

A Call for Change: Disrupting White Supremacy Culture in Dispositional Expectations of Teacher Candidates

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Abstract

Today, in the context of the Black Lives Matter movement and an increased focus on antiracism, P-12 and higher education institutions are engaged in studying practices and resources from an (in)equity lens. This study explores disposition expectations for teacher candidates noted in the form of a rubric drawing on Critical Race Theory (Ladson-Billings & Tate, 1995). Characteristics of White Supremacy Culture (Okun, 2021) also grounded the study and were used as themes determined a priori. Researchers engaged in document analysis to analyze and code the rubric (Bowen, 2009; Corbin & Strauss, 2007). Findings show evidence of white supremacy culture in dispositional expectations. These findings reveal the need to challenge current expectations for teacher candidates to disrupt the white supremacy culture that permeates teacher education. Implications provide ideas for future research and practices that are flexible, collaborative, and critical.

Keywords: white supremacy, teacher education, dispositions

“The master’s tools will never dismantle the master’s house. They may allow us temporarily to beat him at his own game, but they will never allow us to bring about genuine change” (Lorde, 2003, p. 27). We, nine teacher educators, draw on the wise words of Black feminist scholar, Audre Lorde. Lorde reminds us that we need to dismantle our own ways of doing and being, as individuals, as an institution and as a discipline of teacher education (TE), to institute change.

We acknowledge United States (US) schools were built by white, middle and upper class, Christian, European American men and remain white-serving institutions with interest in upholding the status quo (Bissonnette, 2016). “Schools have historically served as primary locations for the indoctrination of outsiders into the American way-of-life” (Roediger, 2006, p. 2). Though schools are increasingly diverse, P-12 teachers and teacher educators are overwhelmingly white, middle-class, cis females (Sleeter, 2017).

It is well established that white, middle-class, cis females are socialized, from a young age, to possess certain well-meaning dispositions then ingrained throughout schooling, including in TE:

The White, middle-class cis females who disproportionately populate the teaching profession are overwhelmingly disposed to mask controversy, avoid conflict, and suppress difference. In this regard, they are complicit in reproducing White supremacy, social and economic inequities embedded in capitalist structures, and the oppression of patriarchy. (Wegwert & Charles, 2019, p. 104)

Such complicity also aligns with a tenet of Critical Race Theory (CRT) that suggests racism is, and has been, normalized in American schools and society (Stefancic & Delgado, 2013).

Further complicating the history of schools, TE experienced a standards-based movement leading to an audit culture with increased systems of accountability (Apple, 2004). The Interstate New Teacher Support Consortium (inTASC), a voluntary group of educational agencies and organizations, documented standards for beginning teachers and their licensing in 1992 and “put dispositions on the teacher preparation map” (Villegas, 2007, p. 372). Thereafter, other organizations such as the National Council for the Accreditation of Teacher Education (NCATE), the Council for the Accreditation of Educator Preparation (CAEP), and the Association for Advancing Quality in Educator Preparation (AAQEP) placed emphasis on dispositions through the accreditation process, making assessing dispositions a required component of teacher licensing programs across the US (Blair, 2017; Villegas, 2007).

Today, in the context of the Black Lives Matter movement, P-12 and higher education institutions are engaged in studying practices and resources from an (in)equity lens. Ongoing discussions and reflections have led some, including us, to develop Equity Strategic Plans, demonstrating a commitment to confronting normalized racism and supporting antiracist pedagogies. Spurred by our discussions and reflections, we considered how some of our expectations for teacher candidates (TCs), including disposition expectations noted in the form of rubrics, might actually (and perhaps unintentionally) reinscribe inequity. We refer to dispositions as internal conditions or psychological characteristics such as attitudes, values, beliefs, and thoughts, that influence external behaviors like interactions with students and colleagues during teaching and learning (Blair, 2017; Choi et al., 2016).

