. So when we see people, even my friends coming from government housing, homes that are broken, homes that have drugs influence, alcohol influence, just a dangerous living. You don't really think about helping others per se because you

> got to help yourself first. So you don't really think about higher education because, well, if I just get out alive, you know, the statistics show that I should have been dead before I turned 18. So it's just things of the culture, things in the world that kind of influenced the African American culture that have spurred from years and years and years and years and years of degradation and that feeling of inferiority.

The influence of family was also noted in Piper's response: "I think there's a stigma we grew up with that we weren't really supported to become teachers because of our family." Kim echoed the responses of Jaret and Piper by sharing the following:

> I think it's more about how we are raised. Our parents would tell us we need more people of color, like students of color in medicine. Most of my friends are in a major that's medical or psychology and mental illness. Like we need more people of color in that area because they know how to deal with those kind of people.

Two of the male participants referenced the influence of family and the responsibility they felt in connection to career choice. Wesley stated: "My mom will tell me, listen, you're the vanguard for the next generation and you have to pass the torch to your kids and grandkids." When asked to describe that statement a bit more, Wesley acknowledged: "It's like they always pushed me because, you know, it's hard to be a scholar and African American. People downplay your achievements. They always say if you're black, you got to work 10 times harder and it's absolutely true. Absolutely."

Dom made comments that also noted the influence of his family and the challenges associated with being African American: "My dad has always told me, you

will never stop learning and growing if you continue to set the bar high. Some of my friends tell me, 'It's a white man's world' and I get that, but I also believe it's up to me to make something of myself."

Research conducted by Kantamneni, Shada, Conley, Hellwege, Tate, and Wang (2016) affirmed the influence of family and culture on career and educational decisions. According to the results of their study, some students of color felt a sense of responsibility and obligation to be successful as college students. Additionally, research conducted by Woody (2017) concluded students of color felt pressure from family, whether intentional or unintentional, to "be better than they were in providing for their children" (p. 91).

Themes connected to CRT. Three tenants of CRT aligned with the data collected and themes, with just interest convergence not referenced in the responses of the participants. Explanation of the omission of this category could be attributed to the interview questions that did not specifically inquire about an instance where the participant experienced Caucasians advocating for racial justice only because the result would benefit the interests of Caucasians.

Further analysis of the data revealed that the male participants referenced the themes, of sense of belonging, negative school experiences, and family and cultural influence more than the females when responding to the interview questions (Table 2). Female participants had fewer references to tenants of CRT, with 14 while the male participants had 21 references. Considering the population consisted of 3 males and 5 females, the number of codes which emerged into themes articulated by the male

participants far exceeded those of the female participants. All 3 male participants stated their race as African American. Conclusions may be drawn from this analysis that male African American students are less likely to pursue the field of TE. Research from National Teacher and Principal Survey (NTPS) supported this conclusion as only 2% of teachers in public schools across America are African American males (NCES, 2017). The 5 female interview participants were 1 Hispanic/ Native American, 1 African American, 1 African American/ Korean, 1 Hispanic, and 1 biracial.

To gain a more comprehensive understanding about the connection of CRT tenants to the themes from the data, I reexamined the categories of CRT. I noted which response and corresponding theme was most revealed and where each participant, male or female, referenced a tenant of CRT in the interview questions. To fully examine all of the data, I included all comments from the participants regardless of the connection to TE. The CRT tenant that received the most references was the permanence of racism with 22 references, followed by whiteness as property with 7 references, and counter story-telling with 6 references (Table 2). Understanding how the themes from the data correspond to the tenants of CRT follows recommendations from scholars who encourage researchers to use the framework of CRT as an analytical tool to examine the presence of institutional racism (Ladson-Billings & Tate, 1995; Milner, 2017; Murray et al., 2015).

Throughout the interviews, participants shared personal references to the way racism permeated their educational experiences. Milner (2017) explained racism as being permanent and omnipresent in education. The permanence of racism refers to the accepted notion that the treatment of people of color is discriminatory. The participants

gave responses that linked to CRT's tenant of the permanence of racism throughout all interview questions except the first 3 introductory questions. The male participants shared more detailed experiences about the dominant role racism plays in American society. Jaret commented, "That idea that the African American culture is just, they don't want you to succeed because they just want you to stay in that state of inferiority that can come from the culture." Jaret went on to explain:

> It's very interesting if you actually think deeply and look at studies about government assistance and things like that. It was never intended for us to be successful. So there's a cultural mindset of I'm not going to make it out so I'm just going to live where I am now or I can't do any better because, well my dad is in prison, or my mom or my dad's not alive, or my dad's not in the picture or my mom's not in the picture. So it's just an idea of inferiority, that *lesser than* idea.

When describing the issues that influenced few college students of color to choose TE as a career, Wesley described two of his friends in the field of education: "I think that a lot of black teachers get pigeonholed in an inner city school. My friends that are teaching in inner city schools don't get hired in private schools because of their skin color."

Angela also conveyed her reservations about teaching in connection to the permanence of racism: "I don't think I would be respected as a teacher especially in this area because it's so rural. Lots and lots of white people! I don't talk like a lot of my white friends."

In addition to describing an awareness of the permanence of racism, participants referenced the drastic differences between neighborhoods and schools in communities of color when compared to Caucasian neighborhoods. Jaret shared, "You can tell when you go to a white neighborhood and you go to their school versus a black neighborhood and their school. You can see it in the quality of the books they have, the quality of the classrooms." Then, Dom made nearly identical comments when describing his urban public school experience:

> I saw stuff that wasn't right, you know? The school I was in was terrible, dirty, old, smelled, nothing we had was any good. I remember driving in the car and looking at all these new fancy schools with these new jungle gyms. I still look at these things. You're crazy if you think Black and White kids get the same education."

Although the participants in this study did have the ability to attend college, research conducted by Jia, Konold, and Cornell (2016) concluded many students of color do not pursue higher education due to the adversity they faced throughout their childhood educational experiences.

Discrepant cases. Morrow (2005) asserted that qualitative researchers should actively look for discrepant cases to support a stronger analysis. During the interview process, one female participant shared a personal experience that shaped her views toward the field of teacher education. Piper shared regarding a teacher in her early elementary schooling who mentored her when her parents were going through a divorce. She stated the following:

> She would pray with me during recess and we would have our lunch together and she just really invested all of her time and made a huge impact on my life. And it was teachers like her that made me realize that teaching has such a big impact on students.

Piper's experience drew upon what became the most common theme that emerged from the data. The teacher that invested in her made her feel a sense of belonging, the primary reason she felt the desire to be a teacher. She explained, "Education was at one point my top choice and I was interested in education because I was inspired by teachers." For Piper, the reason she decided not to pursue teacher education concerned standardized testing. She shared, "That [Testing] doesn't really allow for teachers to get creative and it doesn't allow them to get to know their students because they're too busy making sure that they're covering the tests." Piper was the only participant who referenced standardized testing. Additionally, Piper stated that she earned the award of student of the year at her career center. Piper's favorable experiences throughout her elementary and high school years influenced her intended career choice. Research conducted by Hennessy and Lynch (2017) reported that people are more likely to choose the career of TE if they have experienced positive learning experiences, including "inspirational teachers and good teachers as role-models" (p. 118).

During the interviews one of the participants stated that he was an international student from India. Recognizing his international status as a disqualifier for the study, I continued the interview but did not analyze the transcript nor use any information from the participant. To recruit one additional participant for the study I resent the email

invitation to the remaining participants on the email report. I received a reply with consent within the hour and scheduled an interview with Maria, the final participant.

Section 3: The Project

Introduction

The project deliverable emerged as a direct result of the data, and ultimately, the answer to the research question: What issues prevent students of color from choosing a career in the field of TE. Results of the analysis indicated students of color do not pursue the field of TE because they do not feel they belong, previous negative school experiences, and family and cultural influences that have steered them away from TE. A professional development training is an explicit outcome of the results of the study while also advancing the call to recruit more teachers of color to the field of TE and enhance cultural awareness on campus. The data that I collected from the interviews is integrated throughout a 3-day training session to convey the results of the study, consider cultural competency within the context of academic role at MU, and propose possible implications for change.

Using professional development to communicate the results of the study is ideal so faculty and staff have the opportunity to hear about personal experiences from current students of color. Gaining a deeper understanding of the issues and experiences that prevented students from choosing TE may allow faculty and staff to work more effectively with students of color through advising, recruitment, and retention. Additional goals for the training include an increased awareness of CRT and the permanence of racism as described by study participants and strengthened recruitment and relationship strategies used in admissions and student life. The final goal is to strengthen cultural competence across campus.

Rationale

Throughout the data collection process, students of color shared personal stories and experiences about the issues that influenced their career decisions. The information included thick, rich descriptions specific to the field of teacher education as well as to MU. As I considered the value of the experiences, it became more evident that administrators, faculty, the department of admissions and student development employees should have the opportunity to listen to the results of this study, contribute ideas and suggestions about ways the university could improve recruitment and retention for students of color, and develop a sense of ownership across campus for a stronger sense of community with all students.

Professional development in higher education is commonly used to share results of research, inform instructional practices, and improve student learning outcomes (Darling-Hammond, Hyler, & Gardner, 2017; O'Flaherty & Liddy, 2018; Trust, Krutka, & Carpenter, 2016). The participant data collected from the interviews captured a detailed view of the thoughts and experiences of students of color on campus not only about their views toward TE but also about the sense of belonging they experienced at the university. Although reporting the results of the study could be communicated through an evaluation report, curriculum plan, or position paper, I chose the option of professional development so members of various departments would have the opportunity to hear the voices of students of color and engage in collaboration, reflection, and share possible implications for change.

