PDS

PARTNERS
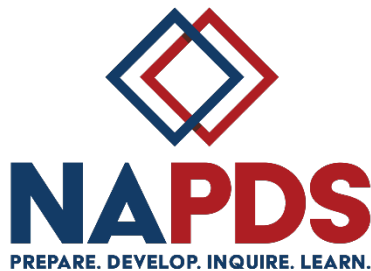### BRIDGING RESEARCH TO PRACTICE

A journal of the
**National Association for
Professional Development Schools**

NAPDS
PREPARE. DEVELOP. INQUIRE. LEARN.

PDS Partners:
Bridging Research to Practice

A Journal of the
National Association for
Professional Development Schools

Guest Edited Online Themed Issue
Leveraging PDS Partnerships to Cultivate Equity in Education

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The Nine Essentials, Second Edition

Essential 1: A Comprehensive Mission

A professional development school (PDS) is a learning community guided by a comprehensive, articulated mission that is broader than the goals of any single partner, and that aims to advance equity, antiracism, and social justice within and among schools, colleges/universities, and their respective community and professional partners.

Essential 2: Clinical Preparation

A PDS embraces the preparation of educators through clinical practice.

Essential 3: Professional Learning and Leading

A PDS is a context for continuous professional learning and leading for all participants, guided by need and a spirit and practice of inquiry.

Essential 4: Reflection and Innovation

A PDS makes a shared commitment to reflective practice, responsive innovation, and generative knowledge.

Essential 5: Research and Results

A PDS is a community that engages in collaborative research and participates in the public sharing of results in a variety of outlets.

Essential 6: Articulated Agreements

A PDS requires intentionally evolving written articulated agreement(s) that delineate the commitments, expectations, roles, and responsibilities of all involved.

Essential 7: Shared Governance Structures

A PDS is built upon shared, sustainable governance structures that promote collaboration, foster reflection, and honor and value all participants' voices.

Essential 8: Boundary-Spanning Roles

A PDS creates space for, advocates for, and supports college/university and P–12 faculty to operate in well-defined, boundary-spanning roles that transcend institutional settings.

Essential 9: Resources and Recognition

A PDS provides dedicated and shared resources and establishes traditions to recognize, enhance, celebrate, and sustain the work of partners and the partnership.

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Editor's Introduction to Themed Issue
Stacy Williams (left)
Loyola University Maryland

Afra Hersi (right)
Loyola University Maryland

Abstract: This introduction to the PDS Partners special issue on equity sets the context for the articles in the issue. As the world continues to prepare teacher educators during the COVID pandemic the work is critical to the future of our teachers and the students that they teach. In the words of AACTE Board Chair Ann Elisabeth Larson stated, "our mission to prepare high-quality teacher candidates who are profession ready for the 21st century learner has never been more vital."

KEYWORDS: educator preparation, equity, Professional Development Schools, PDSs, school-university partnerships, teacher education

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  Essential 1: A professional development school (PDS) is a learning community guided by a comprehensive, articulated mission that is broader than the goals of any single partner, and that aims to advance equity, antiracism, and social justice within and among schools, colleges/universities, and their respective community and professional partners.
  Essential 3: A PDS is a context for continuous professional learning and leading for all participants, guided by need and a spirit and practice of inquiry.
  Essential 4: A PDS makes a shared commitment to reflective practice, responsive innovation, and generative knowledge.

The Need to Cultivate Equity

We embarked on this themed issue inspired to critically examine how school-university partnerships have responded to the twin crises of racial injustice and the COVID-19 pandemic. The pain, grieving and uprising against racism is the result of 400 years of systemic structural, physical, and symbolic violence against Black people in the United States. At the same time, the COVID-19 pandemic has had a disproportionate impact on marginalized communities of color, exacerbating issues of health disparities, economic inequality, and access to educational opportunities. In her thoughtful discussion of "Moving Educator Preparation Forward During the Pandemic," AACTE board chair Ann Elisabeth Larson reminds teacher educators, "as we adjust to the new paradigm of education in the COVID-19 era, our mission to prepare high-quality teacher candidates who are profession ready for the 21st century learner has never been more vital."

Many teacher preparation programs and school-university partnerships have taken up the call to cultivate equity in this time of change. We know educators play a critical role in disrupting systemic racism; thus, it is our collective responsibility to prepare educators with the knowledge, skills, and dispositions necessary to teach culturally and linguistically diverse learners from all backgrounds. The preparation of effective teachers can happen only with collaboration between institutes of higher education and local schools. Professional development schools can be powerful learning communities for teacher preparation programs, practicing teachers, and teacher candidates.

While the challenges of the previous year led to many delays, we are proud to finally share this themed issue highlighting innovative ways PDS partnerships have leveraged their learning communities to cultivate equity in education. We are inspired by the work happening across partnerships to improve education for all learners. We would also like to thank *PDS Partners* Editors Eva Garin and Drew Polly for the opportunity to share this work and for their ongoing support in getting this issue completed.

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Integrating Dimensions of Equity in Elementary Mathematics Methods

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Abstract: In this article the authors describe a well-known framework for equity in mathematics education and explain how they integrate it into multiple aspects of a mathematics methods course, including the clinical experiences in elementary school classrooms.

KEYWORDS: educator preparation, equity, mathematics education, mathematics methods courses, Professional Development Schools, PDSs, school-university partnerships, teacher education

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Integrating Dimensions of Equity in Elementary Mathematics Methods

Mathematics is a universal subject, right? This question and incorrect sentiment are expressed all too often. Many mistakenly believe that mathematics is an objective, politically and culturally neutral discipline (Felton-Koestler & Koestler, 2017). In actuality, mathematics teaching and learning is a sociocultural process, shaped by an individual's personal experiences, as well as the experiences of others (Gutiérrez, 2013). Dominant cultural beliefs can influence not only what concepts are taught in mathematics, but who has access to such content and how it is taught (National Council of Teachers of Mathematics, 2014). Challenging the notion that mathematics is a neutral discipline in order to transform how it is taught is important, as research shows mathematics acts as the "gatekeeper" to students' future success, both academically and financially (e.g., National Mathematics Advisory Panel, 2008). Indeed, because mathematics has been conceived of as a "key mechanism in the distribution of opportunity" (Burdman, 2018, p. 1), the integration of equity in mathematics education has the potential to generate powerful outcomes. Through a purposeful and intentional approach to integrating equity in our elementary mathematics methods course, we aim to challenge prevailing assumptions about the apolitical, neutral nature of mathematics and engage our teacher candidates in considering how equity should be centered in their mathematics instruction.

Context

The elementary mathematics methods course that we (an assistant professor and doctoral candidate, both identifying as white females) co-teach at the University of South Carolina is an embedded methods course (see Hodges, Blackwell, Mills, Scott, & Somerall, 2017 for more information on embedded methods courses). Our course is taught at a local elementary school, Oak Pointe Elementary School, where the first author serves as the Professional Development School (PDS) university faculty liaison. Teacher candidates take this one-semester, elementary mathematics methods course as either second-semester juniors or first-semester seniors. Prior to this course, teacher candidates complete a culturally sustaining pedagogy course, which, as intended, showcases equity-oriented pedagogical approaches broadly, rather than in specific content areas. During our elementary mathematics methods course, teacher candidates engage in explorations of both mathematics content and pedagogical practices related to the effective teaching and learning of mathematics, including equitable teaching practices. While equity was previously addressed in our course, a more explicit and intentional focus on equity as it relates to mathematics education was needed to support teacher candidates' understanding and application of these complex ideas.

Centering Equity within Elementary Mathematics Methods

To situate equity at the forefront of our course, we use Gutiérrez's (2009) conceptualization of four dimensions of equity (i.e., access, achievement, identity, and power) as a framework. This provides structure and accountability in our planning and instruction. Using a guiding framework ensures we are intentional about integrating justice, equity, diversity, and inclusion with mathematics methods concepts from the first day of class to last day of class.

Overview of Gutiérrez's Conceptualization of Equity

When considering equity and mathematics education, Gutiérrez (2009) argues we must move beyond simply thinking of closing an achievement gap to situating equity as "the distribution of power" (p. 5) in society and in our classrooms. She uses two axes, the dominant and the critical, to show how four dimensions of equity—access, achievement, identity, and power—permit us to understand different aspects of equity and the relationships and tensions among them. Importantly, for mathematics education to be truly equitable, all four of these dimensions must be addressed.

Dominant Axis. Access and achievement fall on the dominant axis, which Gutiérrez (2009) describes as "preparing students to participate economically in society and privileging a status quo - measuring how well students play the game of mathematics" (p. 6). Access is related to the opportunities and resources that students have to support their learning, including high-quality teachers, curricula, and positive classroom environments. Achievement refers to "student outcomes" (p. 5) that can be measured. Though standardized test scores are a common metric used, measurements of achievement also include the number of students who take higher-level mathematics courses or choose a mathematics-dependent profession.

Critical Axis. Identity and power fall on the critical axis, which Gutiérrez (2009) describes as "[ensuring] students' frames of reference and resources are acknowledged...so they may change the game" (p. 6). Identity involves taking into account students' personal histories and resources (e.g., cultural and/or linguistic resources), as well as how the socially-situated nature of students' multifaceted identities influences their learning of mathematics. Power "takes up issues of social transformation at many levels" (p. 6) and can include whose voice is represented in the classroom and curriculum, as well as whose knowledge has authority and is valued. Power also relates to using mathematics as an analytical tool for understanding and critiquing social injustices.

Applying an Equity Framework in Elementary Mathematics Methods

As mentioned, a more explicit focus on equity in our planning and instruction was necessary to ensure our teacher candidates not only learned about the relationship between mathematics and equity, but also had opportunities to make connections to previous coursework. Therefore, our overarching goal was to provide a framework for us and our teacher candidates that would explicitly address access, achievement, identity, and power in a mathematics education context. To do so, it was important that equity was included in each and every class, not simply in one class session, which can perpetuate students erroneously seeing equity as "different" from mathematics pedagogy. In the following sections, we describe how we introduce our equity framework, followed by how we use it to integrate equity throughout our course.

Introducing the Equity Framework

Prior to introducing the equity framework to our teacher candidates, we engage in an activity during the initial class session where they are presented with six words, each on a piece of large chart paper spread around the classroom: (1) equity, (2) mathematics, (3) access, (4) achievement, (5) identity, and (6) power. We include not only Gutiérrez's (2009) four dimensions of equity, but also the overarching concepts of equity and mathematics to provide

additional context and to spur connections among these concepts. Teacher candidates write down their individual thoughts when they read each word on the papers (e.g., definitions, connections, images, examples, etc.). They are encouraged to not overthink their responses, as we want to capture their initial thinking. Teacher candidates write their ideas without name attribution in order to help create an open, honest, and safe space for this complex work. After writing their ideas, teacher candidates then walk to each piece of chart paper and react to their classmates' thoughts, emphasizing ideas they agree with and noting any points of disagreement or questions that arise. This activity generates a snapshot of teacher candidates' initial understandings that we refer to throughout the semester as a touchstone when asking the teacher candidates to engage in a process of continuous critical self-reflection.

