Over the past few decades, there has been popularity in K-12 settings for teachers to practice Cultural Relevant Teaching or CRT (Ladson-Billings, 1994). Teachers participating in CRT requires them to create a bridge between student’s ecological lives, while simultaneously meeting the expectations of the district, state, and federal mandates. CRT syncretizes the students formal and informal knowledge in partnership with teacher’s pedagogy.

National statistics report that the United States is becoming more ethnically diverse but this same rate of transformation is not being reflected in the teaching workforce. Teaching pre-service programs are graduating predominately white, mostly female teachers (National Center for Education Statistics). In addition, the philosophies of education taught within teacher colleges are instructed by white professors that deliver by and large Eurocentric versions of education. Question: what happens when a white teacher, who has studied pedagogy from a Eurocentric epistemology, encounters a multicultural student population that was not represented into their philosophy of education? Yes, teachers need to understand the racial diversity and class stratification students bring as cultural capital to the classroom, however, CRP focuses primarily on the student enhancing the curriculum, but why is not the teacher been introduced while in college the concept and polity of ‘whiteness’, the history of white supremacy, the racist ideologies possessed by the forefathers of education especially here in America, and most of all why are not teachers exposed to the literature of non-White voices who offer suggestions, solutions, and methodology to explain and uplift their own people?

It appears that the need and purpose for CRP was an attempt to suture the relationship between teachers and the population whom they were ignorant of culturally. If teacher pre-service programs are not preparing teachers for the real world that contains poverty, racism, sexism, and discrimination then what is being included or excluded in the syllabi across college campuses nationwide? The hegemonic whiteness of teacher preparation programs is doing a disservice to prospect teachers and present/future student populations because they are producing racialized knowledge. According to Zeus Leonardo (2009), to successfully decouple the issues in education (I would add the whiteness of the philosophy of education), two frameworks must be used and they are 1) racial formation theory that examines the history of racism as a social construct and 2) Marxism that explains the class relationships and strife within capitalism.

I suggest that teacher pre-service programs that do not require future teachers to critique Anglo-American educational philosophies through the frameworks of racial formation theory and Marxism do not interrupt the current racialized behavior directed toward students of color such as tracking and hyper-suspension, only reproduce implicit forms of class and power. Race is often under-theorized in education until the teacher arrives in the classroom of a diverse student population. Then, and only then, are teachers required to meet and address the students race and class by using CRT. A new approach to estrange relationships between teachers and students need to begin in the teacher’s development stage versus after receiving the diploma.