

**Dismantling Barriers to the Demographic Imperative:
Illuminating and Addressing Hurdles Experienced by
Global-Majority Teacher Residents in School-University Partnerships**

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Abstract: Calls for a culturally competent teaching force prepared to support equitable education for every child and to address the demographic imperative may be achieved through coordinated efforts between Professional Development Schools (PDSs) and community partners (P-12 schools, communities, and universities). This qualitative interview study was initiated to identify, understand, and mitigate challenges experienced by three global-majority multilingual/multicultural teacher residents who matriculated in a teacher preparation program at an urban research institution that collaborated with PDSs. Findings illuminated structures of support such as social, language, emotional, navigational, and academic are necessary for organizations partnering to facilitate multilingual/multicultural global-majority teacher residents to negotiate challenges during coursework and fieldwork. These authors offer teacher educators, P-12 partners, and PDS networks recommendations for culturally and personally supportive practices that embody articulated commitments to equity, and diversity.

KEYWORDS: global-majority teacher residents, holistic support

NAPDS NINE ESSENTIALS ADDRESSED:

Essential One: A Comprehensive Mission. A professional development school (PDS) is a learning community guided by a comprehensive, articulated mission that is broader than the goals of any single partner, and that aims to advance equity, antiracism, and social justice within

and among schools, colleges/universities, and their respective community and professional partners.

Essential Two: Clinical Preparation. A PDS embraces the preparation of educators through clinical practice.

Essential Three: Professional Learning and Leading. A PDS is a context for continuous professional learning and leading for all participants, guided by need and a spirit and practice of inquiry.

Essential Four: Reflection and Innovation. A PDS makes a shared commitment to reflective practice, responsive innovation, and generative knowledge.

Essential Five: Research and Results. A PDS is a community that engages in collaborative research and participates in the public sharing of results in a variety of outlets.

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Teachers in public school settings are approximately 80% White whereas the students they serve represent more diverse backgrounds and are 48% people of color (National Center for Education Statistics [NCES], 2017). White teachers are overrepresented by almost a third compared to the population of U.S. schools (NCES, 2017; U.S. Department of Education, 2016). There is a demographic imperative to increase teacher diversity in the U.S. (McDonald, 2007) as well as a pressing need to address the opportunity gaps that persist for low-income students and students of color (Egalite et al., 2015; Grissom et al., 2020; Ladson-Billings, 2006, 2013). Diversifying the teaching force shows promise for positively impacting the educational outcomes of all students (Villegas & Irvine, 2010). Along with changing the demographics of the workforce, there must be a shift in beliefs and practices that moves individuals and systems toward dismantling long-standing systems of racial and structural oppression (Kendi, 2019). The current climate of “wokeness” leads us to practices that examine dysconscious racism (King, 2004), privilege (Leonardo, 2013), and white fragility (DiAngelo, 2018). However, these practices alone will not lead to change. Changes in beliefs and understanding must become systematized and leveraged to reshape our organizational cultures and practices (Kendi, 2019).

In tandem with cultural, individual, and organizational transformations, it is also imperative that teacher education programs recruit, support, develop, and retain teachers who are institutionally underrepresented (Childs et al., 2011). Those committed to justice and educational equity must work collectively to increase and support the presence of global-majority teachers, specifically Black, Indigenous, People of Color (BIPOC) who are heritage speakers of languages other than English.

The purpose of this study was to better understand the experiences of three global-majority, multilingual, and multicultural teacher residents navigating a PDS teacher residency program and university-offered supports embedded in the PDS network at an urban research institution. The study was initiated to identify, understand, and consider strategies to mitigate challenges experienced by three global-majority teacher residents.

Literature Review

Professional Development School (PDS) networks were created to bridge the theory to practice gap and address pertinent issues of educational equity through collaborative inquiry and mutual professional development of educators (Abdal-Haqq, 1998; Darling-Hammond, 1993, 2005; Goodlad, 1994; Holmes Group, 1986, 1990, 1995; Wiseman & Cooner., 1996). PDSs hold promise for realizing a more representative teaching force reflective of the global-majority. One approach to meet this need is evident through the implementation of teacher residency models of teacher preparation (Sparks, 2017).

Teacher residency programs, highly supported, year-long student teaching experiences, often serve to mitigate traditional barriers to recruitment (e. g., financial support, length of program, institutional structures during the application process etc.) for those who represent historically underrepresented learners in instructional environments (Fisher-Ari et al., 2020). Further, teacher residencies serve as a mechanism to prepare teacher candidates in the context of the schools or districts where they might ultimately serve as teachers, providing them with up to ten times more hours of practice in a year than many alternative teacher certification programs

and as much as three times the amount of school-based experience as those matriculating from a traditional teacher certification program (Sparks, 2017).