In the next class, we assign teacher candidates a portion of Gutiérrez's (2009) article to read in a Jigsaw format (Aronson, 1978). After closely reading and annotating their portion of the text, teacher candidates gather in small groups with those who have read the same section to share key insights and ask clarifying questions. Next, teacher candidates are placed in different small groups, wherein they have an opportunity to be the "expert" on their assigned portion of the text. In other words, each second small group setting includes individuals who have read different parts of the text; thus, allowing each teacher candidate to be the expert of the assigned section. Through their collaborative reading and discussion of Gutiérrez's (2009) article, teacher candidates begin developing an understanding of the four dimensions of equity (i.e., the equity framework for our course). Following the in-class group activity, teacher candidates then read the article in its entirety on their own, allowing for additional time for understanding and reflection.

Integrating the Equity Framework

In order for our teacher candidates to truly understand that equity is an integral part of teaching mathematics, we embed the ideas behind our equity framework within each class session. Moreover, because we want to move their understanding beyond dominant conceptualizations of equity that focus on access and achievement to more critical ones, we are intentional to emphasize the identity and power dimensions of the framework. With Gutierrez's (2009) four dimensions of equity guiding our planning and instruction, we have modified how we have typically addressed these dimensions.

For example, one instructional area of focus is the significance of teachers' and students' mathematical identities for success in mathematics. Previously, we accomplished this by having students reflect on their mathematical journey at the start of the semester, as well as read and reflect on an article about mathematical identity (Allen & Schnell, 2016). Now, in addition to using these instructional activities, we take a closer look at how teachers' and students' personal and social identities interact to shape their mathematical identities and opportunities. We engage teacher candidates in various activities that require them to think deeply and critically about these multiple identities and why they matter for equitable mathematics instruction. In one such learning opportunity, teacher candidates fill out personal and social identity wheels (College of Literature, Science, and the Arts, n.d.), reflecting on who they are and how they define themselves, as well as how they are positioned in society. These identity wheels serve as a springboard for critical discussions about how differential social positionings, some privileged and others oppressed, influence teachers' and students' experiences with mathematics and their interactions with one another in the classroom. Through this, we begin shifting teacher

candidates' common assumption that mathematics is universal or neutral and laying the foundation that identity matters.

As another example, creating a classroom that promotes productive mathematical discourse (e.g., Smith & Stein, 2018) is a key pedagogical approach we emphasize in our methods course. To ensure that equity is central to this conversation, teacher candidates engage in conversations and activities addressing how mathematical discourse specifically relates to power. For instance, teacher candidates analyze a mathematics teaching video through a "power and participation lens" handout (Drake et al., 2015). As they work through this reflective activity, teacher candidates capture instances of how particular power dynamics (e.g., status and authority) influence the teaching and learning of mathematics and consider how attending to these matters is necessary for equitable instruction.

As a final connection process, we repeat the opening chart paper activity, allowing teacher candidates to showcase and reflect on how their conceptions of equity have developed and evolved. While these are certainly not all of the ways we engage in this important work, these ideas showcase the purposeful focus on centering dimensions of equity in our elementary mathematics methods course.

Voice of the Teacher Candidate

While we have presented our viewpoint on how we use Gutiérrez's (2009) four dimensions of equity to frame our elementary mathematics methods course, we acknowledge that we do not teach in a silo. Our teacher candidates are critical collaborators in this work. Our goal is not to change our teaching practice alone, but to provide a space where teacher candidates are able to learn about equity and how to center it in their teaching practice as well. Therefore, the third author, our former student and now a first-year teacher, shares: (a) how our use of this equity framework helped her understand dimensions of equity in mathematics education, (b) the benefits of integrating equity throughout the course rather than addressing it in isolation, and (c) how the equity framework has influenced her teaching practice, both as a teacher candidate and first-year teacher. Below, she contributes her voice to the conversation.

> *Throughout my time studying, equity was discussed in my classes, but seldom was it applied so specifically to a certain subject, like mathematics. Being given the time to take a step back to analyze what our specific role is when it comes to fostering a classroom environment with these four dimensions at the core, specifically when it came to mathematics, was the reason behind a majority of my work in the classroom today.*
>
> *The integration of equity in the course is something that stood out to me from the moment that we met as a class. So often equity feels like something that needs to be thrown in to check off a box for an education class, when in fact it should be the very backbone for all of our perspectives and decisions that we have to make. Influencing a group of people's beliefs is a hard thing to do, especially when it is a conversation that is so rushed over. Instead, to make any kind of continuous change, it is a conversation that should never stop happening. I think that is what made this class so influential to me, more so than my other classes, because every single time we met as a class, there was a conscious effort to relate what we are studying to the four dimensions....this framework went from a quick listen to a conscious belief system that I have developed, and I can confidently say I am a better teacher for it today.*

*I felt a need to shift the power to the students and their voice, making sure that there was
an equal amount of power for all students. I did this in several ways, especially
throughout my full two weeks of teaching [as a teacher candidate intern], by creating
socratic seminars, and shifting the classroom environment from lecture style to
discussion style, allowing the students to see each other on the same playing field, with
valid thoughts and opinions no matter who they were. Slowly but surely, with even a few
changes, I noticed the environment shifting from something divisive to something loving.
As I began teaching this August, I continued to practice this, along with focusing on the
access my students had, their identity, and their achievement.*

Future Directions

Our next step for this work is a natural one within our PDS partnership: supporting
equity-based mathematics instruction with teachers at Oak Pointe Elementary School. Guided by
the lessons learned from our work with teacher candidates and the needs established at our
partner elementary school, we will soon begin collaborative inquiry into equitable mathematics
instruction. A small group of teachers volunteered to form an "equity team"; this team, alongside
us and school administration, will guide all faculty as we learn collectively and collaboratively
about ways to enhance how we view mathematics, who is invited to engage with mathematics,
and how our instruction and classroom environments position learners of mathematics. This
work not only supports student learning, but also aligns our equity-based mathematical practices
across our PDS site and our embedded elementary mathematics methods course.

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You Matter: PDS Partners Collaborating to Recruit More Diverse Teacher Candidates

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Abstract: In this article the authors describe how their PDS Partnership collaborated to hold recruitment events to intentionally recruit more diverse teacher candidates. The authors discuss the beginning of the partnership and the specific aspects of the recruitment programs.

KEYWORDS: educator preparation, equity, Professional Development Schools, PDSs, recruitment of teacher candidates, school-university partnerships, teacher education

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You matter: PDS partners collaborating to recruit more diverse teacher candidates

When racial tensions erupted within our PDS partner high school, our long relationship and weekly interactions allowed our university to directly address needs as they arose while cultivating a shared commitment to improving equity in schools through greater diversity in the teacher pipeline (NAPDS Essentials 1 and 2).

Context: Feldman's Story

The University of Maryland, Baltimore County (UMBC) began establishing a relationship with Mt. Hebron High School (MHHS) in 2002, and when I (Feldman) agreed to be the university liaison in 2013, I did not really realize what I was getting into. I was a graduate assistant working on my Ph.D. with no knowledge of what Professional Development Schools were--all I knew was that I missed the high school classrooms where I had taught for 10 years, and this position seemed like a good way to get back into schools. With two UMBC alum working as site liaisons, the PDS partnership had many structures in place to develop a thriving relationship. Each week I looked forward to my visits to the school to interact with interns, mentors, and other school personnel, and I quickly realized the exciting potential of the PDS model to mutually benefit both the school and the university.

As I worked at MHHS during those early years, I had begun to notice several important details. Opened in 1965, the school had a long-standing tradition of excellence with many alumni coming back to teach there. I also noticed that the demographics of the school had been shifting, becoming more and more diverse, but the makeup of the faculty was not keeping up with that shift. Knowing that the school had often hired its own in the past, I was interested in finding ways to recruit students of color to come back and teach at their alma mater.

When a series of racial incidents rocked the school community in 2016 and put it in the headlines of local and national media outlets, we had an opportunity to bring university resources in to support the school in new ways. While recruiting more diverse faculty for the school was still a long-term goal, more immediately I brought in faculty of color from the university to speak with students in various clubs and events at the high school. We even invited Dr. Freeman Hrabowski, our university president, to come speak to the entire faculty and student-body about the importance of valuing diversity and recognizing the unique opportunities their school offered to prepare them for leadership in our global society. We paired his presentation with a school-wide lesson I designed to encourage everyone to reflect on and discuss the changes they would like to see in their school and how they could each play a role in improving school climate and valuing the amazing diversity they had available to them in their school. I then read through the student responses to the lesson and shared themes with school administration.

The following year, I decided to build on these initial short-term endeavors to work toward the long-term goal of building a pipeline of teachers of color to come back to their alma mater to diversify the faculty there.

Review of Research

The demographic data is clear: as diversity increases in our nation's schools, moving towards a majority of students of color, the demographics of our teacher workforce is not keeping pace with that change (Bond et al., 2015; U.S. Department of Education, 2016). During desegregation, highly qualified and effective Black teachers from segregated schools were pushed out as jobs were duplicated and White parents resisted having teachers of color for their

children (Goldstein, 2015). The end result was a mostly White teacher workforce that persists today with 84% of teachers being White (National Center for Educational Statistics, 2020).

While it is important not to essentialize teacher candidates based on their skin color nor perceived stereotypes about the strengths of different races (Brown & Thomas, 2020), the research on the benefits of a diverse teacher workforce is also clear. Students benefit from having teachers that look like them (Hrabowski & Sanders, 2015; Goldhaber, Thaber, & Tiem, 2019; Bond et al., 2015). Teachers of color tend to have higher expectations for students of color which can lead to higher achievement (Ferguson, 2003; Steele & Aronson, 1995), and teachers of color act as role models and advocates, helping students of color feel more connected to school (Neal, Sleeter, & Kumashiro, 2015).

Human resource departments aware of the need for increased diversity may be eager to hire diverse teacher candidates, but there are few teacher candidates of color enrolled in teacher preparation programs (Goings & Lewis, 2020), and unfortunately, overall enrollment in teacher preparation programs continues to decrease across the country (Sutcher et. al., 2018). The barriers to recruiting and retaining teacher candidates of color have long been documented (Burant, Quiocho, & Rios, 2002; Carver-Thomas, 2020), but there is research to suggest the benefits of programs specifically designed to provide financial, academic, and relational support to teacher candidates of color (Carver-Thomas, 2020, Hrabowski & Sanders, 2015). Unfortunately, some of these programs have also proven to be unsustainable (Gist, Bianco, & Lynn, 2019). While there is promising work being done with grow-your-own programs in which districts partner with universities to recruit and prepare teacher candidates to return to their district, no such programs are currently in place in our partner district. However, our PDS relationship and the Sherman Scholars program opened opportunities that would not otherwise have been available for the university and school to partner in the work of diversifying the faculty in this particular partnership.