I considered other options before making a decision about how to convey the results of the study. An evaluation report would not be appropriate for the results of this study because the study was not designed to assess a specific program. When conducting an evaluation of a program, my goal was to write recommendations that will lead to the changing or eliminating a program based on the results of the data (Creswell & Creswell, 2017). A curriculum plan is another project genre that would not be appropriate for the dissemination of the results of this study. Presenting a curriculum plan without feedback from other stakeholders would not allow for the level of collaboration and feedback needed for a curriculum development project. Finally, a position paper could be a viable option to present study results because the author takes an authoritative approach to a problem and presents a solution based on the results (Creswell & Poth, 2017). As I contemplated the research question, the data collected, and the many offices involved in understanding the results, I concluded that asking stakeholders to read the paper and then initiate cultural competence development independently would not be ideal.

I prepared the professional development training based on the characteristics of the employees at MU. The institution is situated in a rural section of Ohio, enrolls about 11% students of color, and employs approximately 98% Caucasian faculty and staff (Timpe, 2017). Because one of the goals of the training was to present implications for cultural awareness on campus, understanding the characteristics of the population attending the training was critical. According to Byrne (2016), the notion of cultural change affects values, behaviors, beliefs, and existing structures of an institution. Creswell (2012) asserted, “Since it is the people in the setting that must live with the

change, it is their definitions of the situation that are crucial if change is going to work" (p. 221). Therefore, progress toward increased cultural competence will require instructional supports and the opportunity for collaboration through professional development.

Review of the Literature

The thematic literature review included summaries, books, and indexed publications. The majority of the literature came from scholarly journals accessed using Google Scholar, ERIC, and the Walden University Library. Databases that I accessed throughout the research included EBSCO, Thoreau, ProQuest Central, and Sage online. Search terms included *professional development, cultural change, cultural awareness, cultural competence, culturally competent professional development, change theory, diversity initiatives, campus community, effective professional development, ineffective professional development, participation in professional development, professional development on institutional racism, professional development in higher education,* and *admissions professional development.* To narrow the results, I used Boolean operator words to refine scholarly literature connected to professional development.

A review of the literature associated with professional development on the topics of the permanence of racism, campus culture, cultural competency, cultural awareness, and organizational change resulted in two recurring themes: characteristics of successful and unsuccessful professional development (Burke, 2017; Darling-Hammond, 2014; 2017; Dungan & Hale, 2018; Golom, 2018; Harvey, 2016). Although there did not appear to be a shortage of available professional development facilitators for hire or books or

programs to purchase through a general internet search, I noted a gap in current scholarly research that included successful, evidence-based results of effective culturally competent professional development (CCPD), specifically with results that spanned multiple offices and groups within one institution. Scholars contend the lack of unsuccessful professional development could be attributed to the overall size of colleges and universities as well as the nature of what it takes to increase, understand, and measure cultural competency (Block & Noumair, 2017; Golom, 2018; Kruse, Rakhaka, & Calderone, 2017).

Professional Development

The concept of professional development is not new in the field of higher education. Professional development may be delivered in a variety of formats including workshops, web-based instruction, seminars, conferences, mentoring, or collaborative learning among professionals (Darling-Hammond, 2010; Dehmlow, 2017; Louie & Wilson-Ahlstrom, 2018; Mizell, 2017). The goals of professional development are numerous as administrators use professional development as a strategy to improve employee performance, instruction, ideation, and a host of other initiatives (Darling-Hammond, 2014; Haras, 2018; Mizell, 2017). Professional development is an ideal choice for sharing the results of my study due to both the participatory nature of instruction and the possibility of collaboration at MU. Since the professional development will include stakeholders from a variety of different roles in academia (admissions, administration, faculty), it is focused on the theme of cultural competence.

According to Hode et al. (2018), faculty and staff in higher education must develop their own cultural competence to effectively meet the needs of diverse students.

Concurrently, faculty must also possess the capacity to integrate cultural competency into their instruction to prepare students to contribute in society. An individual's cultural competence is defined as a set of skills and characteristics that provide the foundation for appropriate interactions with different cultures (Hode et al., 2018). Developing cultural competence is context specific; therefore, development of the necessary skills will vary by individual (Golom, 2018). Bezrukova, Spell, Perry, and Jehn (2016) asserted the development of cultural competence begins with interest as increased self-awareness, empathy, and openness lead to the ability to recognize and reduce behaviors that limit equity. Additional characteristics of cultural competency included the ability to promote prosocial behaviors, emotional intelligence, and positive connections with others (Burnell & Schnackenberg, 2015). However, those characteristics and skills do not come without the intentional development and careful planning of CCPD. Developing effective CCPD requires a team-based instructional approach where the participants are engaged in active learning (Zeggelaar, Vermeulen, & Jochems, 2018).

Successful and Unsuccessful Professional Development

While the topic of CCPD has been present in the literature for decades, so too has the call for scholars to develop more effective CCPD with evidence of sustained change (Harvey, 2016). Critics of CCPD argue the implementation and delivery of CCPD may be generic, lack measurable outcomes, and fail to establish lasting change (Golom, 2018; Harvey, 2016). Furthermore, many CCPD training initiatives fail due to resistance from participants, lack of effective leadership, and poor communication (Bezrukova et al., 2016; Burke, 2017; Golom, 2018). According to Harvey (2016), lasting CCPD must

focus on a system-wide cultural change rather than delivering the information to one isolated group.

Golom (2018) proposed a context, levels, and systems approach to address challenges associated with cultural competency development. First, developers must consider the cultural context in which they plan to deliver the CCPD. Multiple influences affect the cultural context of an institution including the mission, history, community partnerships, demographic composition, and curriculum. Therefore, authors of CCPD should target instructional approaches based on the cultural context of the institution. Next, Golom (2018) posited that CCPD initiatives should be integrated with multiple initiatives like recruitment, retention, and cultural awareness. Singular-level CCPD initiatives lose focus on the larger goal. Often CCPD is reactionary in nature as institutions respond to one level. It is possible for CCPD to regress within an institution as hyper-focus toward one initiative may lead to decline with other campus-based initiatives (Dobbin & Kalev, 2016). Finally, Golom (2018) argued that when institutions engage in purposeful considerations about context and levels, the topic of systems emerges. Systems refer to the organizational culture, values, and beliefs that are the foundational backbone of an institution. When context and levels are addressed through CCPD, the likelihood of systems adjustment is greater.

Another obstacle associated with CCPD in higher education is the resistance to the goals and overall mission of the training. Pollock, Bocala, Deckman, and Dickstein-Staub (2015) concluded developers of CCPD for preservice teachers must acknowledge the magnitude of asking participants to assume the task of meeting the cultural needs of

students of color. Furthermore, Pollock et al., (2015) found attempts at training anyone to be more culturally developed were often unsuccessful and resulted in the participants feeling as though the task was politically charged. The participants resisted the training and overcompensated with "hyperbolic interpretations" (Pollock et al., 2015, p. 631). These interpretations became distorted as the participants brought differing points of view, and the goals of the CCPD were misunderstood. For example, preservice teachers responded defensively to journal prompts when asked to gauge their level of cultural awareness. The preservice teachers distorted the prompts and railed against the request. Pollock (et al., 2015) determined the preservice teachers were exaggerating the words within the prompt based on demands not stated in the course but "heard" throughout the curriculum (p. 631). Similarly, Noon (2017) posited CCPD is ineffective due to the forced nature of the experience. Therefore, when designing CCPD, the facilitator must allow for multiple examples, demonstrating successful completion of culturally focused initiatives while establishing an environment free from judgement (Noon, 2017; Rogers-Ard, Knaus, Bianco, Brandehoff, & Gist, 2019).

In their study of how to develop cultural competency in higher education, Kruse, Rakha, and Calderone (2018) posited "When faculty and staff work in concert to achieve shared goals, their collective sense of accomplishment can foster a willingness to take on additional challenges" (p. 737). When measuring the effectiveness of CCPD, researchers have found the most success among faculty and staff when they believe their shared contribution has made a difference (Johnson, 2016). Similarly, Kruse et al., (2018) determined several characteristics of strong institutional cultural competency. First,

faculty and staff offices within the institution have shared knowledge of effective cultural competency because the CCPD was clear, specific, and distinctly knowledge-based. Developers of CCPD must be aware of the background and cultural contexts the faculty and staff bring to the training and offer opportunities to build on individual values as well as address inaccurate beliefs held by employees (Kruse et al., 2018; Johnson, 2016; Noon, 2017; Schein, 2016).