While various models for teacher residencies exist, residency programs may serve as pathways to recruit BIPOC and global-majority teachers to the field. Specifically, a study found that in 2015-16, only 19% of teachers in the field were non-white, while approximately 45% of residents represented the global-majority and BIPOC communities (Guha et al., 2017). This means that residency programs are particularly well-positioned to mitigate the underrepresentation of the global-majority in teaching. They are more targeted in recruitment efforts, provide resources that make program entry and completion feasible for nontraditional and/or global-majority candidates (Fisher-Ari et al., 2020), and provide a variety of supports, including extended and intentional matching with mentors (Fisher-Ari et al., 2019a) that go beyond the capacity of traditional teacher preparation experiences.

One primary goal of PDS partnerships, and the focus of the sixth essential element of a PDS, is the ongoing development of educators across their professional trajectory, (NAPDS, 2021). High quality mentoring has been cited as a critical supportive component of teacher retention, particularly in high needs content areas (Callahan, 2016; Ingersoll & Strong, 2011). Intentional mentoring is a foundational component of teacher residency models and enables teacher candidates to learn through long-term collaboration and co-teaching (Bryant Davis et al., 2012) with highly qualified, experienced mentor teachers. Additionally, collaborative partnerships with other novice teachers can address some of the social, emotional, and cognitive learning tasks (Fisher, 2009) which are significant upon entry into teaching and throughout the initial years of induction and socialization into the field of teaching. Hargreaves and Fullan (2012) argued for intentional networks of support to foster the development of professional capital across the vocational trajectory of educators. Taken together, the effect of these supports, like high quality mentoring, hold promise for supporting teacher candidates (Berry et al., 2008; Guha et al., 2017), specifically those who might experience structural barriers to institutional representation in the field of teaching.

Theoretical Perspectives

This study is grounded in the theory of organizational cultural competence, which is distinct from individual cultural competence (Olavarria et al., 2009). Individual cultural competence focuses on an individual's ability to positively engage across cultures (Alizadeh & Chavan, 2015). Organizational cultural competence focuses on the policies, practices, procedures, and norms of institutions, including the academy (Olavarria et al., 2009). Both organizational and individual cultural competencies must be developed in order to create more just and responsive educational opportunities for all learners, specifically those from under-represented, historically and currently marginalized communities. Balcazar et al. (2009) found that individual cultural competencies, such as cultural knowledge (Alizadeh & Chavan, 2015), might be augmented by working in institutions which carefully attend to organizational cultural competence.

Institutions working towards increased organizational cultural competence must consider their policies, norms, and principles, including careful attention to the role of language diversity (Olavarria et al., 2009). If institutions are to mitigate barriers that limit the potential of those from currently marginalized communities, institutions must seek increased understanding of global-majority students and their needs. Efforts to ensure that staff and faculty are representative of the community (Delphin-Rittmon et al., 2013) and culturally aware are also

necessary. Central to these efforts must be a commitment by organizations--specifically education-oriented systems-- to community outreach and engagement aimed at fostering authentic partnerships (Fisher-Ari et al., 2019b). This perspective calls for critiquing the non-neutral, socially, historically, linguistically, culturally, and racially charged contexts of schooling through the framework of cultural competence.

Teacher education programs as well as the policies, practices, and structures in many higher education institutions are rarely rooted in organizational cultural competencies (Fisher-Ari et al., 2020) that intentionally and authentically support global-majority teacher residents. The lens of organizational cultural competency can help faculty increase capacity for teachers working for equity and justice for the global- majority and support administrators and staff in creating institutional policies, practices, and structures reflective of these aims (Fisher-Ari et al., 2020).

Context: Our PDS Teacher Residency Model

This teacher residency model utilized targeted recruitment efforts that sought candidates in high-need content certification areas, prepared residents to teach in under-resourced schools, provided resources that make program completion feasible for nontraditional and/or global-majority candidates by providing a stipend to teacher residents, and a variety of other supports that extended beyond the capacity of traditional preparation experiences. Residency supports included teacher-mentor matching, Cross Career Learning Communities (CCLC), and coaching. The residency, structured as a year-long student teaching experience, consisted of classroom training in a PK-12 public school in conjunction with university coursework. The classroom experience occurred during the course of a typical 180-day academic school year, and the educator preparation program coursework was designed to be completed within 18 months (five semesters). While this timeline reflects the typical rate of completion for residents enrolled in these preparation programs, the pace of the program is rigorous, particularly with the full-time nature of the teacher residency which takes place alongside experienced teacher mentors. Teacher mentors were selected specifically for their excellence and expertise in their subject/content area. Within the PDS partnership the teacher residents were also supported in reviewing their needs and development, problem-solving, and exploring ways to develop collegial relationships with constructive feedback.

In addition to school-based mentors with whom teacher residents partnered, a critical component of this residency model was participation in a cohort-based CCLC. CCLCs are professional learning communities that provide a nurturing and supportive professional environment in which teacher residents and school-based mentors work together to reflect on their own practice, their students' work, and their beliefs about teaching and learning. CCLCs served as a mechanism for the participants to develop professionally and to use their human and material resources effectively. The sustaining nature of the CCLC created a space for critical friendship, mutual challenge, and support in a long-term community of practice alongside others in their teacher residency program. Through the cohort structure, the teacher residents had opportunities to share their successes, concerns, and questions with peers, alumni, and mentor teachers.