You Matter Recruitment Events

You Matter 1.0

I brainstormed our first event in 2018, entitled *You Matter: Why We Need Diverse Teachers*, through long conversations with a school counselor and district office colleague. While our main audience would be students of color, we wanted to bring together various other stakeholders to take part in the conversation. We invited three main guest panelists: one was the Prince George's County Public Schools Teacher of the Year, co-founder of MEN of PGCPS and the other two were Black students studying to be teachers as part of UMBC's Sherman Scholars Program--a scholarship and coaching program for teacher candidates planning to work in urban settings. We publicized in the school through posters and sent personal emails to various faculty and central office employees, including human resource personnel. I also invited teacher candidates interning in the building to participate.

As I designed the event itself, it was important to me that we engaged high school students as active participants rather than passive observers. I wanted them to have a voice and share their ideas, so that we could learn from and with them. My goal was that even if they did not pursue teaching themselves, that they would become advocates for the profession as citizens in the future.

Unsure of how many students or faculty would attend, I came up with two plans for how to run the event. If it was a large group (>10 students), we would split into heterogeneous tables

with a mix of students and school personnel to engage in small group discussions facilitated by teacher candidates, followed by the panel discussion. If we had a smaller number of participants (<10 students), we would sit around one table and engage in a round table discussion where all stakeholders and panelists would engage the same questions together.

Whether multiple small groups or one round table, the discussion questions would be the same. I planned to start with a small packet of charts and graphs about the changing diversity of student populations, the continued lack of diversity in the teacher workforce, the decline in people seeking teaching credentials, and the salary scales for their district. We would use this data as a starting place to engage with the following questions:

1. Look at the data--what do you notice?
2. What makes a great teacher?
3. Why do you think it is important to have teachers of color?
4. What do you think are the barriers to having more teachers of color?
5. What solutions can you think of for recruiting more teachers of color?

Before we got to the last question, we would share research to affirm their beliefs about the importance of teachers of color and the potential barriers to recruitment as well as inform them about the historical roots of the representation gap. We would then engage the guest panelists to answer the following questions as well as any questions raised by the students:

1. Who are you and why is the issue of teacher diversity important to you? Why do you think it is important to have diverse teachers?
2. Why did you go into education and why do you think others should consider it?
3. What do you think are the major barriers to recruiting and retaining diverse teachers?
4. What are some potential avenues for removing those barriers? Share what you and your organizations are doing.
5. What can the rest of us do to advocate for teachers and teacher diversity?

On the day of the event, we had 6 students of color show up to the media center, so we pushed 4 tables together and gathered with our 6 students, 3 panelists, 1 administrator, 3 guidance counselors, 3 interns, 2 HR representatives, 2 other district representatives, and the school's Black Student Achievement Program (BSAP) Liaison for a total of just over 20 participants. We only had 6 of our desired audience of high school students, but we still had a varied group of stakeholders ready to engage in a rich conversation about this topic. As we looked at the data and talked through the discussion questions, we surfaced many interesting ideas, some of which we did not expect, that bring a useful student perspective to existing research.

Some of the ideas surfaced affirmed what we already knew from research on the topic. For example, students valued having teachers that looked like them and who could connect with them on a deeper level because of racial and ethnic affinity. However, some of the ideas that surfaced were unexpected, such as students and Sherman Scholars sharing about parents disapproving of the idea of their becoming teachers. Teaching was perceived as being low prestige, low pay, and even unsafe.

Even with the low turnout of students, there were several positive outcomes of this event. Much of the conversation centered on panelists, interns, central office employees and others sharing why they became teachers and how they saw teaching as a means of engaging in social justice work. This helped everyone there to be able to better articulate why students of color should consider teaching as a profession. Guidance counselors commented that they had been unaware of some of the scholarship opportunities available at our institution and said they would be more mindful of how to better support students who might be interested in teaching. The HR representatives organized a day-long event the following year specifically inviting teacher candidates of color to tour the district and interview for positions in the county. We do not know if our event inspired that event, but we do know that our discussion likely informed their work in some way and that our local event was now part of a larger district movement.

While we all benefited from the rich conversations at this first event, I still desired to engage with more high school students about the issue. I knew from my own research that many teachers go into the profession because of their relationship with or the recommendation of a particular teacher (Feldman, 2018). Somehow, we needed to connect with students on a more personal level, but as a university representative, I did not have that sort of relationship with students. I had an idea to have classroom teachers nominate students in their classes to attend, so that students knew that someone saw potential in them to be a great teacher, but I needed someone in the school to help me bring this plan to life. One of the individuals who shared their experience as an educator of color during our first event was Cheryl Grimes, the school's BSAP liaison. This was my first time meeting Grimes, and she became a powerful partner in our next endeavor to implement this event.

You Matter 2.0: Grime's Story

In the spring of 2018, I (Grimes) was in the second semester of my first year as the Black Student Achievement Liaison at Mt. Hebron High School. As I worked to build relationships with students, staff and parents, one thing was becoming very clear, the school was on the cusp of great change. The air was thick with unresolved emotions regarding a 2016 racial incident against Black students that led to a student walkout, and it was common to hear Black students and their families share frustrations concerning staff behavior they viewed as biased and discriminatory and an apathy regarding racial incidents at the hands of non-Black students. And while MHHS's student population was becoming increasingly diverse, the staff was not. All the while the new school principal sought to unify our school community. It was in this climate that I received Feldman's invitation to the first You Matter event, but my excitement fizzled when despite emailing families about the event, I only counted 6 students in the room.

The goal of the Black Student Achievement Program (BSAP) is to close achievement gaps evident in the patterns of data between Black students and the student population at large. As previously mentioned, data supports that Black students perform better and feel more connected in classrooms led by Black and Brown teachers; therefore, the You Matter event aligned with my own goals for Black student achievement. This event would plant seeds that could lead to the increase of teachers of color, students would learn about impactful programs at UMBC expanding their access to pathways of success, and our students would feel seen and heard leading to feelings of connection and acceptance in our school community. But how do we get them in the room?

Feldman and I agreed to use a more personal approach to increase student participation for the event in the spring of 2019. While we wanted to encourage more students of color to become teachers of color, getting them into the room to hear the speakers and the data needed to come first. Therefore, I suggested offering food, a powerful motivator for any group of high schoolers, which UMBC was able to provide. After sending an email to all of our teachers, explaining the event and requesting them to nominate students they saw as future educators, I followed up by meeting each student individually to discuss the event, who nominated them and to give them a personalized paper invitation. I met with Black student clubs to discuss the event and why it was important whether they were interested in teaching or not. I highlighted the need for them to be fully informed as future voters and policy makers, so that they could better advocate for diversity in schools as adults. Additionally, I leveraged my relationship with our ESOL department staff to urge more of our Hispanic students to attend. Lastly, I hung flyers, emailed parents and arranged school announcements to cover all our bases. We urged students to RSVP, but allowed all interested students to attend--the only caveat, we urged them to stay for the entire event.

All of this led to over 30 students attending along with MHHS and BSAP staff members and our school's PTSA president. We even ran out of food and UMBC swag because turnout was higher than expected. We were thrilled about the turnout and enlightened by the powerful conversations that took place among students, staff, and community partners. White mentor teachers and interns appreciated the opportunity to learn from students of color about their experiences and needs, and the PTSA president even mentioned that she would be thinking about how to promote the ideas shared to help parents be more open to encouraging their own children to consider teaching.

What We Learned

During this second event, interns and mentors worked as table facilitators and took notes on the ideas shared by the students at the table. Their perspectives on why diverse teachers are important was again consistent with the research, but they also had many creative ideas for addressing the barriers to recruiting more teachers of color. They focused a lot on shifting the narrative away from the negatives of teaching and highlighting the positives in order to dispel the perception among students and parents of teaching as low prestige, low pay, and unsafe. Here are a few themes and ideas that emerged from their table notes:

- Why is it important to have diverse teachers?
    - Teachers need to better represent the diversity of our students.
    - Students need to see people that look like them in our schools.
    - Students are better able to relate to teachers who look like them and know their cultural perspectives.
    - Students of color feel more comfortable and less isolated when there are teachers that look like them and understand their experiences.
    - Representation turns students on or off to opportunities for future careers in certain subjects.
    - Diverse teachers offer opportunities to learn about different cultures and perspectives.

- ○ All students (including White students) need to learn from people from diverse perspectives—people with whom they share a racial, cultural, or linguistic background, but also people who are different from them.
  - ○ Having diverse colleagues will make all teachers better at what they do.
  - ○ Diversity brings fresh perspectives, different teaching styles, and new energy to teaching.
  - ○ Having more diverse teachers will encourage more students with diverse backgrounds to consider teaching as a career.
- ● What can we do to increase diversity in the teacher pipeline?
  - ○ Highlight positive teaching stories rather than negative stories about teaching in the media.
  - ○ Help students realize that teaching is the best way to have an impact on others' lives.
  - ○ Have students encourage peers who excel or enjoy certain topics to consider teaching.
  - ○ Ensure that teachers are paid according to their education, but also make sure that people realize that some districts do pay teachers well.
  - ○ Try to remove the stigma of teaching as a low paying, thankless job.
  - ○ Make sure teachers enjoy their work and express their love of teaching to students rather than emphasizing the negatives so that students are discouraged from considering teaching.
  - ○ Avoid overemphasizing STEM and business jobs and undervaluing teaching because teaching provides greater opportunities to change people's lives on a day-to-day basis.
  - ○ Provide opportunities in high school like Teacher Academy for students to explore the profession and get college credit for teacher education coursework.
  - ○ Respect teachers of color to help retain them in the profession.
  - ○ Introduce friends to teaching opportunities and meetings.
  - ○ Teachers should identify students who have the natural dispositions for teaching and encourage them to consider it (rather than discouraging them from teaching).
  - ○ Create and publicize scholarship programs (like Sherman Scholars) that help support teacher candidates, provide extra experience, and lower the cost of college.
  - ○ Provide mentors for young teachers of color who can help them to navigate the profession as an under-represented group in the profession.
  - ○ Vote for people who support teaching.
  - ○ Subsidize housing for teachers.
  - ○ Increase student, teacher, community interaction.
  - ○ Have districts provide information and programs to guide students if interested in teaching.
  - ○ Explain different paths to becoming a teacher affordably.
  - ○ Create incentives and fast-track programs to motivate entry into the profession.
  - ○ Hire teachers who are passionate and inspire passion.
  - ○ Give students Teacher for the Day Opportunities to try teaching.

