



California Council on Teacher Education

Statement by the Board of Directors of the California Council on Teacher Education on Anti-Asian American Racism

Approved Unanimously by the CCTE Board of Directors on March 23, 2021

President (2022)

Eric Engdahl

California State University, East Bay

President-Elect (2022)

Heidi Stevenson

Independent Educational Consultant

Vice-President for AACTE (2023)

Kimberly White-Smith

University of La Verne

Vice-President for ATE (2023)

Michael Cosenza

California Lutheran University

Past President (2022)

Virginia Kennedy

California State University, Northridge

Board of Directors

Ernest Black (2022)

CalStateTEACH

Grace Cho (2023)

California State University, Fullerton

Anaida Colon-Muniz (2022)

Chapman University

Karen Escalante (2023)

California State University,

San Bernardino

Betina Hsieh (2022)

University of La Verne

Sarah Johnson (2023)

Fresno Pacific University

Shadi Roshandel (2024)

California State University, East Bay

Terrelle Sales (2024)

Vanguard University

Ivannia Soto (2024)

Whittier College

Teacher Education Quarterly

Reyes L. Quezada, Editor

University of San Diego

Issues in Teacher Education

Terri Patchen, Editor

California State University, Fullerton

CCNews

Terrelle Sales, Editor

Vanguard University

Association of California Community College

Teacher Education Programs

Steve Bautista, President

Santa Ana College

Association of Independent California

Colleges and Universities, ED

Allison Smith, President

National University

California Alliance for Inclusive Education

Donald Cardinal, Co-Chair

Chapman University

California Association for Bilingual

Teacher Education

Sharon Merritt, President

Fresno Pacific University

California Association of Professors

of Special Education

Victoria Graf, President

Loyola Marymount University

California Association of School-University

Partnerships

Elizabeth Brown, President

California Lutheran University

Center for Reaching and Teaching

the Whole Child

Nancy Lourie Markowitz,

Executive Director

Executive Secretary

Alan H. Jones (2022)

3145 Geary Blvd. PMB 275

San Francisco, CA 94118

415/666-3012

alan.jones@ccte.org

Assistant Executive Secretary

Laurie Hansen

California State University, Fullerton

The California Council on Teacher Education condemns the racist and sexist events in Atlanta that targeted six Asian women, recent attacks on Asian Americans in California, and the anti-Asian racial scapegoating, violence, and xenophobia that has taken place since the beginning of the global COVID-19 pandemic. The murdering of six Asian women is a tragic reminder of how far we have yet to go to address the depths of white supremacy, racism, and xenophobia.

The recent patterns and overall uptick in anti-Asian hate are unfortunately not new. Anti-Asian violence has been part of the Asian-American experience in the United States that has included legislation outlawing Chinese immigration in 1882, Japanese Internment during World War II, and on-going violence including nearly 3,800 attacks against Asian Americans last year.

Many teachers may not have the deep knowledge necessary to address the histories of Asian migration and Asian Americans in the U.S. While the creation and implementation of an ethnic studies curriculum would allow for a greater representation of major Asian-American communities (e.g., Chinese, Japanese, Korean, Filipino, South Asian, and Southeast Asian), through an analysis of their aspirations, struggles, and accomplishments, there must also be greater explicit attention to disrupt the notions of Asian Americans as monolithically represented by stereotypes such as the model minority or the perpetual foreigner. While many people may see all Asian Americans as high-achieving, the model minority stereotype masks continuing educational inequality, particularly for Southeast Asian American students (e.g., Hmong, Cambodian, Laotian). Asian Americans have also played a key role in major educational civil rights cases, standing against segregation (*Tape v. Hurley*) and for the rights of emergent bilingual students (*Lau v. Nichols*).

As an organization, we are committed to going beyond a statement condemning anti-Asian American racism and its impact on education and society. We are committed to the following action items:

- Identifying and disseminating information on why Asian Americans are understudied and predominantly viewed as the “Model Minority” and incorporating such information into the teacher preparation curriculum.
- Identifying and disseminating information on why Asian Americans are under-researched and commit to pushing for nuanced research that explores the broader scope of Asian American experiences in PK-12 and teacher education and including the findings of such research in our teacher education work.
- Supporting critical and inclusive perspectives in teacher education and PK-12 curricula that unpack the diversity within Asian American voices.
- Advocating for and assisting with implementation of an ethnic studies credential and curriculum that emphasizes an understanding of Asian American socio-political identity and histories of solidarity.

As an organization, we are committed to equity and social justice as it relates to all education spaces. We have zero tolerance for any forms of white supremacy, racism, oppression, or hate speech. It is our ongoing goal and effort to develop future educators who have a mindset that humanizes, affirms, and validates Asian American, Black, Latinx, and Indigenous students. As educators, we must also be committed to unpacking the ways in which sexism and toxic masculinity emerge in PK-12 and higher education spaces and how to confront them through teaching practices and curricular choices that are purposeful in creating safe, positive, and equitable learning environments for all students and teachers.