Each of these components, individually, is a critical component of our teacher residency model and intended to support new teachers as they refine their practices. The structures embedded into this teacher residency model were designed to reduce isolation and the silo-effect that is often experienced by teacher candidates. This PDS teacher residency program centers justice-oriented,

anti-racist, and inclusive teaching practices. Examining ways that this residency model holds promise for equity is important since PDS teacher residency models can be structured to address systemic structures that are the by-product of centuries long racialized violence within our collective history.

Methods

We initiated a qualitative study in the context of our PDS teacher residency program. We interviewed three global-majority teacher residents to better understand their experiences navigating the PDS teacher residency program at our urban research institution. The research question was: What experiences do global-majority students have while navigating the institutional systems required to participate in a PDS teacher residency program?

Participant-Authors

The three participant-authors Haimi, Elizabeth, and Huan, were global-majority teacher residents in our university's PDS-sponsored teacher residency program and were invited to join this inquiry. Specifically, they were included because of their unique perspectives as global-majority teacher candidates and for their identities as immigrants or refugees whose heritage languages were not English. The participant-authors provided biographical sketches that included personal experiences and identity markers (see Appendix). Each had English proficiency which enabled their acceptance into graduate programs at the university and were becoming certified to teach P-12 English language learners (ELLs) while enrolled in an 18-month Master's in Arts in Teaching program. In an effort to be consistent with their recollections and honor their contributions, we use terms that they offered to describe themselves or their experiences, both in their biographical sketches and in their quotes, even when those terms are inconsistent with the language used within the body of the manuscript. For example, where we would use the term global-majority teacher residents, the participant-authors might use non-native English speakers.

Data Sources and Collection

At the close of their time as a teacher-resident, Haimi, Huan, and Elizabeth were interviewed for 30-60 minutes using a semi-structured interview. The questions were:

- What barriers, if any, did you encounter during the application process leading to your acceptance into the university?
- What additional resources, if any, could [the university] provide to English language learners who are seeking entry into a university program?
- What additional resources, if any, could be provided to English language learners who are seeking entry into a teacher education program?
- What additional resources, if any, could be provided to English language learners as they work to become teachers?
- What additional resources, if any, could support English language learners once they begin teaching?
- Is there anything else you want to add?
- Interviews were audio recorded and transcribed through rev.com, a transcription resource, and then transcripts were cleaned up with a line-by-line examination, listening to the audio and cleaning up the transcripts.

Data Analysis

First, transcribed interviews were chronologically coded, mapping experiences that Haimi, Huan, and Elizabeth spoke about as they considered their experiences before and during the teacher residency. Next, data capturing residents’ experiences with supports during the residency were extracted and open coded. We utilized both NVivo coding, which takes words directly from the data to serve as initial codes (Saldana, 2008), and content-coding to summarize the ideas in chunks of data, usually 2-3 sentences in length. Using a constant-comparative approach, open codes were grouped and categorized representing clusters of codes (Charmaz, 2006). For example, the NVivo code “stressed” (taken directly from the language of the participants) and content code “nurturing relationships” were clustered within the category Emotional Support. During this stage, five categories became salient and representative of participant author experiences with university-offered supports, or lack thereof, during their teacher residency (see Table 1 for coding manual).

Table 1
Coding Manual

Category	Definition	Example quote
Social Supports	References to experiences (or lack of) with social needs or supports from staff, faculty, or peers.	“Community would be number of things for ELLs, for instance, as space for exchange of ideas, a space to share current research based finding pertinent to teaching, classroom management, and cultural responsiveness. And it’s a place where ELLs can let out talk about their frustration.”
Language	References to experiences (or lack of) with language needs or supports from staff, faculty, or peers.	“My intentions could be very good, but they are not seen, they could be merely interpreted according to each one’s perspective, and ...I could fall out of grace, or get in trouble, because I’m saying or doing something in a way that is not really the norm or socially accepted, or the best way to present myself.”
Emotional support	References to experiences (or lack of) with emotional needs or supports from staff, faculty, or peers.	“Affirm who we are-It makes us want to succeed...”
Resources to navigate infrastructure	References to experiences with support (or lack of) navigating infrastructure from staff, faculty, or peers.	“I think the main barrier would be just being able to navigate the system because international students come from a different background.”
Supporting academics	References to experiences with support (or lack of) with academics from staff, faculty, or peers.	“I suggest a little more time to analyze what is being learned- there’s so much to learn, so much to investigate.”

Research Team Roles and Positionality

Members of the research team were Terry, Anne, and Day, long-term collaborators within this PDS system. The research team created the questions for the interview and then conducted the interviews with Haimi, Huan, and Elizabeth. We (Terry, Day, and Anne) co-analyzed and interpreted the findings together and worked to develop implications of the data for the partnership. Haimi, Huan, and Elizabeth engaged in ongoing participant-author corroboration and provided significant insights across the development of this manuscript.