○ Teachers should share their experience as teachers and love of teaching so that students would consider it.

Beyond the ideas shared with us during the event itself, we also learned something important about how to best leverage our PDS partnership to advocate for our profession and for greater equity in our schools. The university was important in bringing in panelists, developing the program, providing food and swag, and providing scholarship and practical advice about pursuing education, but we could not have connected with high school students without our partners in the school building who could use their relationships with students to personally invite them to the event.

Looking Forward

While the table notes provided us with some data, we realize now that we should have had an evaluation available for students to fill out immediately to better assess the impact the event had on their interest in pursuing a career in education. This is something we will certainly include in future events. We also hope to do more long-term follow-up with participants to see if any of them do pursue a career in education; however, we are hopeful that even those who do not end up teaching will grow into citizens who support teachers as parents and voters.

We are also excited that in 2019, the district held several meetings with us to scale up this event for more high schools in the district. Representatives from other universities will do similar events at their PDS partner schools and each university plans to adopt other non-PDS high schools to hold the events there. While the district is planning to make this a more general teacher recruiting event (not just for students of color), we were vocal in our meetings that BSAP and Hispanic Student Liaisons should be part of the planning team at each school to ensure emphasis on equal representation of students of color at the event and that diversity still be part of the conversation. This endeavor was put on hold by the pandemic in 2020, but everything is in place to bring it back and make it happen in 2021.

This experience highlights the importance of PDS partnership in meeting the needs of both K-12 schools and universities, accomplishing the work of advocating for our profession, and cultivating greater diversity in the teacher pipeline. We are excited to continue this work together in the coming years.

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From Recruitment to Completer Effectiveness: How Are We Defining Equity at Each Stage of the Teacher Preparation Process in the Context of Our PDS Partnership Networks?

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Abstract: In this article the authors consider how equity is defined in regards to various aspects of teacher education programs and Professional Development School partnerships. The authors provide questions to consider for those involved in teacher education as well as school-university partnerships.

KEYWORDS: educator preparation, equity, Professional Development Schools, PDSs, school-university partnerships, teacher education

NAPDS REVISED NINE ESSENTIALS ADDRESSED:
   Essential 1: A professional development school (PDS) is a learning community guided by a comprehensive, articulated mission that is broader than the goals of any single partner, and that aims to advance equity, antiracism, and social justice within and among schools, colleges/universities, and their respective community and professional partners.
   Essential 2: A PDS embraces the preparation of educators through clinical practice.
   Essential 4: A PDS makes a shared commitment to reflective practice, responsive innovation, and generative knowledge.

Addressing Equity

When considering whether our school-university partnerships are addressing equity in meaningful and effective ways, we must first consider how we define equity at each stage of the teacher preparation process in the context of our PDS partnership networks. A review of recent literature on equity in PDS partnerships in *School-University Partnerships Special Issue: Equity in Professional Development School Partnerships (2020),* yields a diverse array of research topics that fall under the equity umbrella: preparing teacher candidates to work with diverse students; listening to the voices of students in designing curriculum and instruction; embedding equity concepts during the supervision of clinical field experiences; promoting service learning around social justice issues; designing course work and professional learning opportunities for inservice teachers working in PDSs, equipping clinical faculty with the conceptual and practical tools they will need to supervise teacher candidates, and the list goes on.

There is no question that each of these studies provides valuable, research-based information in supporting equitable PDS partnerships, in way one or another, and at one stage or another in the teacher preparation process. However, what new information might we discover when we consider these isolated examples of equity work in the holistic context of our teacher education programs and PDS networks? Are our equity efforts broad enough to encompass the many ways we should be addressing equity throughout the teacher candidate's entire experience? Not yet documented in the literature is an IHE's effort to address equity at *each stage* in the teacher preparation program – from recruitment to completer effectiveness – using a consistent definition of equity throughout the process to evaluate progress related to outcomes. It is the framing of equity efforts in the larger PDS context, that would allow for teacher education programs to holistically measure their success in posing a "threat to the existence of inequity" and actively cultivating equity in our "spheres of influence" (Gorski, 2020). As our teacher preparation program embarks on a self-study to evaluate the quality of our equity efforts, we have begun to ask ourselves a series of questions at each stage of the process. This article provides a summary of many of those questions in assisting us in creating an intentional and productive path forward.

According to Gorski (2021), there are four common approaches that schools and school districts adopt to address "equity" efforts. These include *celebrating diversity, cultural competence, inclusivity,* and *equity literacy*. Gorski (2021; 2019; 2015) defines *celebrating diversity* as surface level diversity celebrations which can ultimately stereotype marginalized populations. The *cultural competence* approach primarily focuses on learning about ourselves and others in an effort to relate and connect more to the communities we serve (Gorski, 2021; 2016). The *inclusivity* approach is characterized as providing a welcoming environment and designing curriculum and instruction that represents the diverse populations we serve (Gorski, 2021). While these three approaches are important in elevating attention to diversity and inclusion efforts in schools, none of them goes deep enough to address the systemic and institutional inequities that continue to exist in our schools and partnerships (Gorski, 2021).

It is equity literacy, Gorski's (2021; 2020; 2016) fourth approach to equity that challenges educators to identify and eliminate all elements of bias and inequity from all aspects of education by creating actively equitable policies, practices, and institutional cultures. Gorski (2021) defines equity literacy as

> …a comprehensive approach for creating and sustaining equitable schools. The
> foundations of equity literacy are (1) a commitment to deepening individual and

institutional understandings of how equity and inequity operate in organizations and societies, and (2) the individual and institutional knowledge, skills, and will to vigilantly identify inequities, eliminate inequities, and actively cultivating equity. At the individual level, when we embrace equity literacy we learn to become a threat to the existence of inequity and an active cultivator of equity in our spheres of influence.

Gorski (2021) identifies five critical abilities of equity literate educators which can be applied to teacher education programs and PDS partnership networks:
1. Ability to recognize biases, inequities, and oppressive ideologies in education;
2. Ability to respond to biases, inequities, and oppressive ideologies in the moment;
3. Ability to redress biases, inequities, and oppressive ideologies in by attacking root causes;
4. Ability to cultivate biasfree, equitable, anti-oppressive ideologies and institutional cultures;
5. Ability to sustain biasfree, equitable, and anti-oppressive classrooms, schools, ideologies, and institutional cultures.

Based on Gorski's equity literacy framework, the first question we should be asking ourselves as cultivators of equity is, '*What are we doing to recognize, respond to, and redress policies and practices that have a disproportionate negative impact on marginalized populations in our program and network's spheres of influence?*'

When considering advancing equity literacy in developing equity-minded teacher candidates, using PDS as the vehicle, each of the following components should be examined using an equity lens rooted in Gorski's definition of equity: recruitment and retention of candidates; teacher candidate induction; curriculum design; instruction in university classrooms; field experiences/placements; development of partnerships; preparation of clinical educators; assessments and evaluations of candidates; and completer effectiveness. We have begun to consider our own equity efforts through a series questions meant to address Gorski's first three critical abilities of equity literate educators: recognizing, responding to, and redressing biases, inequities, and oppressive ideologies in our programs and PDS networks. Each set of questions is followed by a suggestion we have considered in moving our PDS network from recognizing to responding and redressing inequitable practices that would most likely remain invisible in our teacher preparation program and PDS partnerships had the questions not been considered as all. The questions are not exhaustive and only act as a starting point in engaging in conversations about larger scale equity efforts that can be considered when cultivating equity in PDS networks.

Considering How to Address Equity
Recruitment and Retention
Questions to Consider: What are the demographics associated with candidate application to our teacher preparation program? Are the demographics proportionate to representation in the general population? What policies and practices are in place to recruit diverse pools of candidates? How might these policies and practices be addressed to recruit and retain underrepresented students? Are data related to persistence and retention disaggregated by student demographics? Does our retention plan include additional supports for underrepresented populations who may experience societal structural barriers? Are we seeking feedback from our students about whether our current program is inclusive? What messages do our former students

send to future students about our program? How does this influence recruitment and retention efforts with our current emphasis on diversity and inclusion?

We considered these questions when evaluating recruitment and retention efforts through an equity lens, keeping in mind that recognizing potential inequities is only our first step.

Next step: To move the conversation to action, we recently partnered with one of our local school systems (LSS) to support a system wide teacher academy program. The LSS, a majority minority school district, recruits underrepresented, future educators within the school system to participate, and our university has agreed to provide credit for prior learning and/or tuition remission for underrepresented students who are interested in pursuing teaching as a career at our university.

Teacher Candidate Induction into the School of Education/Education Major

Questions to Consider: Who is represented/underrepresented in our teacher candidacy application process? What is required outside of test scores and grades in the application process? What are our cutoff scores for induction? What support do we have in place for those who desire to be a teacher, but do not have the grades or standardized test scores to enter? How do current students in our teacher education program evaluate the program's inclusivity?

Next step: We are expanding the tools we currently use to evaluate and admit teacher candidates into our education program. In addition, we are considering developing a mentoring program for students who desire to pursue a degree in education but have not yet declared it as their major. By better advertising the teacher preparation program to students who are 'undecided' upon arrival, we are making efforts to showcase the profession as a way to identify potential candidates earlier in their college careers and provide mentoring experiences along the way.

Curriculum

Questions to Consider: Are teacher educators held responsible for reflecting on their personal biases as part of the evaluation, promotion, and tenure process? Are diversity and inclusion considered when adopting theoretical frameworks for course work and in selecting textbooks and supplemental materials (books, articles, and podcasts)? Is course content updated regularly to include diverse perspectives and counter stories? Is compliance or critical questioning emphasized more in the curriculum? Does the curriculum align with the realities of the diverse classrooms and school communities we serve? Is curriculum developed through a culturally responsive and inclusive lens? What paradigms/ideologies are we cultivating in our curriculum (and teacher candidates) for interacting with historically marginalized students, families, and communities? Are we unintentionally perpetuating deficit ideology or promoting an understanding of structural ideology through our curriculum?

Next step: Efforts to decolonize syllabi in higher education are becoming increasingly more popular in practice. We recently participated in a professional development opportunity that allowed us to apply a decolonization tool in evaluating one of our syllabi. Changes were made in each of our syllabi to represent what we have learned about teaching for liberation in decolonizing our syllabi.

