



ARE

Academy for Rising Educators



The Academy for Rising Educators (ARE) was created in 2018 to address a major inequity in public education in Washington state: the low percentage of people of color in the ranks of K-12 teachers.

The program offers candidates a six-quarter Associate of Arts degree with a focus on education and social justice. Graduates will have the option to directly transfer into teaching programs at Seattle University, City University, and Central Washington University.

The ARE is tuition-free and offers strong support services for students, leading to a 90 percent retention rate.

It is open to all students. Seattle Central College and Seattle Public Schools actively recruit and encourage students of color to apply.

Mission statement

The Academy for Rising Educators produces diverse, homegrown practitioners who are culturally responsive, employ antiracist, relationship-based, student-centered pedagogy, and engage in critical community discourse.

Recognition for the ARE

In presenting the [2020 Eduardo J. Padron Award for Institutional Transformation](#), Campus Compact, a national coalition of over a thousand colleges and universities, stated:

“Seattle Central College is recognized for its high level of commitment to social and economic inclusion. This is evidenced by the establishment of an office of equity, diversity, and inclusion, the ongoing work toward a diversity action plan, and their commitment to access to education, providing flexible pathways for students from all situations and backgrounds to be prepared for careers and lives as active and engaged citizens. This result of this work has been the establishment of a wide variety of programs in partnership with local schools and community-based organizations, including the Seattle Promise Program and the Academy for Rising Educators. These programs have already demonstrated a measurable impact on Seattle Central College students and the local community.”

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Seattle's Academy for Rising Educators aims to fill a critical classroom need

Feb. 15, 2022 at 6:00 am | Updated Feb. 16, 2022 at 10:53 pm



1 of 2 | MacKenzie Tinsley is an Academy of Rising Educators candidate at North Seattle College on track to get a master's degree in teaching with an... (Steve Ringman / The Seattle Times) More ▼

SYMPATHETIC DESTROYERS

VS

WARM DEMANDERS



Adriel A. Hilton, Ph.D., Contributor

Director of the Extended Campus, Myrtle Beach Metropolitan at Webster University

Leading Professor Contends that “Many Teachers are ‘Sympathetic Destroyers’ of Black Boys Dreams”

11/20/2017 03:56 pm ET



SIGN UP TODAY
AND GET
UP TO \$600.

ARE Produces Warm Demanders

Warm Demanders create classroom climates of emotional warmth; consistently and clearly demand high-quality academic performance; spend time establishing positive interpersonal relationships between themselves and students, and among students; extend their relationships with and caring for students beyond the classroom; and communicate with students through nonverbal cues, such as smiles, gentle touch, teasing, and establishing a 'kinesthetic feeling of closeness.' (Gay, 2000)

ACADEMIC TRAUMA

Academic trauma comes from the impact of adverse, violent, ostracizing, and stigmatizing events experienced by individuals in a classroom setting. These events leave lasting impacts on students that they carry forward into their post-secondary education. It is experienced by Black students due to systemic racism. It is exacerbated by historical & intergenerational trauma as well as the ongoing trauma of being Black/BIPOC in America.

Academic trauma can present in post-secondary education in the classroom in several ways:

- Hyper focused on grades as opposed to learning
- Defensiveness, not being able to take constructive criticism
- Withdrawal
- Emotional lability
- Lack of insight
- External locus of control
- Underdeveloped critical thinking skills
- Dependent

TRAUMA INFORMED PRACTICES

VS

HEALING CENTERED ENGAGEMENT

ARE Cohort Intake Survey

Describe your educational journey up to this point
in your own words and word choice.

I did not always do my best

- As a student, what is a strength you bring to ARE? Be prepared to discuss.

I know what it is like to be held back a year, and have to work hard to catch back up.

- As a student, what is a weakness you bring to ARE? Be prepared to discuss.

I do not like to read



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