As a research team, we worked to enact increasingly culturally competent practices, processes, and structures to support teacher residents and others within our institution and partnership networks. The participant-authors are committed to strengthening equity in our university programming and in P-12 schools by offering insights which hold promise for transforming organizational cultural competence within and beyond our partnership and organizations.

Results

Findings indicated that Haimi, Huan, and Elizabeth experienced several types of support and noted a range of potential initiatives to aid them and other students who were multilingual, multicultural, global-majority teacher residents studying in an American university. Specifically, they reported their experiences with these types of supports (a) social, (b) language, (c) emotional, (d) navigating institutional infrastructures, and (e) academic. It is notable that Haimi, Huan, and Elizabeth not only described experiences that they found to be beneficial supports, but also noted opportunities and recommendations for future programming to increase both organizational and individual cultural competence. This means that within each theme, data quotes represent both experiences within the teacher residency that were supportive and suggestions for ways to augment our teacher residency program to become more robustly supportive of global-majority candidates.

Social Supports

The first type of support noted was social support. One theme shared by the participant-authors was that they valued being embraced within the community as multilingual and multicultural individuals with unique gifts. Haimi summed this up as “Being understood and valued.” It was important to the participant-authors that the PDS teacher residency program intentionally welcomed them. Haimi shared “Personally, I think the greatest resource that I can be provided as an ELL, would be when a person wants to know me, who I am and when what I can bring to the table matters.” Here, Haimi described the significance of relationships that acknowledged and celebrated each individual.

One of the common sources for this social support was within the CCLC. Haimi, Huan, and Elizabeth each found this space meaningful for their continued development and professionalization. Haimi explained that in CCLC, “We discuss our challenges and victories. We learn from each other and that provides us a space to belong to.” She further described the collaborative community,

As residents. I love it, we really help each other. When we get together we discuss our challenges and victories. We learn from each other and that provides us a space to belong to. Many of us might be the first to join college or not have the family network to support us in the area of education.

Haimi pointed out the significant need for global-majority teacher residents to engage as active members of social communities that validate their own identities. Haimi noted that global-majority teacher residents and teachers likely bring along with them “multitudes of challenges that come along with resettling in a country other than one’s home country- emotional, psychological and family separation.” Access to communities that are understanding and include social supports is critical in managing these challenges. She further explained that merely considering the years one has lived in the U.S. does not necessarily imply that global-majority teacher residents have been engaged in communities of support with individuals whose stories and perspectives are different from their own. Haimi noted,

I think when you are in higher education, we tend to think that the person has been acclimated to the system and the social setting here. But, I think based on the duration and our social interaction here our experiences with the larger community will be nonexistent to limited. Therefore, it is [necessary that] ELL teacher candidates gain the support that can empower them to become well equipped teachers.

Haimi stated one thing that was especially important to her and others was the collaborative, and growth-based focus of CCLCs. The problem-solving and explicit support CCLC provided gave the global-majority teacher residents affirmation as well as improved their pedagogy and helped them to align theory and practice in their schools. In particular, she valued a sense of “affirmation” and the importance of a social circle as a support for her and for other global-majority teacher residents who are heritage speakers of languages other than English. The global-majority teacher residents valued these communities for support and professional development and were committed to building and sustaining communities of mutuality and connection with others. All three resident-authors noted that creating and participating in a supportive space was meaningful for them as novice teachers who identified as heritage speakers of languages other than English and who also supported learners who were ELLs. Haimi hoped to co-create a networked social community of teachers which could support them linguistically and would serve as a space of mutual professional development and personal support. Haimi shared,

That community could be a number of things for ELLs. For instance, as space for exchange of ideas, a space to share current research based finding pertinent to teaching, classroom management, and cultural responsiveness. And it's a place where ELLs can... talk about their frustration. So, maybe if we're intentional to create that circle for ELLs, where they can come together maybe once a month, or twice a month, and articulate what their needs are, if they have one. Or what their strengths are and to just kind of have that space to communicate their challenges and frustrations would be great.

Elizabeth similarly hoped for a continuation of this type of community, and stated,

I know there are not many non-native English speakers in the program, if we could form a support group to connect with other students...join forces so we don't become a burden on the university, on the program, and we can start helping ourselves, it would be very positive in our growth as teachers.

Huan shared this hope as well,

We need to have a club, a learning center or a support group where all the ELL teachers can meet. We need someone who can support, and can explain the lesson plans explain the ideal ways you teach a lesson effectively. We really need that. We can say that we started together, and then we can help each other.

Since there are few members of the global-majority who engage in teacher preparation,

Huan shared that no one in his peer group shared his ideas and concerns, “I don't have any friends who want to become a teacher.” Haimi noted the critical role the relationships in the CCLCs played in her growth as a teacher and considered them essential for her continued development. She was open to a variety of different social and community formats. She said, “Anything that could help us stay connected, stay growing, learning would be good.”