Instruction in University Coursework

Questions to Consider: Do we consider student voice in the faculty evaluation process? Would current students share that they feel safe and valued in our classrooms? Is teaching modeled through culturally responsive and inclusive teaching practices? What culturally responsive and inclusive strategies are modeled in the courses we teach? Do we demonstrate compassion, empathy, and a critical understanding of the needs of our teacher candidates, especially those who are historically marginalized and underrepresented in education programs? Do our professors represent the racial and ethnic diversity represented in the larger population? Do students "see" themselves in our instructors? Do our professors spend time in the racially and ethnically diverse public schools we serve? Do professors participate in professional development opportunities that allow them to critically reflect on their personal biases? Do professor evaluations include criteria for modeling culturally responsive practices? How do professors score in these areas? Are teacher candidates provided with opportunities to reflect on their personal biases? Are candidates asked to reflect on and share their personal stories and their identities as learners? Are candidates' personal experiences treated as assets in classrooms?

Next step: To begin making the connections between theory and practice, we initiated an annual departmental book study on a recommended equity topic. We also open each departmental meeting with an equity exercise to engage in ongoing conversations about our teaching and learning experiences. Finally, we encourage each of our professors to supervise at least one teacher candidate each year in an effort to stay up-to-date with the realities in the local schools we serve.

Co-constructed PDS Partnerships

Questions to Consider: How are our PDS partnerships selected and supported? Are the partnerships mutually beneficial and co-constructed? What can we learn through the equity work conducted in our schools and school systems? Are diverse populations of students represented in our partnership schools? Do teacher candidates gain experiences in different settings and modalities through partnership efforts? Are diverse communities represented in the schools with which we partner? Because teacher-turnover tends to be higher in schools that are more ethnically and racially diverse, what mechanisms are put into place to be sure that the mentors who support our teacher candidates each year are not burning out?

Next step: PDS partners are working together to provide opportunities for teacher candidates to be considered for employment in the PDSs in which they are student teaching. Facilitating observations, setting up mock interviews, and working closely with human resources departments are all parts of the process that are helping to ensure good matches between teacher candidates and our PDSs.

Clinical Field Experiences/Placements

Questions to Consider: What accommodations are we making to be sure that there is equity in the experiences of our teacher candidates? Mentors are usually middle class, white teachers; what are we doing to expand our mentor pools to address racial/ethnic diversity? What qualifications are required to mentor our teacher candidates; is there a diversity/inclusion component included? What intentional connections are made between theory and practice? Are we certain that deficit thinking is not perpetuated in the schools and classrooms to which our teacher candidates are assigned? Do we intentionally scaffold opportunities to address misconceptions? How do we dispel negative perceptions that teacher candidates may have prior

to being placed in an under- resourced school (lack of resources, understaffing, underprepared teachers, high turnover)? How are our mentors and supervisors selected? What are their qualifications? What level of competence do they display as it relates to culturally responsive instruction? How do teacher candidates evaluate their mentors and supervisors in relation to equity literacy? Are our teacher candidates prepared to engage in difficult conversations with mentors and supervisors who may not be equity literate, given the power structure in place? What support systems exist to address this? Do teacher candidates have the tools to engage in difficult conversations with students, parents, and community members?

Next Step: Our placement coordinator keeps an up-to-date placement matrix for teacher candidates to ensure that there is diversity associated with each teacher candidate placement assignment. We are currently updating criteria on our mentor and supervisor evaluations to include language related to knowledge and application best practices related to diversity, equity, and inclusion. We hope to disaggregate data based on this criterion and address identified professional development needs of our clinical educators.

Assessment and Evaluation

Questions to Consider: Are teacher candidate assessments multi-faceted? Are performance-based and standardized assessments aligned? Do the assessments allow our teacher candidates to make connections between their learning and real-life classroom experiences? Are some forms of evidence of learning privileged over others? Do assessments consider civic and community engagement, problems of practice, and methods for creating positive change? Are teacher candidates provided with opportunities to choose from a variety of assessment approaches or design how they will be assessed in cooperation with faculty members? Are assessment data disaggregated by race/ethnicity? Do disparities exist in outcomes? What policies and practices should be considered to alleviate any identified structural barriers to success?

Next Step: We are embarking on a backwards-mapping of our programs to gather information about the variety and quality of the assessments currently used to measure teacher candidate mastery of the content. In addition, we are discussing how best to disaggregate performance-based assessment data by race/ethnicity to determine if there are any hidden disparities that we need to address.

Completer Effectiveness

Questions to Consider: How are we working with local school systems to measure the success of our former teacher candidates in meeting the diverse needs of their students during the first year of teaching? How are we working with local school systems to identify supports for former teacher candidates who are struggling? How are the students of our former teacher candidates evaluating their teachers during their first year of teaching? Are the students of our former teacher candidates meeting with success in the classroom? How do former teacher candidates perceive their teacher preparation in relation to their work in schools as first-year teachers? What changes to policies and practices are we making based on first-year teacher feedback?

Next Step: Over the past several years, we have worked with an assessment collaborative in our state to draft an employer survey to distribute to principals of our former teacher candidates. The survey asks principals to provide us with information about former teacher

candidate success as first-year teachers in their schools. Disaggregating these data will be important in identifying patterns related to first-year teacher success of our program graduates.

As our university begins to embark on a self-study focused on current and future equity efforts, the questions posed in this article have allowed us to begin courageous conversations about the direction we are heading. While the questions and next steps posed are not exhaustive of the possibilities, the exercise has allowed us to be more intentional about how we can best serve our future candidates. Not only is it our goal to expose examples of inequities in our teacher preparation programs and PDS networks, but to respond to and redress the inequities brought to light in our courageous conversations.

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Urban Field Experiences and Preparing Teacher Candidates to Understand Diversity and Social Justice Through University School Community Professional Development Partnership (USCPDP)

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Abstract: In this article the author shares the findings of an exploratory study of secondary teacher candidates and their clinical educators after the candidates participated in a course on diversity and equity that included clinical experiences in a local community-focused high school. Findings indicate that candidates reported developing their knowledge and skills related to equity-based teaching as a result of the combined course experience and clinical experience.

KEYWORDS: clinical practice, community school, educator preparation, equity, Professional Development Schools, PDSs, school-university partnerships, secondary school, teacher education

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Essential 1: A professional development school (PDS) is a learning community guided by a comprehensive, articulated mission that is broader than the goals of any single partner, and that aims to advance equity, antiracism, and social justice within and among schools, colleges/universities, and their respective community and professional partners.

Essential 2: A PDS embraces the preparation of educators through clinical practice.

Essential 4: A PDS makes a shared commitment to reflective practice, responsive innovation, and generative knowledge.

University School Community Professional Development Partnership (USCPDP)

For the last four years, our school of education has taken an active role in the University School Community Professional Development Partnership (USCPDP). The NAPDS Nine Essentials (NAPDS, 2008, 2021) guide our partnership and allow for all individuals, including P-12 students, teacher candidates, teachers, administrators, and university faculty, to learn, conceptualize and grow together as critical thinkers in the 21st century schooling and learning process and grow in diversity and social justice consciousness. Our urban teacher education program partnered with teachers and principals at the community high school to develop opportunities for authentic interactions between the pre-service teachers, the students, and the community partners while infusing diversity and social justice initiatives. The teacher preparation program and school shared in the work of preparing new teachers who could and would practice culturally responsive teaching and social justice consciousness. This reflective practice aligns with the NAPDS Revised Essential 2: A PDS embraces the preparation of educators through clinical practice and the Revised Essential 4: A PDS makes a shared commitment to reflective practice, responsive innovation, and generative knowledge.

Synthesis of Research

In the next decade, American public schools can expect a number of changes they can't ignore. For years, demographic forces have slowly and persistently reshaped the population of minorities served in education (Banks, 2019). Increasingly, students come from families with diverse linguistic, cultural, and ethnic backgrounds. Teacher candidates need to be prepared for this reality. Students in public schools who are challenged by poverty, high mobility, and violence are capable of achieving the same aims as students in more privileged communities, but only when teachers challenge inequities and work with the community to provide the support they need. Teacher education programs still have a long way to go in preparing teachers to be effective culturally, ethnically, racially, and even linguistically in diverse classrooms (Banks, 2019; Sleeter, 2013; & Zeichner, 2007). One of the most effective models of urban teacher preparation is the university-school partnership model wherein teacher candidates take courses on-site at the school and practice teaching with the support of mentor teachers in a full-service community school. In this case, when the university professional educators come together to contribute to the success of all learners (e.g., students, pre-service teachers, in-service teachers and college faculty), collective long-lasting transformation happens.

Methods

Context

This study specifically focused on the education of interns at a "full-service community school", a high school which works intensively with partners like neighborhood centers, parent groups, clinics, libraries, local businesses, and other organizations to promote the success of the students. The university faculty member responsible for this program was involved as a transformative agent in relationship to Anselm Community High School, the surrounding community, and key members of the community. He partnered with teachers and a principal at the school to develop opportunities for authentic interactions between the interns, the students, and the community partners. The teacher preparation program and school shared in the work of preparing new teachers who could and would practice culturally responsive teaching and show

social justice consciousness. The surrounding community and key members of the community were integral partners in the preparation of the teacher candidates.

Institutional Support

The institutional willingness and commitment to PDS framework was critical for this transformative change, as was partnering with surrounding schools that deliver high quality success to all student groups, especially those groups that have historically not been well served by public schooling, like African American students, Latino students, students from low income families, student from families that do not speak English at home, students from other cultures, students with disabilities, girls in math and science, lesbian/gay/bi/transgender students, or any other group not receiving the benefits of a high quality education. I lead an effort to align my *Diversity and Learning* course with a field experience in the partner school. There was also an agreement that edTPA requirements of teacher certification follow the same trend while aligning with Clinical Partnership and Practice, CAEP Standard 2- (CAEP Handbook, 2019). Our SOE was open to facilitating a program that frankly and openly addresses issues of diversity and social justice, including the complexities of race, ethnicity, class, gender, sexuality, disabilities, cultures, and languages of the urban education environment. Our SOE was ready to develop our candidates' understanding of the many assets of and the challenges that urban schools and communities face. Ultimately, the goal was to fill candidates with passion for urban advocacy and activism in service of equity, diversity, and social justice while understanding the importance of being deeply engaged with the urban community, especially with those groups that have experienced historical exclusion and marginalization.

As champion of the PDS model, I aligned the course with the SOE mission and University School Community Professional Development Partnership (USCPDP) in mind. I was committed to work alongside our department in the practical preparation of teacher candidates' field experience with the community high school. Luckily, we were given a space close to the library in the school for my regular teaching of this course for easy connection of theory into practice. Experienced practitioners, including the principal, practicing teachers, and community leaders were invited talk to teacher candidates, and the practical preparation gained shape and seemed to fulfill its mission.

