

The Complexion of Teaching and Learning

Educator Syllabus

UnboundEd



PODCAST EPISODE 6
Invisible
Taxes

Episode 6 Overview

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“The Complexion of Teaching and Learning” is a podcast docu-series hosted by Brandon White, ELA Specialist at UnboundEd and former middle school and restorative practices educator in Rochester, N.Y. The series explores the historical, political, and professional insights and experiences of educators of color navigating systemic and internalized attachments to implicit biases, white-dominant legacies, and ethnic-cleansing practices.

Episode 6 brings us post-Brown v. Board, where we begin to see the foundations of a “new” system quickly revert to the regeneration of discriminatory practices that Black, Latino, and Indigenous educators continue to navigate today. The two-part episode takes us through the roots of inequitable recruitment and professional development through a series of conversations between educators and researchers. Part two and the b-side features a candid conversation between White and Dr. Alfred Tatum, provost and executive vice president for academic affairs at Metropolitan State University of Denver, as they discuss the lack of diversity in today’s teaching population.



COVER IMAGE: SCHOOL DESEGREGATION, 1954

Mrs. Nettie Hunt, sitting on the steps of the Supreme Court, holding a newspaper and explaining to her daughter, Nikie, the meaning of the Court’s decision to ban school segregation.

Photo Credit: GRANGER.

RIGHT: ANTONIA PANTOJA

Antonia Pantoja Papers, 1923-2002. Antonia Pantoja. Center for Puerto Rican Studies Library & Archives, Hunter College, CUNY.

What Research Says

“Despite their strengths, however, Latino teachers face discrimination and stereotyping that leave them feeling discouraged and perceived as unqualified to be professional educators. This can prohibit Latino teachers from advancing to leadership positions and from staying in the teaching profession.”

[Our Stories, Our Struggles, Our Strengths](#) (The Education Trust, Feb. 2018).

“A significant percentage of programs—serving a significant number of future teachers—are more than 90% white.”

[A Broken Pipeline: Teacher Preparation’s Diversity Problem](#) (TNTP, Dec. 2020).

“After the landmark court decision established the unconstitutionality of Jim Crow and “separate but equal,” and districts began the process of racial integration, teachers of color found themselves the target of mass firings. At that time, over 38,000 teachers lost their jobs in the schools they worked in, mostly in the South and border areas (Lutz, 2017).”

[Pipeline and Retention of Teachers of Color: Systems and Structures Impeding Growth and Sustainability in the United States](#) (Digital Promise, Apr. 2020).

For more historical context, please read this 1935 article by W.E.B. Du Bois:

Du Bois, W. E. B. (1935). Does the Negro need Separate Schools? *The Journal of Negro Education*, 4(3), 328. doi:10.2307/2291871.



A BLACK TEACHER INSTRUCTS WHITE STUDENTS POST-BROWN V. BOARD

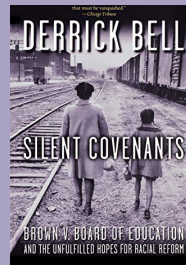
Mrs. Ella J. Rice, talks to one of her pupils, all of whom are white, in a third-grade classroom of Draper Elementary School in southeast Washington, D.C., September 13, 1954. This is the first day of non-segregated schools for both teachers and pupils in the District of Columbia public school system. Mrs. Rice is the only black teacher in the school.

Book Club Suggestions

We encourage you to add the following books, authored by guests, educators and researchers featured in episode six, to your reading list.

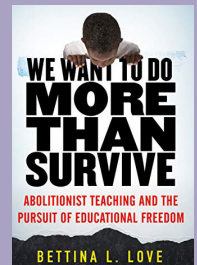
Silent Covenants: Brown v. Board of Education and the Unfulfilled Hopes for Racial Reform

by Derrick Bell



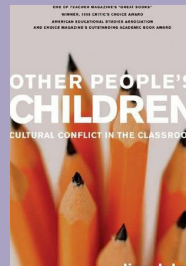
We Want to Do More Than Survive

by Dr. Bettina Love



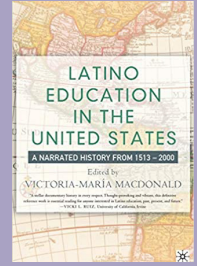
Other People's Children

by Dr. Lisa Delpit



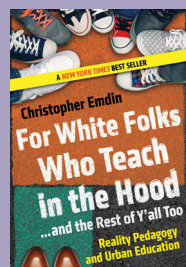
Latino Education in the United States: A Narrated History from 1513–2000

by Dr. Victoria Maria-MacDonald



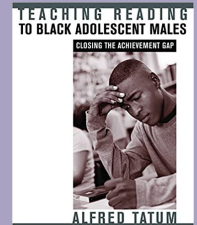
For White Folks Who Teach in the Hood... and the Rest of Y'all Too: Reality Pedagogy and Urban Education

by Dr. Christopher Emdin



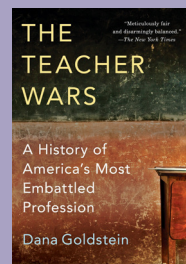
Teaching Reading to Black Adolescent Males

by Dr. Alfred Tatum



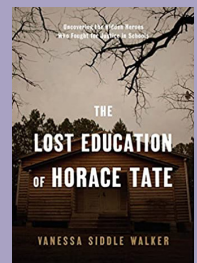
The Teacher Wars: A History of America's Most Embattled Profession

by Dana Goldstein



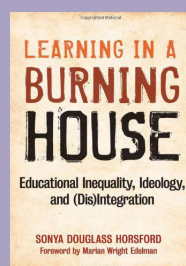
The Lost Education of Horace Tate

by Vanessa Siddle Walker



Learning in a Burning House: Educational Inequality, Ideology, and (Dis)Integration

by Dr. Sonya Douglass Horsford



Discuss and Reflect

Experiences of oppression and resistance from educators of color further confirm a personal truth that to become a change agent for educational equity, we have to know three things:

1. We are part of an educational system that upholds policies and practices that are historically and inherently racist.
2. We have to know that being in this system means that we are participants in it and are therefore accountable for our contributions.
3. Using our systemic awareness coupled with a strong knowledge of self, students, content, context, and instruction will not only allow us to be non-complicit participants in this system but change agents from within it.

We hope you use the points above and the discussion questions below to reflect and start a conversation with colleagues about how teaching and learning have evolved in this racialized country.

- What role does implicit bias play in most to the issue of retaining and recruiting teachers of color?
- How does systemic racism utilize internalized oppression within teachers of color to keep the education system functioning as is?
- What can white educators do to dismantle systemic racism in schools?

Notes