Our desire to scaffold the development of disposition expectations, like other teacher educators, sits in tension with our commitment to antiracist pedagogies. In alignment with CRT, if expectations require all TCs to conform to a set of cultural norms, antiracism is not apparent

(Ladson-Billings & Tate, 1995; Okun, 2021). Leaning on Lorde's (2003) words at the onset of this paper, we realized, "The master's tools will never dismantle the master's house." Therefore, we explored: How, specifically, do our dispositional expectations for TCs reify white supremacy culture (WSC) characteristics?

Literature Review

A touchstone in all accredited TE programs, teacher dispositions are historically rooted and have been given greater attention, in the last decade or so, as a result of the accreditation process. Dispositions are assessed in a variety of ways, despite lacking validity and reliability (Blair, 2017; Saltis et al., 2020). Scholars acknowledge the shortcomings in defining and assessing dispositions as well as ways to mitigate the shortfalls. Even so, it remains debatable as to whether or not dispositions impact teacher effectiveness.

Dispositions are not a new concept, as reference to them actually dates back to ancient times (Choi et al., 2016), but dispositions have received greater attention recently due to accrediting bodies' requirement to assess them for teacher licensing (Blair, 2017; Choi et al., 2016; Villegas, 2007). To address accreditors' standards, TE programs assess dispositions in a variety of ways. Some of the ways dispositions are assessed include rubrics and checklists. Others assess them through written responses such as reflections, case studies, or portfolios. These forms of assessment often lack validity and reliability and are subjective (Blair, 2017; Saltis et al., 2020).

Some scholars acknowledge the shortcomings of measuring dispositions. Most notably, there is not a consensus about what specific dispositions are a priority or most valuable to measure (Choi et al., 2016; Saltis et al., 2020; Shoffner et al., 2014). Schoffner et al. (2014) stated, "When dispositions are identified and assessed, certain political or social perspectives

could be valued over others, complicating an already complex matter” (p. 178). For instance, some dispositions prioritize TCs’ character while others address their competencies (Choi et al., 2016). Being collaborative is a character trait whereas being prepared is a competency. These perspectives, unless reviewed and challenged, risk perpetuating the normalized societal racism described by CRT.

TCs’ dispositions may vary based on background knowledge, experiences, and context (Shoffner et al., 2014). As an example, Hoadley and Ensor (2009) found teachers’ social class to be predictive of the specific dispositions teachers valued. Teachers from working class backgrounds prioritized discipline and caring, while teachers from middle class backgrounds prioritized students’ cognitive development.

Despite the critiques of dispositions as a concept and in assessment, Villegas (2007) acknowledged, “Teachers who aim to make a difference in the lives of diverse students need the dispositions to teach all learners equitably” (p. 371). Hayes and Juarez (2012) noted that not preparing TCs to have the knowledge, dispositions, and skills to teach *all* students is an act of whiteness that reinforces white supremacy. Further, in a recent study focused on cultivating dispositions in urban schools, Truscott and Obiwo (2020) found two core dispositions surfaced: responsiveness and the importance of equity.

There is no agreement on whether or not dispositions correlate with teacher effectiveness or instructional successes (Blair, 2017). For instance, in a qualitative study at a rural midwestern university where TCs’ dispositions were observed and assessed, Choi et al. (2016) found that disposition ratings may not be predictive of effective teaching. However, Saltis et al. (2020), in a qualitative study requiring a variety of stakeholders (TCs, mentor teachers, and supervisors) to

assess pre-service dispositions, cited dispositions as highly correlated with teacher success and important to students' education.

