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KENT STATE UNIVERSITY
College of Education, Health and Human Services

DOCTORAL DISSERTATION DEFENSE
of
Stacie D. Harris
For the degree of
Doctor of Education
Interprofessional Leadership

BECOMING A COCONSPIRATOR: BALANCING ANTIRACIST TEACHING AND SCHOOL WIDE BEHAVIOR MANAGEMENT PLANS TO CREATE AND NURTURE BLACK JOY

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10:00 am

Teams Meeting ID: 250 154 169 19
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Stacie D. Harris

M.S., General Education
Elmira College, 2006

B.S., Elementary Education
University of Dayton, 1999

Stacie has over 20 years of experience in k-12 public education, including over a decade of teaching high school English. Her current role is Director of the Greater Southern Tier Teacher Center where she plans, organizes, and manages professional learning opportunities for over 3,000 educators. Regional priorities include building capacity in the areas of diversity, equity, and inclusion, and empowering teachers in the post-COVID classroom.

In addition, Stacie is active on the Teacher Center State Leadership team and has presented at local and state conferences on various topics, including New York State’s Culturally Responsive and Sustaining Frameworks and Next Generation English Language Arts Learning Standards.

Becoming a Coconspirator: Balancing Antiracist Teaching and School Wide Behavior Management Plans to Create and Nurture Black Joy

This collective case study explores the tensions between Positive Behavior Interventions and Supports enacted at the district level and antiracist pedagogy in a medium sized school district in upstate New York. Four self-described antiracist elementary teachers participated in individual interviews and two focus groups to discuss their experiences in the classroom.

The following research questions guided this study: (a) What tensions exist between District/School Wide Positive Behavior Interventions and Supports and antiracist teaching? (b) How do teachers balance their antiracist intentions with district expectations so that Black joy is nurtured, celebrated, and protected in these spaces? Multiple rounds of inductive coding led to findings around four categories: (a) School climate; (b) Conflict resolution in the classroom; (c) Supporting Black excellence; and (d) The impossibility of PBIS.

This study provides evidence of the continued need for education reform for Black students, including rethinking school and district wide behavior management plans and the significance of professional learning opportunities for educators.