Next Kruse et al., (2018) noted that it is important to provide all faculty and staff the opportunity to participate in CCPD. While this requirement could involve a plethora of additional details to arrange (coverage for campus safety, coordinating adjunct pool training, etc.), scholars have repeatedly asserted that the work of effective CCPD training is well worth the investment (Bakari et al., 2017; Sue, 2015), especially when inclusive instructional methods are used by CCPD facilitators. Examples of methods used for CCPD could include role-playing, discussion, problem-solving simulations, mentoring, videos, and lectures. Often participants view PD more positively when a variety of methods is used that elicit emotion (Darling-Hammond, 2010; Johnson, 2016, Knight-Manuel et al., 2019; Louie & Wilson-Ahlstrom, 2018; Zeggelaar et al., 2018). An additional characteristic of strong CCPD includes the merging of current institutional initiatives so that all units across campus move collectively toward the same goal (Kruse et al., 2018). Promoting a sense of shared vision improves motivation and inclusivity for participants to effect change after CCPD has concluded (Kruse et al., 2018). Kohli (2019) found CCPD in educational settings should explicitly develop racial literacy by integrating critical scholars and community partners. Furthermore, scholars encouraged

faculty in higher education to make room for professional development that allows anyone in an educational context to discuss race and racism (Coles-Ritchie & Smith, 2016).

In a CCPD initiative called *Courageous Conversations*, scholars Coles-Ritchie and Smith (2016) implemented training specifically targeted for Caucasian teaching faculty instructing students of color. Using CRT as a lens to deliver the training, faculty in the study acknowledged the sensitive nature of the topic while describing the intense need for more support. Similarly, integrating concepts of CRT into CCPD should be carefully and deliberately planned. According to Ledesma (2015), applying the lens of CRT in any form of PD involves a layer of complexity and challenge. Rector-Aranda (2016) concluded that CRT does provide a powerful tool to identify institutional racism, but the research is limited and few solutions exist with sustained results in higher education. Despite this assertion, the literature does include evidence of successful CCPD that included CRT.

Furco and Lockhart (2018) outlined characteristics that contributed to the successful completion of CCPD development, implementation, and sustainability. First, a safe space must be established where the emphasis is on listening and understanding. Similarly, Coles-Ritchie and Smith (2016) also concluded the creation of a safe space where employees felt comfortable to share experiences, thoughts, and ideas was critical to the development and success of their CCPD initiatives (Coles-Ritchie & Smith, 2016). Furco and Lockhart (2018) also acknowledged that stakeholders must be willing to respond to embracing both difference and dissonance in a way that moves the CCPD

forward. Additional keys to the success of CCPD are to honor the existing knowledge and expertise of stakeholders while acknowledging constraints associated with campus-wide efforts (Furco & Lockhart, 2018). Rather than viewing cultural competency as a goal, successful CCPD developers must realize that developing cultural competence is a process that takes considerable time to develop. A final strategy used in successful CCPDs is to invite speakers from other institutions to share successful outcomes from their CCPD initiatives. In this way, the speakers may also serve as a neutral source of information as well as a resource (Furco & Lockhart, 2018).

Project Description

The design of the project deliverable is influenced by the results of the study. The use of CRT is integrated into the CCPD as a lens to view the results of the study with all stakeholders. The CCPD is organized into 3 full training days lasting 7 hours with a 1-hour break for lunch. Day 1 of the training includes sharing the results of the research with all stakeholders. The first goal associated with Day 1 is for the stakeholders to gain a deeper understanding of the issues and experiences that prevented students of color from choosing TE at MU. The second goal for the first day of training is to develop an increased awareness of cultural competence through the lens of CRT. As the stakeholders learn about the experiences from students of color on campus, CRT will be woven throughout the explanation of student experiences. To facilitate a comfortable, less intimidating forum for participation, I will ask the stakeholders to form small groups as they will have the opportunity to share their personal understanding and potential experiences with CRT. The training will take place in a room on campus commonly used

for professional development, equipped with a projector, surround sound, and Wi-Fi so all attendees will have access to the presentation throughout the day. Additionally, all stakeholders will receive a printed copy of the presentation so they may take notes and jot down ideas throughout the discussion. To help all stakeholders connect to the results, I included stopping points throughout the presentation with questions to allow for discussion and placed direct quotes on the presentation slides. To maintain interest throughout the training, I carefully selected videos and images to use throughout the presentation. The use of direct quotes will help all stakeholders connect to the study participants on a personal level and meet the goals established for the first day of training.

The second day of training will focus on strengthening recruitment, retention, and relationships with students of color, not just in the field of TE, but in all majors and departments at MU. The results of the study will continue to affect the discussion in Days 2 and 3 of the training, but the primary goal on Day 2 is to examine how MU recruits, retains, and fosters relationships with students of color through the lens of CRT. Scholars recommended using the lens of CRT as an analytical tool to examine the presence of institutional racism (Ladson-Billings & Tate, 1995; Milner, 2017; Murray et al., 2015). Dehmlow (2017) concluded "relentless collaboration" is critical to the balance and operational success of every department in higher education (p. 3). Therefore, the suggestions and ideas of other departments may be useful as the stakeholders engage in the examination of current recruitment, retention, and relationship initiatives for students of color.

On the second day of training, the stakeholders will be separated into 4 groups after a break for lunch. The groups will include administration, faculty, recruitment, and student development. Stakeholders serving in administrative roles in recruitment and student development will be meeting with their respective departments. The groups will be asked to review one policy within their purview. For instance, the administration group will review the MU employment application for prospective faculty, and the faculty group will review the policies associated with entry into various academic programs. Employees assigned to the admissions and recruitment group will review the MU enrollment application, and the student development group will examine the application for student employment. The purpose of this activity is for stakeholders to examine the applications, policies and procedures and determine if the document could be altered to improve access for students of color. Sufficient research will be provided to explain changing an academic requirement or policy based on culture does not reduce or remove high standards. Rather, changing requirements demonstrates an awareness of the vastly different cultural backgrounds of each student and follows research recommendations (Sleeter, 2017; Waddell, 2014).

The final day of training is designed to allow time for all stakeholders to begin to discuss change at the university level within the next academic year. The goal of the final day of training is to take the knowledge obtained from the first and second day of training and discuss university-wide cultural awareness, acceptance, and support for students, staff, and faculty of color. Effective professional development must allow the participants to engage in professional learning through active, social, and practice centered strategies

(Knight-Manuel et al., 2019). Therefore, the third day of training will include a speaker from another institution with demographics similar to MU who will share the results of their successful cultural awareness initiative. The speaker will form collaboration groups which will take the content from the speaker as well as the information from the previous two days and generate ideas suitable for MU. Each member in the collaborative group will make direct connections to MU's current 2023 university initiative. In this way, the actions from the CCPD will follow research recommendations that promote motivation and inclusivity thereby increasing the likelihood for sustainable change.

Project Evaluation Plan

Each day of the CCPD will end with an evaluation of that day's session. The type of evaluation planned is a goal-based, Likert scale assessment that will be administered online through the use of Google Forms (Appendix A). All stakeholders will be asked to complete the survey before dismissal from the training each day. The stakeholders will remain anonymous through a setting in Google Forms. Knowing their responses are anonymous, participants may be more likely to respond truthfully to the statements from the survey. Once the stakeholders complete the assessment, the results will be available immediately. The evaluation planned for Day 1 was developed to measure the extent to which stakeholders felt they progressed toward or met the following goals: 1. Gain a deeper understanding of the issues and experiences that prevented students of color from choosing TE and 2. Develop an increased awareness of CRT. With the data from Day 1, I can adjust my instruction and determine if any additional support should be added to the content for Day 2 to facilitate the stakeholders' progress toward the goals identified.

The second day of CCPD training will include an assessment similar to Day 1. All stakeholders will be asked to consider how much they agreed with statements from Day 2 (Appendix A). The goal-based evaluation for Day 2 is connected to the examination of goal 3, recruitment, retention, and relationship development with students of color on the campus of MU. The final day of training for the project deliverable includes a Likert scale assessment to measure the extent to which the stakeholders support promoting cultural awareness and competency (Appendix A).

The stakeholders in this project include members of administration, faculty, and admissions and student development employees. Representatives from these groups were selected based on the direct influence they could have on future efforts to broaden cultural responsiveness at MU. Additionally, representatives of these groups have contact with students of color. Caffarella and Daffron (2013) noted the significance of selecting stakeholders is essential and should reflect a blending of voices and representatives. Members of each group will be asked to attend the training with the intention of disseminating some of the content to their respective departments. A total of 20 representatives, 5 from each group, will be asked to attend the CCPD training.

After each day of training, the stakeholders will complete an assessment that measures their agreement with statements aligned to the CCPD goals (Appendix A). The data from the evaluations will be used to formatively assess the extent to which I was able to meaningfully convey the results of the study, determine if the stakeholders developed an increased awareness of CRT, and understand how MU recruits, retains and fosters relationships with students of color. Additionally, the feedback from the

evaluations may provide evidence from stakeholders at MU regarding their willingness to adjust key documentation to be more culturally competent. The fundamental purpose that advances the evaluation process is the analysis of data for accountability and decision making (Caffarella & Daffron, 2013). The anonymous evaluation responses will be shared with members of administration. The administration can gauge the level of responsiveness and overall readiness to continue cultural awareness initiatives.

Project Implications

Throughout the development of the CCPD, I considered a variety of social change implications not only for the stakeholders but also for the campus of MU and students of color. While the genesis of the research was rooted in the quest to understand what issues prevented students of color from choosing teacher education as a career, the results from the interviews led to thought-provoking considerations for social change.