Theoretical Framework

Due to the inconclusive, pervasive nature of dispositions in TE programs, it is critical to continuously investigate their impact. We ground our analysis in the CRT assumption that racism has been normalized in our history and white supremacy permeates inequity in much of US culture (Ladson-Billings & Tate, 1995). We draw on Okun's (2021) explanation of WSC, "White supremacy culture is the widespread ideology baked into the beliefs, values, norms, and standards of our groups (many if not most of them) ... teaching us both overtly and covertly that whiteness holds value, whiteness is value" (p. 4). Its characteristics are outlined in Table 1. Okun offered the characteristics as an analytic tool and one way of understanding WSC: "The description of these characteristics are meant to help us see our culture so that we can transgress and transform and build culture that truly supports us individually and collectively" (Okun, 2021, p. 6). In addition, Okun (2021) recognized that white supremacy, and the characteristics of its culture, intersect and operate with other oppression (e.g., classism, sexism, heterosexism, Christian hegemony). The intersection of oppressive experiences compounds to be more than the sum of the experiences (Crenshaw, 1989). Whiteness often goes unseen and its masking helps to maintain the status quo and power under the guise of equitability in a democratic society (Picower, 2021). As a result, whiteness, both consciously and unconsciously, maintains white supremacy. It upholds colorblindness, meritocracy, deficit thinking, and linguicism (Ledesma & Calderón, 2015). Specific to teacher education, whiteness perpetuates inequity by espousing the ideal that education is neutral (Gardiner et al., 2022).

Table 1*Characteristics of White Supremacy Culture (Okun, 2021)*

White Supremacy Culture Characteristics	Descriptions
One Right Way	The belief that there is only one right answer or way - once that way is introduced, there is a belief that perfectionism can be attained.
Urgency	Ignoring the need to reflect and demanding change in a way that perpetuates power imbalance.
Either/Or & the Binary	Reduce the complexity of life to binary decisions to reinforce “toxic power.”
Individualism	Our cultural story that should be made on our own - “pulling ourselves up by our own bootstraps.”
Progress is More & Quantity over Quality	Assumption that goals must be bigger and more - a focus on quantitative values.
Denial & Defensiveness	Denying and defending the ways that white supremacy is (re)produced.
Fear	When afraid, individuals are more easily manipulated by promises of safety.
Right to Comfort, Power Hoarding, & Fear of Conflict	A belief that “we have a right to comfort, which means we cannot tolerate conflict.” So, there is a tendency to blame for discomfort.
Worship of the Written Word	Value is only placed on what is written and assessed to a narrow standard, thus, ignoring other ways people communicate.

With CRT, race is viewed as a social construct and racism is recognized as ingrained in American culture rather than isolated events or actions (Ladson-Billings & Tate, 1995). CRT can be used for analyzing racism and critiquing white supremacy broadly, including in TE (Baker-

Bell, 2020; Ladson-Billings & Tate, 1995). In the context of TE, CRT “as an interpretive framework, can challenge the dominant ideology of standards, tests, and accountability” (Heilig et al., 2012, p. 407).

In education, white supremacy may permeate through policy and create climates that are unfriendly, and perhaps unwelcoming, to students of Color (Ledesma & Calderón, 2015). Examples can be found in assessments and standards of behavior. As such, we seek to challenge the dominant whiteness that may be present in our disposition expectations for TCs using “the lens of race” (Heilig et al., 2012, p. 421). Ledesma and Calderón (2015) contended that “Education, like law, is an explicit manifestation of institutionalized White supremacy, which demands specialized tools that can expose, highlight, and challenge these realities” (p. 213). To further guide our understanding, we drew on Okun’s (2021) definition of WSC and its characteristics. Using these characteristics as theoretical and analytic tools helped us see our culture, interrogate it, and work toward more antiracist and just expectations for TCs. We seek to dismantle “notions of colorblindness, meritocracy, deficit thinking, linguisticism, and other forms of subordination” (Ledesma & Calderón, 2015, p. 208).

Positionalities

We are faculty and staff members in a TE department at a small, private college in the northeast US. Seven of us are white, middle class, females, typical of the population educating TCs. One is biracial, middle class, female, and one is white, middle class, and male. We value having expectations for TCs, but our shared concern about our complacency in reifying WSC brought us to this work. In addition, recognizing that our TC population is not nearly as diverse as the K-12 student populations they will serve in the future, we realize that we need to better educate our TCs in the areas of diversity, equity, and inclusion. We have begun extensive work

in this area as a department, to examine our own cultural competence and biases and open ourselves to analyzing how we are or are not reifying WSC. We ask: How do our dispositional expectations for TCs reify WSC characteristics?