Taken together, these global-majority teacher residents valued the social space that was created and nurtured in the residency model that made room for their concerns, made visible each individual, and built relationships where they could find and offer support and encouragement. When they thought about what they would want and need as beginning teachers, they shared that they hoped they would be in a mutual community of practice and support “Pretty much like we have here at [the university] now.”

Language Support

The second type of support noted was language support. Participant-authors frequently discussed their identity as multilingual speakers and the implications it had for both their pragmatic/social uses of English and the academic language of schools and education. Elizabeth noted that even when English proficiency is high, the experience of being global-majority and multilingual remains significant in the lives of global-majority teachers. She suggested that “we could form a support group to connect with other students...join forces so we don't become a burden on the university, on the program, and we can start helping ourselves.”

Similarly, Huan cited the importance of intentional interactions using English. He stated, “I wish I could find English-speaking friends so they can help me to understand the vocabulary. Then, I can ask questions and they can help me to answer the questions.”

Since language, cultural, and communicative competencies are often challenged in the pragmatic spaces of interpersonal exchanges, global-majority teachers, particularly those who have limited engagement with social interactions in English, would benefit significantly from frequent pragmatic practice and collaborations with monolingual English-speaking, U.S.-centric peers. Elizabeth further shared,

I think in terms of practical and pragmatic situations...When we lack exposure, when we are not aware of pragmatic practices, sometimes we do something that might not be well seen. We not only have to be aware of the language differences but the culture as well. In our teacher preparation, it is very important to become acclimated to practices that are acceptable in the dominant culture. I could be doing something... that is not okay, but I am not aware of it because it's part of cultural differences. I'm wondering how much of my cultural identity might make someone uncomfortable because I'm accustomed to certain things... Good intentions are not enough, my intentions could be very good, but if they are not interpreted well, I could ... fall out of grace, or even get in trouble, and cause rejection due to unawareness of the best ways to present myself.

Elizabeth noted that cultural and linguistic pragmatic competencies are complex. In the quote above she explained the challenges of pragmatic interactions wherein the intent and the outcome of word choice, tone, or expressions might have a very different outcome than the speaker intended. She noted the possibility of individuals being inadvertently offensive as they strive to navigate social interactions in languages they are still developing. They may miss some of the more nuanced expressions or implicit meanings while communicating and interacting. She shared,

I have, for instance, colleagues who are speaking Spanish... but they are not native Spanish speakers. Sometimes they joke or they say something that they think is cute, is funny, they heard on that movie and it was really nice and everybody was laughing and they will say something, it might be offensive. Of course, I don't say, you're offending me, I don't say it, but I see myself in there and that makes me be more cautious because I don't want to be doing that. They are really proper when it comes to English, but they might say something that was not as proper in a language that is not their own.

Elizabeth argued that creating spaces for authentic pragmatic interaction and discussions about interlocutory power and deconstructing social engagements is helpful for teacher candidates who are developing their English proficiency. Social spaces that were authentically humanizing and supportive, such as the CCLC, hold promise for global-majority teacher residents as they foster ongoing collaboration and mutual, reciprocal relationships.

Finally, in addition to peer support, global-majority teacher residents highlighted the importance of language support in the areas of oral and written English language competency development embedded throughout the program. Haimi shared, "I think resources that could just help us focus on improving ourselves in whether in language proficiency, maybe pronunciation, maybe writing skills would be beneficial." Since language learning and English proficiency are an ongoing endeavor for teacher candidates, CCLCs were meaningful.

It became clear from insights of Haimi, Huan, and Elizabeth, that communities and systems of support that provide intentional language supports through reciprocal collaborations between global-majority teacher candidates who are heritage speakers of languages other than English and monolingual English-speaking teacher candidates offer opportunities to prioritize and foster partnerships among people with different linguistic and cultural backgrounds.

Emotional Support

The third type of support experienced and appreciated by participant-authors was emotional support. The experience of being a global-majority teacher resident participating in a PDS program required emotional supports unique to each participant-author. For Haimi, this meant reaching out to PDS staff throughout the application process. Her personal relationships with PDS facilitators was ongoing and important for her as she worked to overcome barriers caused by institutional structures during the application process (Fisher-Ari et al., 2020). She explained, "I was going through some tough times, and it was hard to keep pushing through the application process." The difficulties unique to global-majority teacher candidate applicants included application and acceptance hurdles resulting from international schooling experiences, entrance exams, and program requirements.

Additionally, the experience of participating in a PDS teacher residency as a multilingual individual evoked challenging emotions. Elizabeth explained that she often felt stress related to her experiences communicating in English. She said,

I don't know what could I do to minimize that because we also know that [if my] affective filter is high then I will not be able to perform well when I'm nervous. I cannot do a job that I could have done if I would have not been as stressed [or] feeling as conscientious about pronouncing a word or expressing ideas correctly. This stress is created because I want to meet expectations. I am performing in an English spoken environment and must perform to meet deadlines, communicate and teach effectively, and project a positive professional image as well.