The first implication of the CCPD training may be the engagement of collegial dialogue about the concept of unintentional institutional racism among representatives within a variety of departments at MU. MU is situated in a very rural region of the Midwest with limited ethnic and cultural diversity. It is possible that many employees are unfamiliar with the tenants of CRT that participants in the study described. From having the opportunity to engage in discussion with other stakeholders about the experiences shared during the interviews, the stakeholders may develop a deeper understanding of what students of color experienced throughout their K-12 education and how those experiences influence the way they currently view the world. Concurrently, the stakeholders could begin to expand their cultural awareness as they consider the tenants

of CRT that are directly connected to the statements from the participants. As previously noted, MU employs a staff that is 98% Caucasian. Considering this, the stakeholders will examine how MU recruits, retains, and fosters relationships with students of color and reflectively contemplate ways MU could cultivate a stronger sense of belonging among students of color. The final implication for the CCPD is to mobilize the ideas of how MU could become a more culturally responsive campus by selecting key documents that could be altered with the intention of increased cultural inclusivity.

The results of these social change initiatives could eventually be transformative to the cultural composition of MU. More students of color could be attracted to MU because of the level of cultural inclusivity on social media, MU's website, enrollment applications, employment applications, and on-campus relationship building activities. As more students of color are drawn to MU, the likelihood that students of color will choose teacher education may increase. Additionally, faculty and administration may take a critical look at how MU can recruit more faculty of color as well as enrich the current cultural awareness initiatives on campus.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

The strengths and limitations associated with the development and implementation of the CCPD are numerous. A strength of the CCPD is that it is specifically tailored to the unique characteristics of MU. For instance, the results of the initial research question would be answered during the CCPD training and stakeholders may reconsider previously held assumptions about institutionalized racism by listening to the experiences students of color shared during the interviews. The CCPD may be relevant and of considerable interest to those that attend. An additional strength of the CCPD is it responds to the call from the literature. Numerous scholars recommend additional development of CCPD initiatives to enhance cultural competency in all educational settings (Burke, 2017; Eagly, 2016; Harvey, 2016; Kruse et al., 2018; Ladson-Billings, 2014; Louie & Wilson-Ahlstrom, 2018; Schein, 2016; Zeggelaar et al., 2018).

The CCPD has several limitations, including the potential for some stakeholders to view the training as unnecessary and forced (Noon, 2017; Pollock et al., 2015), the challenge associated with implementing lasting change across multiple offices and departments (Bezrukova et al., 2016; Burke, 2017; Golom, 2018), and the inadequacy of resources (time, funding) (Darling-Hammond, 2017). Despite any potential barrier associated with the development and implementation of CCPD, multiple scholars asserted that quality efforts toward the goal of cultural competence will always be worth the investment (Golom, 2018; Ladson-Billings, 2014; Knight-Manuel et al., 2019;

Ledesma & Calderon, 2015; Zeggelaar et al., 2018). Given the view of scholars and the results of my study, I will move forward with the implementation of CCPD to engage stakeholders in conversations that may broaden cultural competency and potentially result in social change.

Recommendations for Alternative Approaches

When the participants in the study shared information about the issues that prevented them from choosing the field of TE, they referenced experiences from K-12 education as well as cultural and community influences outside of MU. Therefore, the recommendations for alternative approaches based on the original problem statement are limited as any recommendations would not be specific to the research site. However, the references to experiences that occurred at MU focused on developing a greater sense of cultural awareness and overall appreciation for diversity on campus. There are alternative approaches that could be used to support students of color at MU. First, all administrative leadership could budget and plan for cultural events each month as participants in the study acknowledged cultural awareness at MU did not feel like a priority.

Another alternative approach is the development of a center for cultural awareness so all students at MU could have a place to learn about the cultural influences that shaped MU. This center would serve as a historical museum showcasing alumni from various backgrounds and their journey in higher education. Some participants in the study made reference to being a first-generation college student. Providing a collective space on campus where students of color can see the influence and historical contribution from

other graduates of MU could be encouraging and contribute to the greater sense of cultural awareness for all students, staff, and faculty at MU.

A final suggestion to consider with the results of the study is to develop initiatives that address the loss of culture one participant shared as he reflected on the differences between his hometown and the campus of MU (see Wesley, 2018, p. 48). Other students of color may feel similarly about the loss of cultural connection as they navigate a rural college campus like MU. An institutional response to support students of color is the hiring of faculty of color (Benitez, James, Joshua, Perfetti, & Vick, 2017). The presence of faculty of color increases a sense of belonging among students of color. Additional benefits have been linked to faculty of color including increased performance, persistence rate, and a sense of belonging among students of color in higher education (Benitez et al., 2017).

Scholarship, Project Development and Evaluation, and Leadership and Change

The project study stemmed from a finding during a 2015 onsite accreditation visit at MU where the TEPPs had few students of color. This finding was not a surprise to anyone at MU but learning about the reasons why students of color decided not to pursue TE led to my own transformational journey as a scholar, researcher, and advocate for equity. From the literature reviews I learned the problem at MU is not uncommon as the nationwide need for teachers of color is more critical now than ever before. Our K-12 student population in the United States continues to grow more diverse, yet the call to increase teachers of color has barely been answered. The irony with the answer to the research question does not go unnoticed in the context of the project study. Students of

color do not pursue the field of TE because many of them did not have positive experiences in K-12 education and subsequently do not feel they belong.

The development of the research evolved over time as I grappled with the magnitude of the problem. There was no shortage of literature to substantiate the problem or justify the need for additional research. For many, this would seem like an ideal situation. As I read through hundreds of articles and considered the pervasiveness of institutional racism, a sense of accountability and responsibility began to permeate my own professional journey. I began to carefully consider and evaluate the relevancy of each article, scholar, and researcher in a way I had not previously had the capacity to consider.

The progression of the proposal gave me an appreciation for doctoral-level writing and scholarly thought. As I prepared for data collection, I learned more about the institutional systems that govern research design and collection. After my study passed two IRBs, I felt fearful that no one would respond to my interview invitation. Fortunately, I received sufficient participants and scheduled the interviews. Although I was overwhelmed at the thought of face-to-face interviews with students of color, I was given the greatest gift when I had the opportunity to meet each one of them. As a researcher, I experienced a heightened level of purpose in the data analysis process. I now recognize the vulnerability of each participant as they shared and discussed experiences from their past and hopes for their future. It is now my responsibility to guard the integrity of the content shared within the interviews and analyze the results in a way that promotes social change.

The doctoral process has changed me in ways I never thought possible as I see myself in leadership roles and feel confident that the knowledge I gained along this journey has been transformational. The design of the project evolved much like the design of the proposal through edits, revisions, and the quest to arrive at alignment. Over the past two years of engaging others and proposing ideas, I fostered more relationships than I did in my previous 11 years of employment with the institution. In fact, I have established relationships with colleagues, administration, and staff across campus. In the proposal I anticipated using the results of the interviews to write a position paper outlining recommendations TEPPs could use to recruit students of color to the field of TE. Once I collected and analyzed the data, the results led me to the conclusion that the issue was much larger than just the field of TE, and that an institution, MU could enhance cultural awareness and competency through the use of CCPD.

Reflection on Importance of the Work

Racial tensions in the United States continue to make national headlines. Colleges and universities are no stranger to these tensions as campus protests continue to erupt with the cry of inequality (Golom, 2018; Kruse et al., 2017). Developing CCPD based on the results of this study is a response to those cries. Numerous scholars have affirmed the significance of CCPD and encourage campus-wide implementation (Burke, 2017; Eagly, 2016; Harvey, 2016; Kruse et al., 2018; Ladson-Billings, 2014; Louie & Wilson-Ahlstrom, 2018; Schein, 2016; Zeggelaar et al., 2018). The onus to continue and strengthen CCPD on campuses across the country now resides with researchers as the call to continue the diversification of higher education moves forward.

Perhaps the most meaningful piece of information collected from the interviews was the powerful sense of belonging participants described when selecting an academic major as well as their desire to increase cultural competency. A sense of belonging ranks as one of our most basic needs. Pesch (et al., 2017) concluded the sense of belonging holds substantial power over an individual and supports a psychological need to feel part of a group or category. Murphy and Zirkel (2015) concluded this sense is so important that people will choose future careers based on the feeling of belonging. However, what emerged from the analysis of the interviews included more than career choice. Participants in the research wanted to feel as though they belonged on the campus of MU as they shared about their desires to increase cultural awareness and competency.

Implications, Applications, and Directions for Future Research

There are numerous implications for positive social change through the implementation of CCPD. The research shared through CCPD at MU may bring a deeper awareness of the presence of institutional racism when stakeholders hear first-hand accounts from the participants in the study. Although many of the participants referenced experiences from K-12 education, stakeholders may be able to discern how institutional racism is present in various policies and procedures at MU. As a result, the stakeholders may begin or continue cultural development initiatives as a result of the CCPD. As employees receive directives and carry out recruitment, admissions, and retention initiatives from the stakeholders, an increased awareness of equitable opportunities may influence their thoughts and decisions about students of color.

Beyond the CCPD developed for the stakeholders in the project, MU may benefit from future research initiatives with students of color as well as focused efforts toward the recruitment of faculty of color. Additionally, the CCPD training could be a viable option for all faculty at MU during in-service training days at the beginning and end of the semester. With some alterations to the CCPD, the stakeholders could design their own version of CCPD training based on characteristics of individual departments. In this way every employee on the campus of MU could have the opportunity to receive some form of CCPD.