Method

The goal of this study was to utilize CRT as a framework for critically analyzing our disposition expectations for TCs through an equity lens. We focused on the tenets of race as a social construct and racism as normative to American society. Since our dispositions rubric is a source of evaluation throughout our TE programs, we chose a qualitative method, specifically document analysis (Bowen, 2009), to allow a careful and thorough analysis of the dispositions that we prioritize through this rubric. This study seeks to fill a gap in research that considers the intersection of expectations of TCs' dispositions and WSC. Heilig et al. (2012) cited Apple (1992, 1999) when stating that standards are political and contending that "it is important to look closely at the racial politics and ideologies embedded in modern standards" (Heilig et al., 2012, p. 404). We view our disposition expectations as standards for TCs.

To explore our research question, we read characteristics of WSC (Okun, 2021). Reviewing these characteristics provided a foundational understanding of WSC and its role in the lived experiences of our students and ourselves. Then we reviewed our disposition expectations for characteristics of WSC. At this stage, it is important to note a limitation. Due to a memorandum of agreement, we are not permitted to name or share the specific rubric we use. Instead, we note broad categories and keywords that may be common across disposition rubrics (see Table 2).

Table 2*Intersection of Dispositions and White Supremacy Culture (WSC)*

Disposition	Rubric Expectation	WSC Characteristics
Participates in Professional Development	Attends at least one workshop or seminar; explains its relevance; articulates how to apply it to practice	Worship of the Written Word One Right Way/Perfectionism Quantity over Quality
Communicates Effectively	Engages in appropriate written, verbal, and non-verbal communication in standard English	Worship of the Written Word One Right Way
Is Punctual	Reports early or on time for all teaching responsibilities	Urgency Either/Or & the Binary
Meets Deadlines	Meets deadlines and obligations established by stakeholders; informs them of absences in advance; provides thorough, clear directions and lessons for substitutes	Worship of the Written Word Urgency Power Hoarding
Is Prepared	Prepared to teach on a daily basis with organized, appropriate materials; prepared to be flexible	Worship of the Written Word Quantity over Quality
Collaborates	Demonstrates collaborative relationships with school personnel and stakeholders; collaborates to meet the needs of all learners; describes collaborate experiences; names collaborators; implements learning	Worship of the Written Word

Demonstrates Advocacy	Proactively recognizes and describes needs of learners; takes action appropriately while following institutional policies	Worship of the Written Word One Right Way/Paternalism Urgency
Responds to Feedback	Accepts and proactively seeks feedback; applies feedback to improve practice in a timely manner	One Right Way/Perfectionism Urgency

Data Analysis Framework

To start, each researcher chose at least one of the WSC characteristics (Okun, 2021) to read and carefully analyze through reflection. These characteristics were chosen based on each researcher's desire to learn more. Reflections included each researcher's perceptions of the characteristic and perspectives on the intersection between departmental policies and the characteristic.

Then, each researcher reviewed our dispositions and expectations noted in the rubric for characteristics of WSC. Note, we use this portion of this rubric to evaluate students' dispositions in each course, and we use the full rubric to assess pedagogy and dispositions during TCs' student teaching. Therefore, our use of document analysis provided contextual data within which teacher educators and TCs work (Bowen, 2009). This study focuses on the dispositions and expectations that reified white supremacy through the lens of CRT.

Data Analysis Procedures

We reviewed dispositions and expectations noted in the rubric by analyzing and coding word choice (Corbin & Strauss, 2007). Since we used Okun's (2021) characteristics of WSC as a grounding for the study, themes were determined a priori. Following a review and analysis of assigned dispositions to each of us, in the context of WSC characteristics, we met to discuss

individual analyses. To ensure inter-rater reliability, we were then reassigned dispositions to evaluate in terms of WSC characteristics. After each researcher initially reviewed dispositions, we identified implications and action steps that could be taken to minimize the influence of WSC in all of our assigned dispositions. Then, we met again to discuss these analyses, and we continued by cross-checking and revising (as needed) our emergent findings.