Haimi noted that while the experiences of global-majority teacher residents are not monolithic, some of the traumas and abuses endured by immigrant and refugee teacher candidates could be supported by counseling and therapy. Haimi shared that the frequent disappointments she experienced as she sought entry to the teacher certification program had been deflating. She explained,

I was going through some tough times and it was hard to keeping to push through the application process. Getting into the program was a dream come true, but because of where I was emotionally, I almost stumbled [and might have] if it was not for [teacher residency and grant supported facilitators], like Miss V. who stood along with me and helped me keep push through and Dr. S who walked along with me and helped me push through this. So that's the emotional aspect of the challenges. In fact, I tell this to Miss V. every single day. I make sure that I tell her how she has supported me and how she has changed my life. Just by being open to understand who I am.

For Haimi, relationships with PDS staff offered critically important emotional assistance across time. Haimi particularly valued her relationships with key PDS partners and stakeholders who built authentic relationships, saw and understood her, valued her gifts, and had high expectations for her. These personal relationships were important for her as she navigated and overcame hurdles caused by institutional barriers specifically during the application and admissions process (Fisher-Ari et al., 2020) From the resident-authors' insights, it became clear that programs and initiatives supporting teacher candidates must simultaneously center the social and emotional needs of teachers alongside cognitive learning tasks (Fisher, 2009) and provide support for global-majority teacher candidates to navigate the infrastructures of higher education and public schools. This type of personal and individual relationship was a mediating factor for Haimi and her colleagues. The individual mutual relationships were found to offer social and emotional supports, and enabled teacher residents to navigate complex structures and politics within and beyond the university and public-school settings.

Infrastructure Navigation Supports

The fourth type of support noted was help with infrastructure and systems. This type of support was necessary in navigating structures within and between the university, PDS network, teacher residency, and public school contexts. Huan noted two specific components of the residency that assisted his navigation of academic systems and structures. As he reflected on his residency experiences, he shared that the “mock interview” activity was critical as it prepared him in meaningful ways. From this experience he gained insights in the need for an increased knowledge of the community and the culture of those within it. This is an insight that he might not have accessed otherwise.

He particularly appreciated the navigational opportunities afforded through his year-long field-based experiences as a teacher resident. “[The] opportunity to shadow the best mentor... My mentor taught how to plan the lesson and how to teach effectively using the technology. I had a chance to teach straight in two weeks. That was the best experience I would not forget.” The residency socialized Huan into teaching through a year-long school-embedded model. Huan particularly found that his field-based residency helped him navigate systems and structures of schooling and teaching. For example, he reflected that his monthly collaborative meetings fostered connections with administration and the math team. These experiences were tangible examples of support at the high school where he completed his residency.

Hami shared that navigational supports were some of the most critical components of the residency program. He also made recommendations for additional navigational supports for upcoming global-majority teacher residents. She reflected,

I think the main barrier would be just being able to navigate the system because international students come from a different background. So, being able to understand the system and to be understood as an individual with a different set of values and experience will help.

Participant-authors discussed the role of advising in their journey through teacher residency. One-on-one advising had an especially positive impact. Haimi said,

I'm pretty big on the one-on-one advisement to narrow the background and experience gap. I think it's safe to say many of us tend to open up in a smaller circle than in a larger group. So one-on-one communication would really benefit me.

She suggested that these advising sessions should not just be occasional, but rather should have "frequent follow-up." She explained that navigational supports for global-majority teacher residents position them as "learners as well. Learners of the culture, perhaps the language" and that they might need "support in content learning, and the social dynamics [both] in school and in general social settings." She explained that one on one navigational advising would be supportive and "creating that space for an ELL to just say what they are struggling with or what they're not getting, understanding, or find out what their strengths are would be a good thing." She explained that, in her experience, "many of us tend to open up [more] in a smaller circle than in a larger group. So one-on-one communication would really benefit me."

Haimi shared that global-majority teachers must develop cultural and communicative competence in order to negotiate systems and structures that center perspectives and narratives differently than their own lived experiences. She stated,

We need to be cognizant of our surroundings, the culture and value system of the country we live in. We need to be aware of what's going on in the news. We need to know about favored sports, colloquial and the food and all that. We need to know to some extent what children grow with (playing). We need to be knowledgeable of different social settings so that we can make the connection between the country and the outside world.

Haimi noted the importance of opportunities for global-majority teacher candidates to develop awareness of U.S.-centric perspectives. She called for structures of support that include relational advising to facilitate individuals as they navigate institutional spaces in P-20. These supports should promote authentic, affirming, and sustainable environments that allow for growth and risk-taking necessary to prepare teachers, especially those in the global majority.

Leveraging partnerships within and between organizations is key to fostering relationships that support global-majority teacher residents in the PDS community and is necessary to mitigate historical and current barriers.

Academic Support

The fifth type of support noted was academic support. While advising helped students navigate program requirements, global-majority teacher residents also shared examples of intentional strategies offered by PDS programming to support academic work. Elizabeth noted the writing support offered by the university that she used throughout the program including Grammarly, peer readers, and the university writing center.