Future research on the topic of cultural competency and institutional racism is recommended in the literature (Block & Noumair, 2017; Golom, 2018; Harvey 2016). Since there is research to support the concept that a psychological sense of belonging may influence career choice and educational decisions (Murphy & Zirkel, 2015; Pesch, 2017), future research topics could include a sense of belonging inventory among students of color with concepts of cultural competency and institutional racism integrated throughout the survey. As previously noted, a sense of belonging was the primary reason the participants did not choose TE as a major at MU. Furthermore, the desire for a stronger sense of belonging and cultural awareness was also described. Future research could be positioned within the framework of Maslow's (1943) hierarchy of needs. Within the hierarchy, Maslow asserted basic needs must be met before an individual can progress to more complex needs. A sense of belonging is linked to psychological needs (Murphy & Zirkel 2015; Pesch et al., 2017). Therefore, students of color that do not feel a sense of belonging at MU may be unable to have their psychological needs met. Without the basic

psychological need of belonging met, students may feel disconnected or potentially withdraw from the institution.

Conclusion

Without question, evidence supports increased cultural diversity among the nation's teachers as a partial solution to numerous academic disparities among students of color in public schools (Egalite et al., 2015; Jackson, 2015; U.S. Department of Education, 2016; Vilson, 2016). Although this research study began as a quest to understand why few students of color pursue the field of TE at one small, rural, Christian university, the results revealed a powerful message to TEPPs. Many students of color will continue to avoid TE because they have never been made to feel like they belong in the profession. Throughout this research, 8 students of color completed one-on-one interviews and shared their experiences from K-12 education and beyond. Results of the study revealed the following themes about why students of color do not pursue TE: lack of belonging, negative K-12 school experiences, and family and cultural influence. Further analysis of the themes revealed 3 tenants of CRT embedded in the responses, including counter-storytelling, whiteness as property, and the permanence of racism.

Students of color acknowledged the significance of feeling a sense of belonging in educational settings more than any other response throughout the interviews. Therefore, I designed a CCPD to respond to the results of the study with the intention of broadening cultural competency for faculty and staff on the campus of MU. Although the CCPD will not respond to all challenges noted in the results of the study, it may provide one step toward cultural understanding. It is only once we acknowledge and address the

disparities between students of color and Caucasian students throughout educational experiences that we can begin to progress toward social change. I have tremendous hope that the primary goal of the CCPD will be achieved, that of beginning to build cultural competency so all employees at MU can work toward a more culturally responsive campus and promote a greater sense of acceptance and belonging.

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Appendix A: The Project

Cultural Competence Professional Development Training

Midwest University

Mrs. Elizabeth J. Napier MA Ed.

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Welcome: Schedule Day 1

9:00

Goal #1 Gain deeper understanding of the issues and experiences that prevented students of color from choosing TE at MU.

Goal #2 Develop increased awareness of cultural competence through the lens of CRT

- 8:30 Continental Breakfast
- 9:00 Opening & Overview of Research
- 9:30 Recognizing the Problem in TE and other Disciplines at MU
- 10:00 Break
- 10:15 CRT & the Results of the Study
- **12:00 Lunch**
- 1:00 CRT & the Results of the Study cont.
- 2:00 Break
- 2:15 Small Group Session #1
- 3:00 Small Group Recap
- 3:30 Review of Goals & Evaluation Day #1
- 4:00 Dismissal

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Why Cultural Competence?

The purpose of this Culturally Competent Professional Development (CCPD) is to share with stakeholders the results of the research conducted with students of color at MU with the intention of broadening cultural awareness. The following goals have been developed:

Goal #1 Gain deeper understanding of the issues and experiences that prevented students of color from choosing TE at MU.

Goal #2 Develop increased awareness of cultural competence through the lens of CRT

Goal #3 Examine how MU recruits, retains, and fosters relationships with students of color through the lens of CRT

Goal #4 Discuss university-wide opportunities for cultural awareness, acceptance, and support for students, staff, and faculty of color.

3

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Stakeholders

- Why are you here?

You are one (or more) of the following:

- member of administration
- faculty
- admissions and/or student development employees

Representatives from these groups were selected based on the direct influence they could have on future efforts to broaden cultural responsiveness at MU. Additionally, representatives of these groups have contact with students of color.

4

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Background

18%

K-12 Students of Color

Teachers of Color

50%

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Problem Statement

The problem to be explored is that while the number of students of color enrolling at MU has increased recently, most of those students have chosen to major in programs other than TE, resulting in continued low enrollment of students of color in TE.

6

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Purpose Statement & Research Question

The purpose of this research is to study what issues influence college students of color to choose academic majors other than Teacher Education at MU.

RQ 1:
What issues have influenced students of color to choose majors other than teacher education at one university in Ohio?

Recognizing the Problem in TE and other Disciplines at MU

The field of TE is not the only profession experiencing challenges recruiting students of color.

- Nursing (Craft-Blacksheare, 2018)
- Criminal Justice (Woodson, 2015)
- Social Work (Lewis, 2018)

This training has meaning for all disciplines, offices, departments, and individuals.

10:00-10:15

Conceptual or Theoretical Framework

10:15

What: Critical Race Theory

Who: Developed by Derrick Bell, Richard Delgado, Charles Lawrence, Mari Matsuda, and Patricia Williams

Why: Response to oppression of people of color throughout public policy in the 1970s

How: The connection

Literature Review

College Students of Color and Recruitment to TEPPs

The Progress Monitoring Gate System that Leads to Certification in TEPPs

Institutional Racism in TEPPs

Critical Race Theory & Institutional Racism

Dr. Gloria Ladson-Billings Describes Critical Race Theory

Understanding Institutional Racism

- Understanding Institutional Racism

James Scheurich, Ph.D.
Indiana University

13

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Participants and Sample Size

Table 1
Ethnicity and Academic Major of Participants

Participants	Gender	Self-Described Ethnicity	Academic Discipline (Major)
Dom	M	African American	**Journalism**
Michelle	F	Hispanic & Native American	**American History**
Angela	F	African American	**Nursing**
Kim	F	Korean & African American	**Exercise Science**
Piper	F	Hispanic & Guatemalan	**Public Relations**
Wesley	M	African American	**Journalism**
Jaret	M	African American	**Theology**
Maria	**F**	**Biracial**	**Intercultural Studies**

14

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Interview Protocol

Interview Protocol
Adapted from studies conducted by Holmes, 2013 and Kludt, 2015
(approval received from authors)

Interview Location

Interviews ranged in length 19-42 minutes

15

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Data Analysis

Code → **Identify Categories & Themes** → **Organize data based on tenants of CRT and responses**

Accuracy & Credibility

Member Checking
Maximum Variation

NVIVO

16

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12:00-1:00 Lunch

Lunch Break!

17

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The Results

1:00

Table 2
Themes from Data Analysis

Themes	Frequency (# of times referenced)	Percentage %	Gender 3 Male Participants 5 Female Participants
Sense of Belonging Permanence of Racism (12) Counter Story-telling (2) Whiteness as Property (1)	15	42%	8 male references 7 female references
Negative School Experiences Permanence of Racism (4) Counter Story-telling (1) Whiteness as Property (5)	10	29%	6 male references 4 female references
Family & Cultural Influence Permanence of Racism (6) Counter Story-telling (3) Whiteness as Property (1)	10	29%	7 male references 3 female references
Total	35	100%	35

18

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The Power in Belonging

Maslow's Hierarchy of Needs

19

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Responses to Interview Questions

"They probably had experiences that might have been similar to mine. Maybe they didn't want to pursue a field where they didn't see themselves represented."

I never saw any teachers of color when I was in grades K-6. I did have some good teachers but none of them that looked like me. That makes a difference, like, especially during fifth and sixth grade when kids are so impressionable."

20

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Responses to Interview Questions

"No. I've had friends tell me about experiences where teachers were racist towards them and how they hated school. Even if you're a little bit racist, that's enough racism to not be a teacher."

Responses to Interview Questions

"[Students of color] They don't care about education, which sounds funny because they're in college, but a lot of people who grow up in a black community grow up not caring about education because they are not getting the education they think they deserve.

So if you're from a poor town and urban city, you don't get the support you need to do education. Some of my black friends didn't even have Algebra II in their high school. The highest their school went in math was regular algebra. That's like crazy. So they like, nobody poured into me, so why I need to pour myself into anyone else?

- Maria

Responses to Interview Questions

"I do know the lack of teachers of color and the respect piece is so valuable. Having someone that looks like you is a major backbone of understanding yourself. I wish we had more of that here for sure." - Angela

"I can't say I thought too much about teaching because I never even had a black teacher growing up. I haven't even had a black professor at MU and I think that's a shame." - Maria

I do know the experience of walking into schools (especially elementary and middle schools) where Black students ask me with eagerness, "Are you a teacher here?" And, I recognize the disappointment that falls over those same faces when I shake my head, "no." Their longing for a teacher that "looks like them" is palpable.

-Gloria Ladson-Billings in Education Week Teacher

Responses to Interview Questions

"I mean I can count on one hand how many black friends I have on campus, less so for black teachers. Like three quarters of my friend group is all Caucasian [at MU]. It starts to create a bit of a conflict, it's like you lose a part of what you grew up with while you're here."

- Wesley

"I know there are a couple [faculty of color] on campus, but they teach in different departments. It's unfortunate. We can do better than that and we should."

-Maria

Responses to Interview Questions

"Your home life affects your grades and your school life. So when we see people, even my friends coming from government housing, homes that are broken, homes that have drugs influence, alcohol influence, just a dangerous living, you don't really think about helping others per se because you got to help yourself first.