To provide an example of this procedure, one predetermined theme was the sense of urgency and the demand for prompt action through hierarchical structures. One researcher chose to focus on this theme, review the disposition rubrics, identify any potential evidence of this theme, and share implications. Then, another researcher reviewed the evidence and rubric to provide cross checking. During these stages, it was determined that a sense of urgency was found in the rubric through the prioritization of arriving early and staying late. Following this checking, the research team met to discuss analyses, address any uncertainties in the analysis, and revise findings as described below.

Throughout the process, we questioned how TCs could interpret the expectations and how we could be communicating the dominant ideology of oppression through our assumptions and expectations. At the conclusion of this process, we returned to the WSC characteristics to identify future implications.

Findings

We organized our findings by Okun's (2021) characteristics of WSC that were most present in our disposition expectations noted in the rubric, while drawing on tenets of CRT. Our organization is purposeful as we chose to center culture.

Worship of the Written Word

Worship of the written word is the culture of honoring or emphasizing what is written and the idea that writing reflects wisdom (Okun, 2021). The US has a long history of valuing the written word. For instance, written treaties and other government documents helped white people secure land that belonged to native people, and later, enslaved Black people were kept from and punished for learning to read and write (Kendi & Blain, 2021; Okun, 2021). Today, we see emphasis on the written word in disposition expectations for TCs. Okun (2021) reminds us that worship of the written words shows up as, “If it’s not in a memo; it doesn’t exist, if it’s not grammatically ‘correct,’ it has no value; those with strong documentation and writing skills are more highly valued” (p. 18-19). Thus, the adherence to the written word becomes the normalized experience for all, including people of Color.

We found dispositions such as participates in professional development, communicates effectively, meets deadlines, is prepared, collaborates, and demonstrates advocacy all prioritized written or verbal communication. Written sources of evidence of meeting the expectations might include lesson plans, handouts, citations of resources, or reflections. After TCs participate in professional development, they need to explain the workshop’s relevance and articulate how it applies to practice. The disposition of communicates effectively emphasized written communication in standard English, asserting linguistic aspirations for teachers to likely be monolingual English speakers. Such emphasis on “correct” English has been critiqued for decades (Yellin, 1980), and recently, such racial and linguistic hierarchies are defined as anti-Black racism and white linguistic supremacy (Baker-Bell, 2020). Further, TCs are also expected to meet deadlines, communicate absences in advance, and provide thorough, clear lessons in their absence. Even in their collaboration, to exceed rubric expectations, they must be able to

describe collaborative experiences, naming their collaborators, placing heavy emphasis on documentation. Similarly, as TCs demonstrate advocacy, they need to describe the needs of learners. They must adhere to institutional policies that are likely documented in writing. Our rubric seems to serve as a gatekeeper documenting, in and of itself, what counts as TCs' knowledge or evidence.

One Right Way

The belief that there is one right way to do something promotes perfectionism and paternalism. Perfectionism is the idea that individuals can be perfect according to standards set by the few in power. In the US, with a high-stakes testing culture, perfectionism has been taken up, especially when the focus is placed on fixing students' deficiencies instead of addressing institutional or societal inequities (Valencia & Guadarrama, 1996). Okun (2021) reminds us, perfectionism looks like, "little time, energy, or money is put into reflection or identifying lessons learned; a tendency to identify what is wrong" (p. 8). Further, one right way shows up as, "the belief there is one right way to do things and once people are introduced to the right way, they will see the light and adopt it" (p. 9). Paternalism looks like, "those holding power control decision-making and define things (standards, perfection, one right way); those without power are marginalized from decision-making processes" (p. 10).