In addition to acknowledging the supports she utilized, Elizabeth offered many suggestions for academic supports that were not available during her program but that she

recommended for others moving forward. She shared, “it would be wonderful to have a study guide, video tapes, or access to a counselor... to get in addition to the program preparation.” She also recommended that the program work to support multilingual students with counselors/advisors who can prepare them for success with resources that include readings, courses, forms etc. before being put on the spot in public spaces. Elizabeth recommended previewing content and course and field-based ideas as helpful and an intentional strategy to support multilingual teacher residents of the global-majority. She recommended “assigning a counselor, someone neutral (university staff outside the program) so they can learn more about the required forms, expectations, and provide feedback.” She explained that these would ensure that the global-majority teacher candidates still developing English would not be “caught off guard where native speaking students may be accustomed to it.” These academic and navigational supports would also serve as emotional support, since they simultaneously “address the fear factor of being judged.”

The global-majority teacher residents also recommended the creation of formal systems for academic peer supports with specific and ongoing feedback. They felt that these practices could be situated as a part of the priorities and practices of the program in an effort to encourage and uplift global-majority teacher candidates. One suggestion for more explicit feedback and support came directly from their collaborations with monolingual English-speaking colleagues in the residency program. Elizabeth shared,

If we have native peers interested in participating in peer-review, we could collaborate. They are familiar with discourse and could quickly identify “weird grammar” mistakes. We, non-native, could see how things are properly written and also provide feedback from a non-native perspective. I think that could be very supportive without creating anxiety, [and feelings of] overwhelm.

All three author-residents pointed to extended time and additional academic supports as useful strategies to support the academic success of global-majority teacher residents. Elizabeth explained,

For people who are not English speakers, we could have an opportunity to preview the material to get an additional time....I might not be able to realize that I'm not understanding completely, until I face either the assignment, interview, application, or any other expected performance. Initially, I might feel that I understood what to do. I think I can do it, and then when I'm actually attempting to perform the task, I realize that I have questions. As a result, I am embarrassed to ask something that it is supposed to be very simple, but I am encountering some difficulties with...I do fear that I would be judged and my ability would be questioned, supervisors would be wondering if I should've been accepted into the program or able to be in the program, or if I'm able to perform. It is a struggle because it's not everyday discourse but it is a competitive professional arena where a misunderstanding or interference of my native language, might lead to lower evaluations and acceptance. I must succeed in completing a task in English while my brain processes content in my native language and back to English again. That is why I think that additional time, peer support (who are facing similar tasks and challenges), and access to native proofreaders would be extremely supportive.

Haimi viewed the ten-month timeline of residencies as very compressed. She felt a need for more time, not only on the assessments, but throughout the duration of the e program. She shared, “Time was against us. I think everybody loved the [PDS residency and the certification and masters MAT] program. [It was] well-designed! But time was limited.” In thinking about

how to support teacher residents, she suggested that the pace of the programming was challenging and she, and others, would likely benefit from

a little more time to analyze what is being learned- there's so much to learn, so much to investigate... I needed more time. The theories are very good. We learn those things in the classrooms, then I am in the class teaching or observing, so there was just not enough time to make sense of the learning in the way we wanted to. So, if it was stretched a little bit, it might give us the freedom to say, "Okay. We were able to process what we have learned."

The residents explained that the requirements of our specific program for completion of the teacher residency within 18 months may be a challenge. They indicated that the academic supports above helped them navigate these time constraints, but noted that those supports did not always account for the additional time required for learners navigating multiple languages in academic contexts. The challenge expressed about the pace of the program provides an opportunity to explore possibilities that might support teacher candidates, and especially global-majority teacher residents.

Significance

Each participant-author represented their own unique perspectives as a global-majority teacher resident. Therefore, considering their perspectives both individually and collectively offered significant implications that can be harnessed to create systems and structures framed to encourage a greater focus on equity. Taken together, the insights of Haimi, Elizabeth, and Huan called us to critique and consider the holistic and humanizing structures that global-majority residents appreciated, benefited from, and recommended. Centering their perspectives and voices can help us make decisions that authentically and intentionally respond to the challenges of alternative certification paths while working daily in classrooms as global-majority teacher residents. These suggestions offer an opportunity to rethink how programs are traditionally structured around time and pacing. The perspectives of these global-majority multilingual teacher residents indicated that many of the supports they suggest are emotional and social in nature, and provide implications for our programming to increase organizational cultural competency.

Results indicated that intentional and codified systems are necessary to support global-majority teachers in their matriculation throughout teacher-residencies. Findings indicated that all three participant-authors found and requested several categories of supports and initiatives to aid them and other multilingual, multicultural, global-majority teacher candidates. Specifically, they recommended the following supports: social, language, emotional, academic and supports to navigate institutional infrastructures. These findings illuminated structures of support necessary for organizations to facilitate multilingual/multicultural global-majority teacher candidates negotiating challenges during teacher residencies. We learned that many of the structures in place in our current PDS teacher residency model were particularly useful, such as one-on-one advising, cohort models fostering peer-relationships, and cross-career learning communities. Other structures such as wrap-around services and extended time for degree completion seem to hold promise and merit further consideration. These components of many PDS teacher residency models are especially important now, as we respond to the urgency of supporting teachers well-positioned to increase educational equity and channel our collective resources and vision to make equity a reality in our schools and communities.