So you don't really think about higher education because, well, if I just get out alive, you know, the statistics show that I should have been dead before I turned 18. So it's just things of the culture, things in the world that kind of influenced the African American culture that have spurred from years and years and years and years and years of degradation and that feeling of inferiority."

-Jaret

2:00 Break
2:15 Small Group Breakout Session

In your small groups, please review some of the interview transcripts and respond to the worksheet

Cultural Competence Professional Development (CCPD)
Small Group Breakout Session Day #1
Developing Cultural Competency

3:00 Small Group Recap

- Share your responses to the worksheet you completed during the breakout session.

3:30 Review of Goals & Evaluation Day #1

Goal #1 Achieved?

Gain deeper understanding of the issues and experiences that prevented students of color from choosing TE at MU.

Goal #2 Achieved?

Develop increased awareness of cultural competence through the lens of CRT

Evaluation Day #1 Link

4:00 Dismissal

Welcome: Schedule Day 2

Opening & Overview of Training: From TE to your Discipline or Office

Goal #3 Examine how MU recruits, retains, and fosters relationships with students of color through the lens of CRT

- 8:30 Continental Breakfast
- 9:00 Opening & Overview of Training: From TE to your Discipline or Office
- 9:30 Strengthening Recruitment
- 10:00 Break
- 10:15 Strengthening Retention
- 11:00 Strengthening Relationships
- 12:00 Lunch
- 1:00 Small Group Breakout Session: Examination of documents, procedures, potential Barriers for students of color
- 2:00 Break
- 2:15 Small Group Potential solutions to barriers
- 3:00 Small Group Recap
- 3:30 Review of Goal & Evaluation Day #2
- 4:00 Dismissal

29

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Strengthening Recruitment

Director of Admissions
Midwest University

How do we recruit students of color to MU?

Do we recruit students of color to any specific major?

Scholarship opportunities for students of color

30

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Strengthening Recruitment

Director of Admissions
Midwest University

How do we recruit students of color to MU?

Do we recruit students of color to any specific major?

Scholarship opportunities for students of color

10:00-10:15

Strengthening Retention

Director of Center for Student Success
Midwest University

How do we retain students of color at MU?

Do we target retention in partnership with specific disciplines for students of color?

Scholarship opportunities beyond freshman year

Strengthening Relationships

Director of Intercultural Life
Midwest University

What initiatives do we use to strengthen relationships with students of color?
-Advisor Mentorship

What events help broaden cultural awareness on campus?

12:00-1:00 Lunch

Lunch Break!

34

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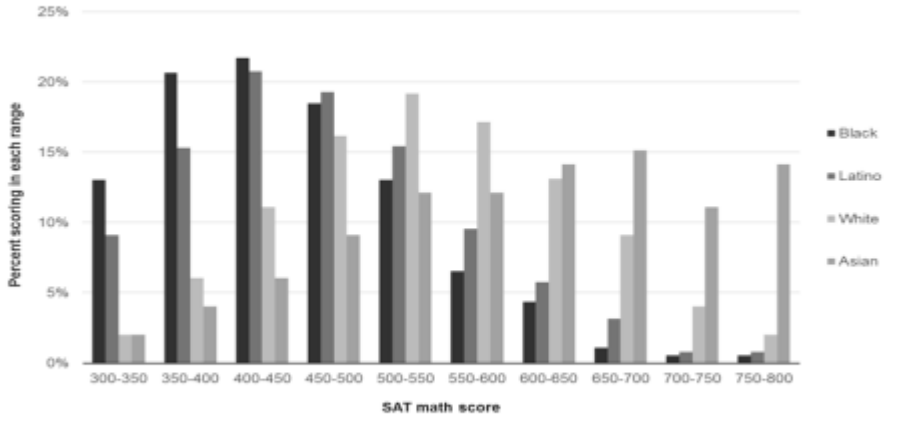
Examples of Institutional Racism

Race gaps in math SAT scores



Source: College Board, SAT percentile ranks for 2015 college-bound seniors.

BROOKINGS

35

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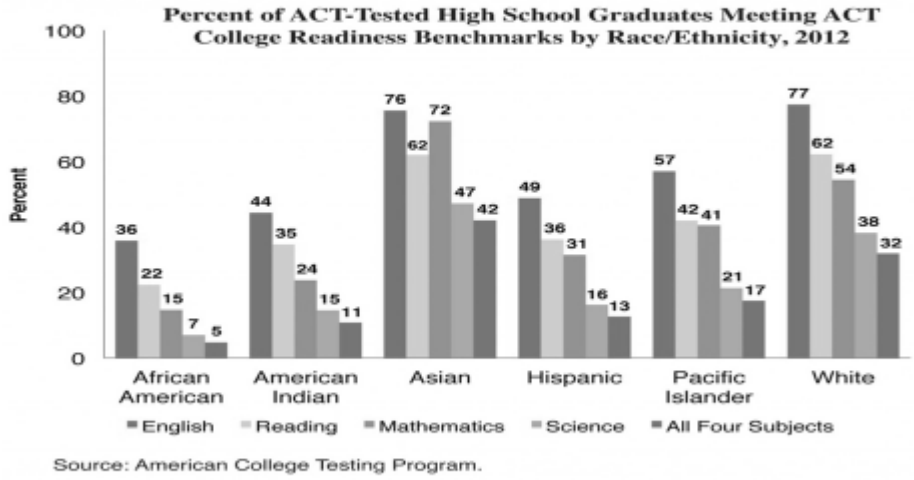
Examples of Institutional Racism



Source: American College Testing Program.

1:00-2:00 Small Group: Examination of Documents
2:00-2:15 Break
2:15-3:00 Small Group: Potential Solutions to Barriers

Looking for Unintentional Barriers: Examination of documents, procedures, applications, and other potential barriers for students of color

Please complete:
Cultural Competence Professional Development (CCPD)
Small Group Breakout Session Day #2:
Looking for Unintentional Barriers

3:00 Small Group Recap

- Share your responses to the worksheet you completed during the breakout session.

3:30 Review of Goals & Evaluation Day #2

Goal #3 Achieved?

Examine how MU recruits, retains, and fosters relationships with students of color through the lens of CRT.

- Evaluation Day #2 Link
- 4:00 Dismissal

Welcome: Schedule Day 3

Goal #4 Discuss university-wide opportunities for cultural awareness, acceptance, and support for students, staff, and faculty of color.

- 8:30 Continental Breakfast
- 9:00 Opening and Overview of Training: Tales from a Successful Cultural Awareness Initiative
- 9:30 Guest Speaker: Proposing, Implementing, & Sustaining a Campus of Cultural Awareness
- 10:00 Break
- 10:15 Guest Speaker: Recognizing the Need & Proposing Cultural Awareness
- 11:00 Guest Speaker: Implementing Cultural Awareness on Campus
- 12:00 Lunch
- 1:00 Collaboration Group Meeting: Direct Links to MU 2023 Initiative
- 2:00 Collaboration Groups Recap and Next Steps
- 3:00 Collaboration Group Report
- 3:30 Review of Goal & Evaluation Day #3
- 4:00 Dismissal

40

WALDEN UNIVERSITY
A higher degree. A higher purpose.

Proposing, Implementing, & Sustaining a Campus of Cultural Awareness

Guest Speaker
Tales from a Successful Cultural Awareness Initiative

41

WALDEN UNIVERSITY
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10:00-10:15 Break

42

WALDEN UNIVERSITY
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10:15 Tales from a Successful Cultural Awareness Initiative

Recognizing the Need & Proposing Cultural Awareness

Guest Speaker

43

WALDEN UNIVERSITY
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11:00 Tales from a Successful Cultural Awareness Initiative

Implementing Cultural Awareness on Campus

Guest Speaker

12:00-1:00 Lunch

Lunch Break!

1:00 Collaboration Group Meeting

Making Direct Links to MU's 2023 Institutional Initiative

Please complete:

Cultural Competence Professional Development (CCPD)
Small Group Breakout Session Day #3:
Proposing, Implementing, & Sustaining
a Campus of Cultural Awareness

2:00 Collaboration Group Report
3:00 Collaboration Groups Recap & Next Steps

2:00

Based on the brainstorming session and the worksheet you completed with your group, please share the ideas you identified.

3:00

As a large group, discuss potential partnerships with different offices on campus, pose questions, share needs engage in discussion

3:30 Review of Goals & Evaluation Day #3

Goal #4 Achieved?

Discuss university-wide opportunities for cultural awareness, acceptance, and support for students, staff, and faculty of color.

Evaluation Link Day #4

- 4:00 Dismissal

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Cultural Competence Professional Development (CCPD)
Handout Day #1
Understanding Institutional Racism

Please use this handout as you listen to Gloria Ladson-Billings' presentation about CRT. You can also reference this document as you participate in break-out sessions.