We found one right way (including perfectionism and paternalism) to also be a WSC prevalent in the disposition expectations rubric for participates in professional development, communicates effectively, demonstrates advocacy, and responds to feedback. The disposition participates in professional development requires TCs to attend a workshop or seminar, recognize its relevance, and articulate how to apply it to practice. This suggests once introduced to the one right way from the workshop, TCs will understand and adopt it. In terms of

communicates effectively, emphasis is placed on standard English as the monolingual or one right way to communicate. As noted, this expectation devalues linguistic justice (Baker-Bell, 2020). For the disposition demonstrates advocacy, TCs recognize the needs of learners. This seems to align with the era of pandemic “learning loss” despite scholars’ continued call for asset-based, humanized approaches to teaching and learning (Bomer, 2021; Minor, 2020). Finally, responds to feedback suggests TCs accept and apply feedback, leaning into perfectionism, identifying their inadequacies and one right way to fix it.

Urgency

Urgency is a cultural habit that is reflective of white supremacy. Okun (2021) stated, “The irony is that this imposed sense of urgency serves to erase the actual urgency of tackling racial and social injustice” (p. 27). Urgency “makes it difficult to take the time to be inclusive, encourage democratic and/or thoughtful decision-making; reinforces existing power hierarchies; privileges those who process information quickly” (p. 27). In this reinforcement of hierarchies, normalized racism persists with little time to address potential challenges. Apple (2008) connected top-down capitalists’ democratic space to TE.

Like the WSC above, we found urgency was equally present in the disposition rubric expectations. For the disposition is punctual, TCs are expected to be early or on time. Likewise, for meets deadlines, TCs must meet obligations set forth by stakeholders. With demonstrates advocacy, TCs must be proactive in recognizing learners’ needs and take action. Similarly, with the disposition responds to feedback, TCs also need to be proactive in their seeking of feedback, and apply the feedback in a timely manner. These particular expectations seem to place emphasis on timeliness (e.g., being early and proactive), reinforce existing hierarchies (giving most power

to stakeholders like mentor teachers and college supervisors), and work in the favor of TCs that process information and act quickly.

Quantity over Quality

Quantity over quality is the cultural assumption that the goal is to always do more and that this can be measured. Okun (2021) said this shows up as: “resources directed toward producing quantitatively measurable goals; little to no understanding that when there is a conflict between the content and process, process will prevail” (p. 16). In US education, we understand this characteristic is closely connected to the meritocratic ideals where individuals are awarded for their abilities and efforts (Meroe, 2014).

We found two connections to the quantity over quality WSC in the disposition expectations. For instance, with regards to participates in professional development, TCs should attend at least one workshop or seminar. Likewise, for is prepared, TCs need to be prepared daily with organized and appropriate materials. The reference to daily helps to quantify the expectation.

Either/Or and Power Hoarding

The either/or binary reinforces the cultural norm that there is always a yes or no or right or wrong, and this leads to uneven power structures. Either/or might look like “trying to simplify complex things; thinking that makes it difficult to learn from mistakes; conflict and an increased sense of urgency” (Okun, 2021, p. 15). Power hoarding shows up as: “little, if any value around sharing power; those with power assume they have the best interests of the organization at heart” (Okun, 2021, p. 26). As noted, US schools remain white-serving institutions, and these characteristics operate to maintain the status quo (Bissonnette, 2016).

We found evidence of one either/or binary and one power hoarding in the expectations. For the disposition of punctuality, TCs should report early or on time. The language suggests a binary, leading to increased sense of urgency. The meets deadlines disposition suggests that deadlines and obligations are established by stakeholders only. For these final characteristics, the reliance on quantitative measurements and power dynamics demonstrates a normalized hierarchical control in which the evaluators are those determining success or failure through the lens of longstanding norms.

Discussion

Presently, accredited TE programs must assess TCs' dispositions (Blair, 2017; Villegas, 2007), despite a lack of consensus regarding what dispositions are most important to measure and how to measure them (Choi et al., 2016; Saltis et al., 2020; Shoffner et al., 2014). As such, when certain dispositions are prioritized, as indicated above in our findings, TE programs, like ours, may place emphasis on specific political or social perspectives that perpetuate the status quo, including histories of whiteness and niceness in education (Bissonnette, 2016; Picower, 2021; Shoffner et al., 2014; Wegwert & Charles, 2019). Also noted above, whiteness maintains white supremacy (Ledesma & Calderón, 2015).