The results also pointed to several areas that could strengthen the cultural competency of organizations and increase equitable access. While there is increasing attention to “wokeness” at an individual level, organizations themselves perpetuate mores that are often rooted in white supremacist culture (Okun, 2000). Individual and organizational cultural competence are both critical and mutually supportive as individuals with cultural competence can collaborate with others to intentionally shift the cultural systems and mores of institutions, while organizations that are culturally competent may support the development of cultural competence of individuals within the organization or system (Alizadeh & Chavan, 2015; Balcazar et al., 2009).

Support to global-majority teacher candidates in authentic and responsive ways mitigates systemic barriers (Ahmad & Boser, 2014), increases organizational cultural competence, and addresses the demographic imperative of preparing underrepresented students for careers as educators.

Implications for Practice

The climate in which these resident-authors were developing as teachers was rife with challenges related to centuries-long racialized violence, a global viral pandemic, and financial strain and recession caused by the pandemic. Therefore, finding avenues to offer intentional and responsive supports was and remains vital, particularly for teacher candidates whose lives and families are placed at the intersection of these contexts. While racialized and euro-centric barriers proliferate in our society and institutions, they often appear neutral or hidden as they are embedded within problematic and hegemonic structures in our institutions. Therefore, we must create new paths forward that are aligned with racial justice and equity, especially in our educator preparation contexts.

Based on the insights of participant-authors in this study, there are several implications and recommendations for policies, procedures, or norms that networks of Educational Preparation Programs (EPPs) and PDSs can implement to increase their organizational cultural competence. EPPs can support global-majority teacher candidates through one-on-one advisement policies coupled with advisement procedures that provide support for self-advocating, articulating, and negotiating needs with faculty. Academic supports can include university faculty scheduling/office hours that allow for key class topics, resources, or structures to be previewed before coursework. EPPs can create roles for counselor/advocate positions who can provide study guides, video tapes to promote background information and foundational concepts, and partner global-majority teacher residents with peer readers to support their success with shared course content.

Networks and partnerships can support the language needs of global-majority teacher residents by offering workshops on occupational language and acronyms for teachers. They can also integrate programmatic structures prioritizing authentic relationships by creating heterogeneous cohorts of teachers who meet regularly. Finally, communities of support can construct norms focused on rejecting perfectionism while fostering social engagements and opportunities for interpersonal, mutual, and safe peer relationships.

In order to support the social needs of global-majority teacher residents, EPPs and their PDS partners can create staff positions that prioritize cultivating authentic relationships with individual candidates. They can also codify their programmatic commitment to embracing global-majority candidates and viewing them as assets to their programs.

While Haimi, Elizabeth, and Haun demonstrated the value of codified, intentional, collaborative space for mutual learning for global-majority candidates, we hope in future

inquiries to examine whether and how CCLCs also provide meaningful support for monolingual English-speaking teacher candidates in developing their own individual cultural competencies and capacity to teach their students whose languages are not well supported in schools.

Calls for a culturally competent teaching force prepared to support equitable education for every child may be addressed through coordinated efforts such as those described above between PDS network partners from P-12 schools, communities, and universities. Networks and partnerships hold promise – if they so choose - to address and redress structures, procedures, and mores of teacher education programs and PDS network organizations that thwart equitable access and opportunities. Teacher recruitment and development are embedded in organizational practices and should be interrogated to ensure they are inclusive, representational, and equitable.

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Appendix

Participant-Author Biographical Sketches

Haimanot (Haimi) Getahun Haile, a native of Ethiopia, is a graduate of the University of Addis Ababa, where she was awarded a degree in Foreign Languages (English) and Literature. Haimi began her career in international service as an administrator at the U.S. Embassy in Addis. She has a rich and diverse career in working for the International Rescue committee (IRC) as an education specialist and advised various youth organizations. She is a co-founder of the Clarkston Community Project (CCP) that focuses on fostering diversity and cultural exchange among refugee/immigrant and American born students through the arts and community service. Haimi recognized the need to provide enhanced opportunities to the global-majority community to entrench themselves in their new home culture.

Doris “Elizabeth” Tennes is a first-generation college student, native Spanish speaker, naturalized citizen, and a single mother. Prior to her enrollment in the teacher residency at the university, she had limited opportunities for and access to experiences rooted in the academic discourses of English. She navigated a range of complex systems and structures as she negotiated schooling and academic English while simultaneously being a single parent.

Huan Ngo’s heritage language is Vietnamese. Before entering the teacher residency program, he did not have significant opportunities to practice and use English pragmatically or socially. Throughout the program he particularly appreciated opportunities for discussions and the connections with other students which provided him with opportunities for authentic learning and engagement with both content and meaningful English language use.