Setting and Participants

I had a class of thirty teacher candidates in their second year of four semesters of the secondary teacher education program. Most of the participants were juniors at the mid-sized state university which largely serves a commuter population. Twenty-five were females; five were males. Two were African American; one was multiracial; one was an immigrant from the Dominican Republic, and the remainder were European Americans. Classes were conducted two days a week at Anselm Community High School, and the interns were responsible for their own transportation to this school which is about four miles from the university campus. Anselm is situated in a Hispanic neighborhood not too far from the downtown of the Midwest City. The school was closed in 1995 due to budget shortfalls, much to the dismay of parents, students, and community members. It reopened in 2000 through a recommendation by an educational task force as a neighborhood community school that would provide learning supports for students and families. As a community school, the school was envisioned to merge neighborhood social service centers with the school academic system. Today, the school partners with a neighborhood

Social Services Center, a Community Center, a church community center, and the education task force connected to the university. The school partners collaborate to secure resources to support student learning toward high school graduation and post-secondary readiness. The community, parents, service providers, business community, faith organizations and educators meet monthly to collaborate in alignment with students' objective goals and the overall general youth development ideals.

I designed the *Diversity and Learning* course and field experience to raise the interns' cultural awareness and ability to deal with individual differences, diversity, equity, inclusion and fairness (Sensoy & DiAngelo, 2017).   The course focused on three components: 1) learning about culture and identity, 2) learning about culture as a school and community asset, 3) learning and thinking about themselves as a teacher-to-be. The interns were introduced to the school culture and student body through a cultural inquiry assignment which required them to get to know one student well enough to write a comparative analysis of the students' cultural background and their own. They also critically analyzed the assets of the school and community through the lenses of power, oppression, and the full-service community school movement as a reform strategy. The interns were encouraged to question myths and stereotypes about urban schools. This complex assignment required the interns to develop a bond with both their students and the mentor teachers who helped them with this project.

A second major assignment required the interns to keep a critical reflection journal to develop the skill of continually learning from experiences. Interns were required to reflect on different teaching and learning theories during field experiences at Anselm School. Later they chose a critical incident that evoked a strong personal emotional response worthy of thought and attention. Using the different theories discussed in the course, the interns critically examined their beliefs and new perspectives.

The final assignment was a written reflection on professionalism-thinking about themselves as a teacher to-be today. It involved different self-examinations and articulation of an individual teaching philosophy. The interns were required to describe the teaching philosophy they developed from their early experiences at this urban school, their new understanding of cultural diversity, and the principles of social justice.

The field experience portion was purposely outlined to put theory into practice. I worked with the principal and teachers to locate mentor teachers for the candidates. Twice a week, interns visited the class to observe, assist the teacher and at times participate as a teacher. In consultation with their mentor, they taught a minimum of three lessons for their unit plan assignment. Additionally, through the field experience and subsequent discussions, readings, and writings, candidates reflect on fundamental questions about teaching, learning, and professional development school partnership, nature of schools, including diversity and social justice.

One of the goals of our department is to provide a variety of teaching experiences incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations while infusing the ideals of social justice. Interns had opportunities to collaborate with external partners to enhance their pedagogical knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas. They learned to assess, plan, and implement instruction at appropriate levels. They also learned to use on-going assessment to reflect on student learning and teaching strategies to plan for future instruction and of course reevaluate their dispositions as they grow into a teacher.

I started the first week with "Getting Started with Field Experience" by providing with guidelines and resources for securing a school site and permission forms to complete field experience assignments, self- assessment, initial observation, and initial family communication, followed by an official campus visit. They planned accordingly for assignments that were due for each classroom visit. I also provided them with specific guidelines, reflective questions, and resources for planning morning meetings in the classroom each week. Other assignments included a review of the PDS framework, quizzes, professional points: family communications, Professional Development and Appraisal System (PDAS), documentation and teacher self-report form, Observation Plan, Lesson Plan and parent letter.

Findings

Many growth opportunities were provided based on this PDS model. I will focus on three of them: class assignments; mentoring process; and community school resources (specifically human capital).

Classroom Assignments

From the many assignments provided, four of them stood out: Critical Reflection on "What is social justice and diversity?"; Cultural Autographical Paper; Student Cultural Focus Group Interview; and Asset-Based Community Assessment.

Critical Reflection on "What is your understanding of social justice and diversity?"

Critical reflective papers were assigned to help teacher candidates develop the habit of continually learning from experiences by thinking about their assumptions and biases and problematizing situations in practice. Interns were given time to write a response to the question, "What is their understanding of social justice and diversity and to what degree do they see themselves growing toward this trend?" This same assignment was repeated during the mid-semester and also at the end of their junior year.

Cultural Autobiographical Paper

Interns were asked to reflect, critique, and analyze their lives in terms of cultural attributes of diversity. The paper addressed how their life experiences have been affected by the cultural attributes like race, gender, social class, ethnicity, religion, geographical location, age, etc. At the conclusion of this reflection, individuals reflected on what they have learned about themselves and how they felt were growing in diversity.

Student Cultural Focus Group Interview

In order to help interns get to know the students at Anselm Community high from the cultural perspective, they were asked to identify and interview a group of students in an informal way. Preference was given to those students they were already working with in the classrooms or tutoring or mentoring during their field experience. Prompts were provided to them to focus on. Then interns reflected on what they had learned about the students, their strengths, interests, learning styles, etc. The last section of the paper included a comparative analysis or interpretation of their culture and the interviewee's culture and how they could improve their practice.

Asset-Based Community Assessment

This was a project that teacher candidates did in the Community High School neighborhood. They identified constituents, human resources, and cultural resources in the neighborhood. From scanning around and interviewing key members of the community, they identified at least two topics to write about. Their written report demonstrated the assets that existed in the community and their class presentation displayed their findings.

Mentoring Opportunities

As the University supervisor and also course instructor, I guided them throughout the process through mentoring. I met with them one to one at the beginning, middle, and at the end of the school year to discuss their progress. At the same time, their cooperating teachers were the backbone of their field experience. Interns worked with them to identify at least three lessons to teach in class for their Unit Plan Assignment. They graded their lesson plans and prepared them to teach accordingly. The university was aware that mentoring can be a difficult task that require extra time and energy, so cooperating teachers were provided with a certificate of appreciation and a stipend.

Community Leaders

The school principal and different community leaders were invited to give a talk to interns in the classroom as part of their teacher preparation program. They came at least once a month and interns were later expected to write a reflection about those presentations and connect with their lives as future teachers.

Examples related to growth in diversity and social justice

The analysis of the data revealed that although the candidates entered the program with little knowledge about diversity and social justice, they were able to make significant strides in their knowledge and attitudes within this period of time. Data gathered from teacher interviews, field notes, focus group interviews, and student artifacts- critical reflection assignment, cultural autobiography, professional portfolio assignments revealed that candidates made significant growth. I conceptualized changes in their knowledge and attitudes toward diversity and social justice; changes in their reflectiveness and critical thinking; and changes in how they see themselves and their role as teachers-to be.

Changes in Candidates' Knowledge and Attitudes

Here are a few of the most noteworthy quotes from the interns related to their changes in their knowledge and attitudes:

The program allowed exposure to a variety of experienced teachers, teaching and learning styles which are robust. For example, before I entered into this program I was convinced that equality means treating everybody equal. I didn't see differences in people, color, ethnicity, etc. because we are all equal. I told people that my parents raised me as a Christian and I see everybody the same. Moreover, humanity is the same because we are created in God's image and likeness. In my class, I envisioned treating all students equally at all costs. But now, my views have gone deeper. I conceptualized equality as the state or quality of being treated with fairness or given the same opportunity despite one's socioeconomic background, race, ethnicity, or other difference. This is one of the

ideals of our democratic society. It is through this that we recognize that historically certain groups in our society have experienced and are still experiencing discrimination due to race, sex, disability, sexual orientation etc. This is real and my role in my class would be to come to terms with my biases and privileges and fight for these ideals for my students all the time.

PDS team was well organized and transparent on issues of today. In lectures, course work, ongoing individual and collective discussions, mentoring, we were asked open-ended questions, described practices, and shared observations that were designed to shift our paradigm perspectives from action to reflection and vice versa. I believe that it is imperative that teachers be prepared to locate sources of power and privilege within the school system and the community and even the curriculum in order to uncover and dismantle the mostly invisible status quo. Thus, social justice recognizes the intricate involvement of attitudes in the construction of institutional practices, and seeks ownership and responsibility for these attitudes.

When I was beginning this course, I thought diversity for me only meant accepting the differences. I was a little bit naive to say that I see people as individuals and accept who they are. I thought by having friends from all races was enough and I could use this experience in my education and later as a teacher. But now, this program provided me with a richer meaning and worldview. Diversity for me means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. Yes, I may have experienced diversity before but my conceptual repertoires have changed after this course. Diversity for me is not only accepting and respecting individual differences, inclusion of different types of people but collection of thoughts, ideas, images, and beliefs systems that teachers build to more deeply including its multiple relationships to teaching and learning. My field experience enhanced my deep understanding when I interacted with all differences above. Due to this, I will add here that diversity requires transformative approach of teaching (thinking) and social action approach (action).

Changes in their reflectiveness and critical thinking

In addition to growth in diversity and social justice, analysis at the end of the year revealed that interns demonstrated growth in their reflectiveness and critical thinking. There was a noticeable degree of confidence in their ability to think like culturally responsive teachers. Quotes from interns include:

I think it was an eye-opening for me to realize how little other teachers try to level the playing field for all students. Before this course, I was in another classroom where I now feel that teaching was not culturally responsive. Two students who were different felt alienated from the rest. It was awkward! This program made me feel very confident in my new acquired skills

It is really amazing how I feel liberated and transformed after knowing these principles of social justice. There is no doubt now that my conviction and awareness of professional

sensitivity to cultural differences and learning styles will guide my practice. We all have prejudices. I have recognized the importance of continually revisiting my self-knowledge and my professional sensitivity to cultural differences and learning styles.

My teaching philosophy is that of being a constructivist. That means my role is to facilitate, guide, and provide access to information rather than acting as the primary source of information. For students to construct knowledge, I believe that they need to have the opportunity to discover for themselves and practice skills in authentic situations. That means, providing them access to hands-on activities and allowing adequate time and space to use materials that reinforce the lesson being studied. Critical to this is being a reflective practitioner which propels me to address the inequitable distribution of power and access to educational opportunities and attend to underlying social privileges. The program brought awareness to me that inequality not only exists, but is deeply structured into society in ways that secure its reproduction. Therefore, I need to continue to strive to cultivate social justice principles through active engagement in course curricula, service learning, and partnerships with outside organizations.

New Realization in How They Defined the Role of a Teacher

This experience provided an opportunity for interns to reshape their vision by expanding their definition of the role of teacher**.** An analysis at the end of the year revealed that interns shifted from what they perceived to be the focus of teaching - which was to deliver content - to a more sociocultural and social emotional role. Quotes from interns include:

As a teacher, I have come to realize that the actual profession doesn't revolve around teaching as such, but also mentoring, parenting, advocating, building friendship, community building.