<table>
<tr><td colspan="3">Critical Race Theory- a multi-dimensional concept aimed at understanding and accepting racism for what it is while examining the transformational potential it can bring to society (Hughes, Noblit, & Cleveland, 2013). CRT is the belief that racism is a historically and socially constructed cultural force in the United States (Hughes et al., 2013).</td></tr>
<tr><td colspan="3">Institutional Racism: Established laws, customs, and practices which systematically reflect and produce racial inequities in American society that can be intentional or unintentional (Sue, 2015).</td></tr>
<tr><td>Counter-Storytelling-
The process of exposing myths the majority has accepted as fact through narrative stories. Counter-storytelling is used to understand what life is like for others by inviting the reader to challenge stereotypes previously held toward other races (Delgado & Stefancic, 2017).</td><td>Permanence of Racism-
The permanence of racism is the acknowledgement of the dominant role racism plays in American society whether it is a conscious or unconscious act (Bell, 1995).</td><td>Whiteness as Property-
Whiteness as property is a lens used to analyze educational inequity in the curriculum by asserting access to high-quality, challenging curriculum has been exclusively afforded to Caucasian students (Ladson-Billings & Tate, 1995).</td></tr>
<tr><td colspan="3">Examples from my experiences:</td></tr>
</table>

Cultural Competence Professional Development (CCPD)
Small Group Breakout Session Day #1:
Developing Cultural Competency

In your small groups, please review some of the interview transcripts and respond to the worksheet.

Critical Race Theory- a multi-dimensional concept aimed at understanding and accepting racism for what it is while examining the transformational potential it can bring to society (Hughes, Noblit, & Cleveland, 2013). CRT is the belief that racism is a historically and socially constructed cultural force in the United States (Hughes et al., 2013).		
Counter-Storytelling- The process of exposing myths the majority has accepted as fact through narrative stories. Counter-storytelling is used to understand what life is like for others by inviting the reader to challenge stereotypes previously held toward other races (Delgado & Stefancic, 2017).	**Permanence of Racism-** The permanence of racism is the acknowledgement of the dominant role racism plays in American society whether it is a conscious or unconscious act (Bell, 1995).	**Whiteness as Property-** Whiteness as property is a lens used to analyze educational inequity in the curriculum by asserting access to high-quality, challenging curriculum has been exclusively afforded to Caucasian students (Ladson-Billings & Tate, 1995).

Participant Response	**Response Aligned with Critical Race Theory? How?**
Why do students of color choose not to pursue the field of TE: *"They probably had experiences that might have been similar to mine. Maybe they didn't want to pursue a field where they didn't see themselves represented."* Dom went on to explain the following: *I never saw any teachers of color when I was in grades K-6. I did have some good teachers but none of them that looked like me. That makes a difference, like, especially during fifth and sixth grade when kids are so impressionable.*	
Did you ever consider TE as a potential major? "No. I've had friends tell me about experiences where teachers were racist towards them and how they hated school. Even if you're a little bit racist, that's enough racism to not be a teacher." [Students of color] They don't care about education, which sounds funny because they're in college, but a lot of people who grow up in a black community grow up not caring about education because they are not getting the education they think they deserve. So if you're from a poor town and urban city, you don't get the support you need to do education. Some of my black friends didn't even have Algebra II in their high school. The highest their school went in math was regular algebra. That's like crazy. So they like, nobody poured into me, so why I need to pour myself into anyone else?	
Angela made a similar reference when explaining why students of color do not choose the field of TE: *"I do know the lack of teachers of color and the respect piece is so valuable. Having someone that looks like you is a major backbone of understanding yourself. I wish we had more of that here for sure."* Maria shared her thoughts about why she never considered the field of TE: *"I can't say I thought too much about teaching because I never even had a black teacher growing up. I haven't even had a black professor at MU and I think that's a shame."*	
As participants continued to share experiences about why the field of TE was not their chosen career, additional feelings about a sense	

of belonging on the campus of MU were revealed. Wesley's response to the same question about not choosing the field of TE referenced not only the lack of faculty of color at MU but also the few college students of color: *I mean I can count on one hand how many black friends I have on campus, less so for black teachers. Like three quarters of my friend group is all Caucasian [at MU]. It starts to create a bit of a conflict, it's like you lose a part of what you grew up with while you're here.* Maria also shared her desire to take courses from faculty of color at MU: *"I know there are a couple [faculty of color] on campus, but they teach in different departments. It's unfortunate. We can do better than that and we should."*	
Six of the participants noted family and cultural factors influenced their decision. Jaret responded with this: • "[Students of color] lack understanding about the opportunity to go far in school and the environment and community they're a part of doesn't necessarily propagate educators." Jaret expanded on this question as he referenced his experiences. Especially even with me, your home life affects your grades and your school life. So when we see people, even my friends coming from government housing, homes that are broken, homes that have drugs influence, alcohol influence, just a dangerous living. You don't really think about helping others per se because you got to help yourself first. So you don't really think about higher education because, well, if I just get out alive, you know, the statistics show that I should have been dead before I turned 18. So it's just things of the culture, things in the world that kind of influenced the African American culture that have spurred from years and years and years and years and years of degradation and that feeling of inferiority.	
General thoughts from the group about completing this exercise:	

Cultural Competence Professional Development (CCPD)
Small Group Breakout Session Day #2:
Looking for Unintentional Barriers

Institutional Racism: Established laws, customs, and practices which systematically reflect and produce racial inequities in American society that can be intentional or unintentional (Sue, 2015).

Examine the document your group chose for this exercise (application, interview protocol, university checklist, university policy, etc.). Using the lens of CRT, identify language within the document that may present racial bias or potential barriers for students of color.

MU document	Language, policy, procedure, or system that may unintentionally reflect racial bias	Why would this language, policy, procedure, or system be considered biased?	How could we change this language, policy, procedure, or system to be more equitable while maintaining high standards?
General thoughts from the group about completing this exercise:			

Cultural Competence Professional Development (CCPD)
Small Group Breakout Session Day #3:
Proposing, Implementing, & Sustaining a Campus of Cultural Awareness

Reflecting on the column titled *How could we change this language, policy, procedure, or system to be more equitable while maintaining high standards* from Day #2, generate some sustainable ideas that would strengthen cultural awareness and development at MU. The ideas you generate may or may not be academic and could involve multiple offices and departments at MU.

Cultural Awareness Idea	**What resources would be needed?**	**What area does this affect?** -Entire Campus Community -Specific Academic Department -Employment Opportunities for Students of Color -Student Life -Admissions & Recruitment -Other	**Describe the alignment of the proposed idea with the university's 2023 Initiative**
General thoughts and feedback from the group:			

Stakeholder Survey Day 1

Based on the content covered in the first day of training, please rate your agreement with the following statements:

Disagree: 1 Somewhat Disagree: 2 Somewhat Agree: 3 Agree: 4

1. I was able to understand the research presentation about the issues that prevented students of color from choosing the field of teacher education:
   Rating_____
2. I understood the general concept of Critical Race Theory as explained in the presentation:
   Rating_____
3. Even though the study was about students of color that did not choose to major in teacher education at MU, the presenter made clear connections between this topic and my role at MU:
   Rating_____
4. Through the presentation today, I was able to develop an increased awareness of institutional racism as experienced by students of color at MU:
   Rating_____
5. The presenter made good use of instructional time and balanced active, social, and participatory learning:
   Rating_____
6. It was beneficial for me to attend this professional development training:
   Rating_____

Stakeholder Survey Day 2

Based on the content covered in the second day of training, please rate your agreement with the following statements:

Disagree: 1 Somewhat Disagree: 2 Somewhat Agree: 3 Agree: 4

1. I was able to critically examine the way MU recruits and retains students of color based on the presentation:

   Rating_____

2. I learned new information about recognizing unintentional bias in some policies, procedures, and outreach opportunities at MU:

   Rating_____

3. Based on the brainstorming and group discussions, I felt actively engaged in the topics that were threaded throughout the CCPD:

   Rating_____

4. The presenter explained the tenants of CRT (permanence of racism, counter story-telling, whiteness as property) and gave examples of how some departments at MU have demonstrated cultural competency:

   Rating_____

5. It was useful to examine one of the MU documents with the other stakeholders in my group:

   Rating_____

Stakeholder Survey Day 3

Based on the content covered in the third day of training, please rate your agreement with the following statements:

Disagree: 1 Somewhat Disagree: 2 Somewhat Agree: 3 Agree: 4

1. The information covered throughout the first and second training helped me understand why my cultural competency is important on the campus of MU:

   Rating_____

2. Listening to the speaker from another university explain their successful approach to strengthening cultural awareness helped me grasp how attainable this could be at MU:

   Rating_____

3. I engaged in active, social, and participatory learning that helped shape my understanding of cultural awareness, acceptance, and support for students, staff, and faculty of color:

   Rating_____

4. During my small group sessions, I contributed ideas that would enrich the cultural competency of Caucasian students and align to the university's 2023 initiative:

   Rating_____

5. Based on my small group discussions, I can see how I can begin to initiate a change within my department(s) to reflect a commitment to cultural competency:

   Rating_____

6. I am willing to explore changes to applications, policies, and procedures that would increase cultural awareness, acceptance, and support for students, staff, and faculty of color at MU:

   Rating_____

Appendix B: Email Solicitation for Participants

Greetings, I am Elizabeth Napier, a doctoral student at Walden University, and a faculty member in education here at the university. I am conducting a study with students of color that have junior academic status but have chosen not to major in teacher education. The purpose of the study is to explore what issues influence college students of color to choose academic majors other than teacher education. The findings may improve the policies for education majors on campus.

If you choose to participate in the study, you will be asked to attend one, 30-45 minute interview to be conducted in the campus library at a time of your choosing, and recorded using a digital audio device. **As a small token of appreciation, you will be given a $10.00 Starbucks gift card.** The first 10 qualified volunteers that respond will be invited to participate in the study.