Our findings are a first step to disrupting the normalization of whiteness, including societal racism described by CRT (Ladson-Billings & Tate, 1995), in TE through standards such as dispositional expectations of TCs. This study illuminated the ways characteristics of WSC (Okun, 2021) are embedded in dispositional expectations for TCs. We found that our expectations show evidence of worship of the written word, one right way, urgency, quantity over quality, either/or, and power hoarding. As Heilig and colleagues (2012) reminded us, we

must examine standards that perpetuate racial politics and ideologies that are not equitable, and our findings do this.

Specifically, we found worship of the written word perpetuates racism and linguicism (Baker-Bell, 2020). One right way emphasizes deficit thinking rather than asset-based, humanized approaches (Minor, 2020). Urgency highlights a top-down hierarchy of power. Quantity over quality reinforces meritocracy (Meroe, 2014). Either/or and power hoarding operates to maintain the status quo (Bissonnette, 2016). Taken together, our expectations may devalue the critical pedagogical insights and practices of candidates who do not advance the dominant culture's interests (Milner, 2008). Below we offer implications for research and practice that better align with our commitment to antiracist pedagogies and CRT (Ladson-Billings & Tate, 1995).

Limitations

Our study is limited in that we did not have permission to share the full rubric so rather we relied on keywords and phrases that were present in our rubric and likely paralleled others across institutions. Our analysis could have been more complex using the full rubric. We also recognize our analysis was limited by the perspective and experiences we brought to this work, and admittedly, we are a predominantly white female, teacher educator research team.

Implications for Research and Practice

Future research might include a multi-case study using similar methods of analysis that we harnessed in this study of full rubrics, or other disposition assessment tools, used at varying institutions. It might also include engaging other faculty and staff in analytic work like ours for more diverse perspectives. Research may include studying TCs' perspectives regarding

disposition expectations and relevant assessment practices. Specifically, we might follow up on Hoardley and Ensor's (2009) study regarding constructs such as race or gender.

Our findings suggest future practice should be flexible, collaborative, and critical to assuredly challenge normalized, racialized practices. In an effort to support linguistic justice (Baker-Bell, 2020), less emphasis could be placed on the written word. The written word, particularly standard English, penalizes English Language Learners. Flexible communication modalities might include audio notes, videos, reflection journals, etc.

Future practices could be more collaborative, disrupting traditional educational hierarchies that perpetuate the status quo (Apple, 2008; Bissonnette, 2016). Okun (2021) noted collaborative, authentic relationships take time to build. We argue TCs could be stakeholders in their contexts, for example, giving input into deadlines and deciding on evidence of their learning *with* stakeholders.

We call for time for critical, thoughtful reflection. In regards to participates in professional development, instead of implementing quickly or with emphasis on quantity, TCs could analyze what they learned from a critical perspective for quality, equity, and inclusiveness (Truscott & Obiwo, 2020). These dispositions are missing from our current standards. When advocating for learners, it should be a collaborative process that takes time to fully understand the nuances of students' assets and areas of growth.

Finally, in our call for change, as accreditation organizations review and update their standards and expectations for TE programs and TCs, we recommend they do so from an equity lens, perhaps drawing on WSC (Okun, 2021) characteristics or CRT tenets (Ladson-Billings & Tate, 1995) as we did with our disposition expectations in this study. Perhaps teacher educators and TCs could collaboratively engage in this process too. Should assessing dispositions remain a

requirement for TE programs, these assessments must emphasize equity and responsiveness (Truscott & Obiwo, 2020; Villegas, 2007).

Conclusion

Left unchecked, the dispositional expectations in TE programs will continue to perpetuate characteristics of WSC (Okun, 2021) and tenets of CRT (Ladson-Billings & Tate, 1995). We challenge ourselves and other teacher educators to push against the status quo for more equitable opportunities for TCs and for the children they will work with in P-12 schools. We recognize this as a first step to dismantling the master's house (Lorde, 2003).

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