The purpose of this study is to explore the college experiences of students of color in an education program at a university in the Northeast.

**Rationale**

There is a scarcity of students of color obtaining college degrees, but also of pursuing degrees in education (NCES, 2019; Tate, 2017). Within 6 years, 45.8% of Hispanic/Latino and 38% of Black/African American students graduate from college (Tate, 2017). These percentages are low when compared to 62% of White students who complete college within 6 years (Tate, 2017). Studies have shown academic and social benefits for all the students, but especially for students of color to have a teacher of color (Alvarez & Paters, 2021).

Teachers of color tend to have more positive perceptions of students of color and reduce the referral of students of color to special education programs (Liu et al., 2017).

**Literature Review**

**Empirical Research – Critical Race Theory**

- Race plays a role in pre-service teacher choices for their career as they develop a social justice stance (Brown, 2014).
- The need for understanding the historical experience of African American students (Barns & Thomas, 2014).
- Schools do not take a critical approach when hiring teachers of color (Bell &ictory, 2021).
- Critical Race Theory (CRT) is a framework to explore racial inequalities by looking at the curriculum, instruction, assessment, school funding, and desegregation in education (Delgado & Stefancic, 2017, Ladson-Billings, 1998).
- Cultural Relevant Pedagogy is a way to provide opportunities for students to maintain their cultural integrity and be successful academically (Ladson-Billings, 1995, 2006).

**Decision of Setting & Participants**

Webly University (pseudonym) Northeastern United States Pre-Service Teacher Preparatory Program Undergraduate – Full time 119 Full-time students have declared education as their major Pre-service Students of Color n = 25

**Research Design**

Exploratory Qualitative Collective Case Study (Merriam, 1998)

**Research Questions**

RQ1: What are the perceptions of students of color for staying in a pre-service teacher program?

RQ2: What factors influenced their decisions to pursue a career in teaching?

RQ3: What recommendations do students of color give to help recruit, support, and retain students of color in pre-service teacher programs?

**Sampling**

This study follows Patton’s criterion guidelines for purposive sampling (Patton, 1990).

**Institutional Review Board**

This study was approved by the Institutional Review Board (IRB) of Western Connecticut State University.

**Data Collection Timeline**

Data Collection

- Phase One: February 2023
- Phase Two: March – April 2023

**Data Analysis Overview**

- Demographic Questionnaire (SDQ)
- Descriptive Statistics
- Content Analysis for one-word answers

- Interviews

Step 1: Familiarizing yourself with your data
Step 2: Generating initial codes
Step 3: Coding for themes
Step 4: Reviewing themes
Step 5: Defining and naming themes
Step 6: Producing the report

**Significance of the Research**

This study may help higher education administrators make decisions based on recommendations and experiences of current students of color enrolled in a pre-service teacher program.

Additionally, the study may bring to light the resources, programs, and policies that already support the students of color in a pre-service teacher program.
Abstract

The proposed study explores the college experiences of students of color in an education program at a public university in the northeastern US. More than ever, there is a need for teachers of color due to the continuous increase of students of color in the country. This study follows an exploratory qualitative case study research design. Data were collected during the Spring 2023 semester. A sample included 25 full-time undergraduate education students who self-identify as Hispanic/Latino, and students who identify as Black/African American/Other at a teacher education university in the Northeast.

The instruments included a student demographics questionnaire and an open-ended interview. A thematic analysis approach was used to analyze the data. The results of this study may provide suggestions to recruit, support, and retain students of color in teacher education.
References


https://connecticut.teach.org/aid?teachAid=eyJ0ciI6WyJib25uZWN0aWN1dCJdLCJhdiI6WyI5MyIsIjk1IiwibGJyXX0%3D&maxPage=2