Another candidate commented like this:

In some situations, content is not the main focus of teaching. This is because, there are many other pressing needs and barriers to overcome. So as a teacher, I may end up spending much of my time and energy building strong relations, getting to know my students well so that what I teach reflects who they are and their environment. And this is why I have come really to like this course and the approaches taken.

In addition, the school principal indicated his feelings in this way:

I am very thankful for the University School Community Professional Development Partnership (USCPDP). Following a PDS model has been warming for me, our institution, and community at large. It has been an honor for me to share with the interns what it means to be a teacher today. A teacher who is nurturing, and supportive to all students especially those who are culturally, linguistically, ethnically, racially etc., diverse. Our society needs educational leaders who have an in-depth understanding of the complex assets and inequities of the urban education environment. Teacher who are leaders and reflective practitioners committed to addressing the institutional and systemic inequities and injustices in educational and community contexts. I am happy to be involved and see progress in interns since they started this program. In this way, my role has been transformed through this program.

The cooperating teacher also added:

My role as mentor for students has been a blessing. I have been so close to students observing, providing them guidance, examining their junior unit before it is taught, and observing them how they are growing in creating effective lessons for diverse learners and social justice consciousness. I must say how, much I have seen growth at close range in this set up. Teaching for me is a deeply personal and relational practice and students are exceeding the expectations using PDS format. This role has surely changed me.

Similarly, another cooperating teacher said:

I would say with confidence that "this a school–university culture committed to the preparation of future educators that embraces their active engagement in the school community" has been very productive throughout. As a mentor to interns, I have been impressed with the growth I have seen. I have mentored them the roles of a teacher in assessment, planning, evaluating, grading, explaining, managing, and communicating with external environment in this diverse environment. At the same time, I have helped them how to engage social justice, equity, and provide learning opportunities to all students. It has been a pleasure for me and I am no longer the same after this and I wish them well in this precious career they have chosen.

Discussion

The PDS partnership was impactful in building the interns' knowledge about culturally responsive teaching and social justice, and in developing their capacity to reflect on and practice social justice in a full-service school setting. This is important given the context of education today. When teacher education programs fail to prepare teachers who are capable of creating equitable learning environments for students of diverse ethnicities, cultures, and abilities, they inadvertently contribute to the problems of underachievement and school failure for at-risk populations (Sleeter, 2013). Because education in the US has not been very culturally responsive to students of color and ethnic diversity, these minority students are in double jeopardy because they have to master academic tasks while functioning under unfamiliar cultural expectations.

As is the case in many teacher education programs, 89% of the participants in this study were European American. Banks (2019) points out that this demographic reality is not the problem. The problem is that white, middle-class teacher candidates like these have limited understanding about differences related to culture, class, and race. They often have resistant attitudes and few skills for working with diverse students. Given this positive response, PDS can indeed make a huge difference.

Additionally, the project was a broader one within a collaboration between a university and a full-service community school, wherein both of the partners were committed to finding new ways to meet the needs of the learners at the school. The school walls did not limit the support for students as community members and local organizations were vitally involved in the academic and social learning of the students. The university instructor also "walked the talk" in this case by being engaged in social action and caring relationships with students and teachers at the school.

Furthermore, the course and field experience combination were intentional for the interns to connect theory and practice. The course assignments and discussions were carefully orchestrated with the clinical curriculum so the interns could see and practice what they were learning. Their explorations of the community and its support for the school contextualized their classroom experiences. They learned specifically about the culture of the students in the school

and used this knowledge to challenge assumptions and make comparisons. They did not have to imagine diversity in some abstract way. They were immersed in diversity and given strategies for reflecting on what it meant about good teaching and learning. These constructs need to be carried on as threads throughout the rest of the teacher education program and in the diverse educational communities where these new teachers take their first teaching jobs.

Final Thoughts

In context of the deep concern about poor and uneven learning in our nation's schools, there is an urgent need to build a system in teacher education program that can reliably prepare teachers who are committed to social justice, culturally fluency, critical thinkers, and confident in their abilities (Sleeter, 2013). This highlights ways in which PDS stakeholders can work together and provide many possibilities for such outcomes. Worth noting is that although 89% of participants were white and middle class, which reflects our national teacher education work force, it was not surprising that they were not able to name unearned privileges and deconstruct their experiences at the beginning of this study. Eventually, candidates came to their consciousness. They were able to name their association with not only privileges, but social class, race, gender, nationality, creed, etc., which is a crucial step to fighting systemic iniquities and hegemonic tendencies as teachers of today. Teacher education and its curriculum must unveil the myths of meritocracy and conceptualize that social justice is the center of our public education system which must be defended at all costs. The course and field experience combination in this case made it possible for candidates to connect theory and practice. The course assignments and discussions were carefully orchestrated with the clinical curriculum so candidates could see and practice what they were learning. No wonder, then, that transformative change became evident. To conclude, I reaffirm the assertion that diversity and social justice in teacher education today is possible if there is a will, intentionality, and concerted effort to do so and PDS framework as a vehicle produced those desired results.

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Using Culturally Relevant Pedagogy to Develop an Anti-Racist Practice: A Reflection from an Intern

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Abstract: In this article the author examines and reflects about what anti-racism education can look like in a privileged suburban high school that includes mainly White students. She draws on the work of anti-racism and equity-focused authors to provide suggestions to teachers of all grade levels across multiple contexts.

KEYWORDS: anti-racism, educator preparation, equity, Professional Development Schools, PDSs, school-university partnerships, teacher education

NAPDS REVISED NINE ESSENTIALS ADDRESSED:
    Essential 1: A professional development school (PDS) is a learning community guided by a comprehensive, articulated mission that is broader than the goals of any single partner, and that aims to advance equity, antiracism, and social justice within and among schools, colleges/universities, and their respective community and professional partners.
    Essential 2: A PDS embraces the preparation of educators through clinical practice.
    Essential 3: A PDS is a context for continuous professional learning and leading for all participants, guided by need and a spirit and practice of inquiry.
    Essential 4: A PDS makes a shared commitment to reflective practice, responsive innovation, and generative knowledge.

Introduction

The focus of this article is to explore the question, "What does it look like to be an anti-racist teacher?" This is a question I believe all teachers should work to answer. Author and theorist Ibram X. Kendi writes, "The opposite of racist isn't 'not racist.' It is 'antiracist.' What's the difference?... One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an antiracist'" (2019, p.9).

Making education work for all of our students requires an anti-racist approach—actively confronting racist policies and practices in our schools and districts—or else we allow the harmful status quo to continue unchecked. For new teachers—and especially for white teachers, like me—we don't come to education knowing what it looks like to be anti-racist teachers. This is something we need to learn in order to support all our students.

I will be reflecting on the process of developing an inquiry project focused on creating and implementing an anti-racist English curriculum. I designed this project as part of my Masters of Arts in Teaching program in a small liberal arts college committed to social justice and school-university partnerships. This process of inquiry and reflection connects to PDS Essential five: Research and Results. Although this is my eighth-year teaching, this is my first inquiry project. Through this project, it has become explicitly clear to me how developing an intentional process of inquiry leads to better teaching for both me and my wider educational community.

Background

For the past three years, I've worked at the Andrews School (pseudonym), a predominantly white and wealthy school in a metropolitan region. I took a break from teaching there to begin my Master's program, and I was re-hired at the school during my last year in the MAT program.

This fall semester, I took a literacy class that revealed to me that discrimination and oppression in literacy is an area that I've been failing to fully name and push back against. Reading *The Skin that We Speak*, edited by Lisa Delpit and Joanne Kilgour Dowdy (2002), raised questions for me about the ways language and literacy can unintentionally be used to as means of control and oppression. This class inspired me to learn more about ways I could shift my English classroom to a space where we work towards liberation. When it came time to begin planning my action research project, I began my inquiry by exploring what an anti-racist English curriculum could look like. I started out by looking towards culturally relevant pedagogy as a way to implement anti-racist teaching my classroom.

Cultural Relevant Pedagogy

The term "culturally relevant pedagogy" was coined in 1995 by Gloria Ladson-Billings as a response to what she identified as an education system that was not built for Black students and did not recognize their strengths. Ladson-Billings, and many before her, recognized that students whose home culture doesn't match the culture of their teachers, schools, or classrooms, are at a disadvantage. Her theory of culturally relevant pedagogy didn't just accommodate or tolerate students' home culture, but celebrated and honored it through a "synergistic relationship between home/community culture and school culture" (1995, p. 467).

Ladson-Billings defines culturally relevant pedagogy as a way for teachers to approach their students, the curriculum, and the world. Culturally relevant teachers, according to Ladson-Billings, move beyond superficial "niceness" and celebrations of students' cultures. They acknowledge that the world (and schooling) is unequal, privileging some students and disadvantaging others.

According to Ladson-Billings, culturally relevant pedagogy must do three things: lead to academic achievement, cultural competence, and increased sociopolitical consciousness. Culturally relevant teachers see it as their responsibility to give students the skills and tools they need to succeed in an unequal world and confront "inequitable and undemocratic social structures" (p.474). Culturally relevant teaching requires all students to become aware of inequities and be armed with the tools to fight them.

In 2014, Ladson-Billings wrote an update to her original piece, called "Culturally Relevant Pedagogy 2.0: a.k.a. the Remix." Twenty years after her original essay, this update reflected on how her work has been (mis)interpreted throughout the past decades and drew on the work of Django Paris. Ladson-Billings identified that a problem with culturally relevant pedagogy is that it has become a buzzword and lost some of its meaning. People, schools, and districts often claim to be using culturally relevant pedagogy, but tend to only focus on culture, leaving out sociopolitical consciousness and neglecting to engage students with current social problems and problem-solving.

This echoes the results of a study completed by Evelyn Young in 2010. Young identified that it can be challenging for teachers to put what they have learned about the theory of culturally relevant teaching into practice in their classrooms. She conducted a study at a racially diverse urban school in the Northeast to see how teachers and administrators "understand and utilize culturally relevant pedagogy" (2010, p. 249). Young found that predominantly white teachers put more emphasis and focus on students' home cultures but did not tend to engage with building students' sociopolitical consciousness, which required identifying and challenging existing societal power structures and how students and schools fit into those. Often, this was because teachers lacked their own sociopolitical consciousness.