If you are willing to participate in the interview, please respond to this email and indicate your willingness or call/text me at 740-502-7300 for more information. I have attached the informed consent form that you will need to sign before participating in the interview. I greatly appreciate your willingness to consider this request and am eager to hear from you.

Sincerely,

Elizabeth Napier

Appendix C: Protecting Human Research Participants Certification

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Elizabeth Napier** successfully completed the NIH Web-based training course “Protecting Human Research Participants".

Date of completion: 03/09/2017.

Certification Number: 2347836.

Appendix D: Interview Protocol Holmes

One-On-One Interview

Introduction of Study

On side 1: Write down the one thing that helps promote your success.

On side 2: Write down the one thing that prevents you from being successful.

Questions:

1) What are your future goals?
2) Are you on track to accomplish your goals and aspirations (dreams)?
Why? Why not?
3) As an African American male, what are the biggest challenges to your success? What gets in your way?
4) Do you think school is important? Why? Why not?
5) How are you doing in school?
6) Do you plan to go to college? Is college important?
7) Does race play a role in your ability to accomplish your goals? Why? Why not?
8) What role do your friends/peers play in your ability to reach your goals?
9) Do you have the supports to accomplish your goals? What are they?
10) Have you been caught up with some type of problem before? What was it?
    Streets Gangs Police Health
    Drugs Hustling Courts Other
    Females Money Family
    How did that affect you?
11) How do you react once you run into a problem? What do you do? Who do you go to?
12) If you could do something differently to put yourself in a better position, what would that be?
13) Are you in control of your own future or is what happens to you out of your control?
14) Is there anyone you can go to for support? Is there anyone you trust?
15) Is there anything that was left out that represents an important part of your life that we did not discuss?

Survey Kludt, 2015

1. What is your gender
2. What is your ethnicity?
3. What is your MOTHER'S highest level of education?
4. What is your FATHER'S highest level of education?
5. Do you have a close family member who is a teacher? (Close family member refers to parents, siblings, aunts, uncles, grandparents.)
6. What is the likelihood that you will become a teacher?
7. How important is TEACHER SALARY in your decision whether or not to become a teacher?
8. How important are SCHOLARSHIPS OR GRANTS (to help you pay for a college degree) in your decision whether or not to become a teacher?
9. How important is PRESTIGE OF THE PROFESSION (respect for teaching) in your decision whether or not to become a teacher?
10. How important is ADVICE OF A MENTOR (someone you trust encouraging you to become a teacher) in your decision whether or not to become a teacher?
11. How important is YOUR EXPERIENCE IN THE FIELD (tutoring younger students, assisting in a classroom) in your decision whether or not to become a teacher?
12. How important is INTRINSIC MOTIVATION (a desire to help others, a desire to benefit society) in your decision whether or not to become a teacher?

13. How important is YOUR PARENT(S)' influence in your decision whether or not to become a teacher?
14. How important is ANY OTHER FAMILY MEMBER(S)' INFLUENCE IN YOUR DECISION WHETHER OR NOT TO BECOME A TEACHER?
15. How important is YOUR TEACHER(S)' influence in your decision whether or not to become a teacher?
16. How important is YOUR SCHOOL COUNSELOR'S influence in your decision whether or not to become a teacher?
17. Is there another factor influencing your decision whether or not to become a teacher? (If there is another factor, please list or explain here. If there is not another factor, please skip this question.)
18. Did you answer "Not at all" or "Not very likely" on question #6 ("What is the likelihood that you will become a teacher?")?
19. If you are NOT considering being a teacher, would an increase in teacher salary motivate you to consider becoming a teacher?
20. If you are NOT considering being a teacher, would scholarships or grants (to help you pay for a college degree) motivate you to consider becoming a teacher?
21. If you are NOT considering being a teacher, would an increase in the prestige of the profession (respect for teaching) motivate you to consider becoming a teacher?

22. If you are NOT considering being a teacher, would the advice of a mentor (someone you trust encouraging you to become a teacher) motivate you to consider becoming a teacher?
23. If you are NOT considering being a teacher, would experience in the field of teaching (tutoring younger students, assisting in a classroom) motivate you to consider becoming a teacher?
24. If you are NOT considering being a teacher, would intrinsic motivation (a desire to help others, a desire to benefit society) motivate you to consider becoming a teacher?
25. If you are NOT considering being a teacher, would influence from your parent(s) motivate you to consider becoming a teacher?
26. If you are NOT considering being a teacher, would influence from another family member motivate you to consider becoming a teacher?
27. If you are NOT considering being a teacher, would influence from a teacher motivate you to consider becoming a teacher?
28. If you are NOT considering being a teacher, would influence from a school counselor motivate you to consider becoming a teacher?
29. Is there another factor which would influence your decision whether or not to become a teacher? (If there is another factor, please list or explain here. If there is not another factor, please skip this question.)

Appendix E: Instrument Permission From Authors

From: Elizabeth J Napier [mailto:Elizabeth.Napier@m
Sent: Monday, July 2, 2018 10:13 AM
To: Edward Holmes <eholmes@o>
Subject: Greetings from Ohio!

Hello, Dr. Holmes,
I have been searching for a dissertation that used interview questions connected to Critical Race Theory (CRT) for some time. I came across your research titled, *African American Males: Key Influences on their Pursuit of College and Career Aspirations*. I am in the proposal stage of my dissertation through Walden University and am using CRT as a lens to understand why students of color choose specific majors within my university of employment.

While our topics do not align completely, I would be most grateful if I had your permission to use the interview protocol you wrote for your study that was published in 2013. Of course I would edit the questions and information to reflect my current proposal. I sincerely appreciate your consideration and I would be more than willing to share the revised protocol with you if that is appropriate.

Thank you,
Mrs. Elizabeth J. Napier MA Ed.
Doctoral Candidate

Elizabeth,

I am honored and humbled that you found my work and want to include some of the protocols in your dissertation. Please use what you need. This email is my formal permission and authorizes you adapted question protocols for your dissertation work.

All the best to you.

Kindest regards,

Ed

Ed Holmes, PhD
Director of Diversity and Inclusion
Overture Center for the Arts
eholmes@overture.org | 608.443.1750

From: Elizabeth J Napier <Elizabeth.Napier@ >
Sent: Monday, July 2, 2018 10:19 AM
To: Kludt, Kim S
Subject: Greetings from Ohio!

Hello, Dr. Kludt,
I have been searching for a dissertation that used interview questions connected to career choice in teacher education for some time. I came across your research titled, *Incentives and Disincentives for South Dakota High School Seniors When Considering a Career in Teaching*. I am in the proposal stage of my dissertation through Walden University and am using critical race theory as a lens to understand why students of color choose specific majors within my university of employment.

While our topics do not align completely, I would be most grateful if I had your permission to use the interview protocol you wrote for your study that was published in 2015. Of course I would edit the questions and information to reflect my current proposal. I sincerely appreciate your consideration and I would be more than willing to share the revised protocol with you if that is appropriate.

Thank you,
Mrs. Elizabeth J. Napier MA Ed.

From: Kludt, Kim S [mailto:Kim.Kludt@k12
Sent: Tuesday, July 03, 2018 12:45 PM
To: Elizabeth J Napier <Elizabeth.Napier@m
Subject: Re: Greetings from Ohio!

You absolutely have my permission. If you require anything else, please feel free to contact me.

Dr. Kimberly Kludt
Superintendent
Deubrook Area School District 5-6
100 School Ave.
White, SD 57276

Appendix F: Interview Protocol

Welcome, name of participant. Thank you for taking the time to meet with me today. I want to share with you that I greatly value your time and am optimistic that the research conducted through this study will contribute to greater awareness in the field of teacher education (TE). I see you have completed the consent form; thank you for your assistance. As you are aware, I am recording our conversation, but I do not want the thought of the recording to prevent you from asking any questions or stopping the interview at any point. If at any point you feel uncomfortable or wish to conclude the interview, there is no penalty and I will not be upset.

Answer any questions from student and proceed with interview.

I would like to get started with 3 introductory questions and then pose specific questions connected to your experiences at MU.

1. Intro Question (not connected to RQ): What brought you to MU?
2. Intro Question (not connected to RQ): What is your major here at MU?
3. Intro Question (not connected to RQ): How would you describe your ethnicity?
4. When thinking about the field of TE and recollecting your own experiences in K-12 education, do you recall any *issues* that helped you eliminate the choice of any particular major?
5. Did you *ever consider* TE as a potential major?
    a. Probe- for what reasons did TE interest or not interest you?
6. What *issues* do you think influence few college students of color to choose TE as a career?

7. Did you ever experience *issues* that confirmed your desire to not pursue any particular major?
8. If someone told you that you had to major in TE, how would you respond?
9. Wrap-up question (not connected to RQ) Do you have any additional comments or notes you would like to add?

Thank you so much for taking the time to talk with me today. I want to reassure you that all of your personal responses will be kept confidential by attaching a pseudonym as your name in documentation. I will be sending you a transcript of our interview via email within the next week. I would like you to verify that I have accurately captured your statements during this interview. If you have any questions at any point connected to this process or my research, I am always available to help.

Note: Adaptations of interview questions were crafted from studies conducted by Holmes, 2013 and Kludt, 2015 and received approval from authors via email on 7/2/18 and 7/3/18.