This is the greatest call to action for white educators like me. We can't be anti-racist if we don't work to understand how racism has shaped our identities and the perspectives we bring into the classroom. Culturally relevant pedagogy calls on us to build a practice of reflection, accountability, and growth—to work to understand our own racial identities and to continually develop our sociopolitical consciousness. We can do this by developing a practice of ongoing learning and professional development; building relationships with other educators who will hold us accountable for continued reflection, learning, and growth; we can also consistently seek and apply feedback from parents and students to help us identify areas for growth. One element of my study is using my own written reflections as a way to hold myself accountable, along with conversations with respected colleagues and friends.

Culturally Relevant Pedagogy in a Privileged Private School

All students benefit from a classroom that challenges traditional teacher-student power structures, creates opportunities for students to be leaders and experts, and sees knowledge not as something that is fixed and imparted, but as something that changes, grows, and comes from students. These last principles are ones I'm comfortable with and have been emphasized at the progressive schools where I've worked. However, reading Ladson-Billings helped me to realize

that without the addition of cultural competence and sociopolitical consciousness, constructivist teaching that gives students voice, leadership, and ownership is merely progressive, and not culturally relevant. To move towards anti-racist education, I am working to move beyond my comfort zone of progressive pedagogy to culturally relevant pedagogy.

Culturally relevant teaching is for students and teachers of all races. In 2014, Ladson-Billings wrote, "In our attempt to ensure that those who have been previously disadvantaged by schooling receive quality education, we also want those in the mainstream to develop the kinds of skills that will allow them to critique the very basis of their privilege and advantage" (Ladson-Billings 2014 p.83). In my predominantly wealthy and white classrooms, it is especially important to maintain a focus on developing students' sociopolitical consciousness.

I implemented the inquiry project during a unit where my eighth-grade students were reading *Out of My Mind*, by Sharon Draper. It's a great novel in a number of ways; however, it's written by a non-disabled author and perpetuates some harmful stereotypes of people with disabilities. While I didn't select the novel, it offered an opportunity to build students' (and my own) understanding of disability and explore the intersections between disability and race.

In the beginning of the unit, we learned about stereotypes in media of people with disabilities and read and watched texts and videos (including TED Talks and TikToks) by people with disabilities from a variety of cultural, racial, and other backgrounds. In these videos and articles, the subjects talked about a variety of topics related to disability, ableism, and representation. Learning from disabled people of all identities about how they like to be talked about as well as other elements of ableism helped students learn about the importance of accurate representation. We worked together to develop a set of guidelines for how to identify stereotypes, as well as realistic, nuanced, and complex representations of disabilities, and we applied these guidelines throughout our reading of *Out of My Mind*. I saw all students carry the learning from these early classes and apply it throughout the rest of the unit in their reading of *Out of My Mind*; this practice also helped students develop the tools to reflect on how people with other marginalized identities are represented in books, movies, television shows, and beyond.

The summative assessment, a persuasive letter, was designed to measure all three elements of culturally relevant teaching. Students chose an area of media they are passionate about; identified a problem connected to representation in that type of media; researched their topic; decided on an audience who has power over that issue; and outlined, planned, wrote, revised, and ultimately sent their letter. Students chose powerful topics—Asian stereotypes in Disney Channel shows, hyper-sexualization of women in an Anime show, the lack of coverage of women's sports by sports channels; disability representation in young adult literature; harmful representation of Black people in video games, and more. Their choices, research, and writing showed growth in all three areas—students' writing had clearly improved from the summative assessment in the prior unit; students selected topics that they connected to personally, including ones about representation of people with their own identities; and their analysis of the media they chose showed significant growth in sociopolitical consciousness. They were able to apply what they had learned, about how people with disabilities deserve to be represented, to different groups in their analysis of media that that enjoy outside of school.

One implication from this study is that we should teach students to take a critical look at all the texts we assign. Along with typical language arts skills like analyzing for theme, characterization, point of view, and more, English teachers should give students the skills and the

freedom to question the choices of the authors of texts. I believe it's possible for students to love and appreciate elements of literature while still being invited to look for harmful representation and its impact.

Conclusion

This past fall in one of my graduate classes, I heard a colleague say, "I'm so over hearing about culturally relevant pedagogy." I was caught off guard by this statement. It raised a number of questions for me—does this teacher not care about students of color? Does he not really know what culturally relevant pedagogy is? What is it that is making him so "over" or frustrated by this term?

I've kept those questions in my head as I worked on this inquiry project. What I think now is that it wasn't that my classmate didn't care about students of color; it's that, as Ladson-Billings identified in 2014, "culturally relevant pedagogy" has been used so many times that it ceased to have meaning for him. In my research, I realized that this classmate wasn't alone—many people misunderstand or water down culturally relevant pedagogy. But that's not an excuse to roll our eyes at it. We're teachers of human beings first, then of subject matter. Culturally relevant pedagogy, at its root, requires us to recognize our students' humanity, to be excellent teachers for all of our students, and to prepare them to make the world a better, fairer, and more just place. And as new (or new-ish) teachers in the profession, it's our responsibility to develop our *own* sociopolitical consciousness. Just as we can't deny how our students' cultures and identities affect their learning, we need to learn and reflect on how our own racial and cultural identities affect who we are as teachers. Preparing for and teaching this unit helped me identify gaps in my own sociopolitical consciousness. It also reminded me of the importance of co-constructing knowledge with students—this was the first time I have taught about disability, which allowed me to approach this unit with a beginner mindset. I made it clear that I was learning *with* my students, which made them feel more comfortable sharing their own experiences, taking risks, and asking honest questions without as much fear of getting something "wrong." I plan to carry this learning forward to my future teaching.

Our job is about the students. In order to truly make it about *all* our students, and to work towards a world where education lifts up and celebrates students of all identities, we should look to culturally relevant pedagogy.

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Supporting Elementary Education Teacher Candidates' Knowledge and Implementation of Equity-based Practices

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Abstract: In this article the authors examine elementary education teacher candidates' reflections while participating in a senior course that included a book study on equity-based teaching and an intensive clinical practice experience which included teaching mathematics small groups. Findings indicate that candidates started to make progress towards implementing equity-based practices during their teaching. Their reflections from both the book study and their clinical experience indicated that candidates valued learning about equity-based teaching and were concerned about how to enact those practices while also teaching their required state standards and district-mandated resources.

KEYWORDS: clinical practice, educator preparation, equity, mathematics education, Professional Development Schools, PDSs, school-university partnerships, teacher education

NAPDS REVISED NINE ESSENTIALS ADDRESSED:

Essential 1: A professional development school (PDS) is a learning community guided by a comprehensive, articulated mission that is broader than the goals of any single partner, and that aims to advance equity, antiracism, and social justice within and among schools, colleges/universities, and their respective community and professional partners.

Essential 2: A PDS embraces the preparation of educators through clinical practice.

Essential 3: A PDS is a context for continuous professional learning and leading for all participants, guided by need and a spirit and practice of inquiry.

Essential 4: A PDS makes a shared commitment to reflective practice, responsive innovation, and generative knowledge.

The Need for Teacher Education to Focus on Equity-Based Practices

It is critical for teacher education programs to critically self-examine their courses and clinical practice experiences that their teacher candidates participate in with a focus on developing the skills and knowledge related to using equity-based and culturally sustaining teaching practices (Polly, 2021; Miller & Glass, 2018; Paris, 2012 Paris & Alim, 2017). This is especially true for teacher candidates who identify as Caucasian students who end up obtaining jobs in schools with a large percentage of students who have a different race or ethnicity than themselves (Miller & Glass, 2018).

In the context of Professional Development Schools and school-university partnerships, these constructs have long been grounded in the notion that these mutually beneficial collaborations are intended to increase access and opportunities for students whose demographic groups have been historically marginalized (Polly et al., 2019). Further, recent recommendations from the National Association of Professional Development Schools (NAPDS, 2021) and the American Association of the Council of Teacher Education (AACTE, 2018) call for partnerships that support teacher candidates' clinical practice to prepare candidates for all contexts, especially in settings with students who are experiencing poverty (Garin et al., 2018; Polly et al., 2019).

This exploratory research study examined teacher candidates' experiences and perceptions of two specific course activities intentionally designed to develop candidates' skills and knowledge related to equity-based teaching practices while embedded in an intensive clinical experience in schools participating in a school-university partnership which meets the definition of a Professional Development School. Candidates participated in a book study about equity-based teaching and taught mathematics lessons to a small group of elementary school students. This study analyzes participants' written reflections from both experiences.

Relevant Concepts and Literature

Zone of Proximal Development

This study is grounded in sociocultural theory (Vygotsky, 1930-1934/1978) and Vygotsky's construct of the Zone of Proximal Development (Lave & Wenger, 1991). Learning is the process of developing personal knowledge and understanding through social interactions with others when the activities align to individuals' Zone of Proximal Development (Lave & Wenger, 1991; Polly et al., 2018; Vygotsky, 1930-1934/1978).

The concept of the Zone of Proximal Development holds that learning as the process of constructing knowledge between a learner and a more knowledgeable other and that learning takes place as long as the learner is engaging in activities and knowledge that are developmentally appropriate and fit within their ZPD. Specifically, ZPD in this study reflects the space in which teacher candidates are able to work with support from faculty in regards to the book study on equity, and teaching small group mathematics lessons with support from their clinical educator in an elementary school classroom.

Professional Development Schools and school-university partnerships can support teacher candidates' movement through their Zone of Proximal Development by collaborating to develop related knowledge and skills through activities in courses and clinical practice experiences (NAPDS, 2021). Further, these partnerships share the responsibility to also provide continued support and professional learning opportunities for practicing in-service teachers as well (Polly, 2017).

Equity-based Teaching Practices

In the literature, scholars have written about culturally relevant teaching, culturally responsive teaching, and equity-based teaching. In this study we are focused on equity-based teaching. Milner (2018, para 2) defines equity as the process of "developing environments and systems in ways that provide students with what they need based on careful and systematic attention to the particulars of their situation."

Gutierrez (2009) advanced a framework for equity-based teaching in mathematics, which has been written about in previous studies related to teacher education (Polly, 2021; Polly & Colonnese, in press). The framework includes four components which are described in Table 1. This framework was introduced to the teacher candidates in this study during their mathematics education pedagogy course taken one or two semesters before the semester in which the study took place. While candidates are introduced to all four dimensions the focus is heavily placed by faculty on Access and Power. Candidates participate in multiple experiences that allow them to analyze and modify tasks and resources to ensure that they are rigorous, current, and relevant to learners. Candidates also practice teaching tasks and activities in a way that gives elementary students power and ownership about how to start the task, show their work, and make sense of the concepts embedded in the task.

Table 1: Dimensions to Address Equity in Mathematics (from Gutiérrez, 2009)

Dimension	Description
Access	Access to rigorous and current curriculum and resources Access to high-quality mathematics teachers Access to mathematical tools (e.g., manipulatives, technology)
Achievement	Engagement in mathematics Scores on assessments Preparation for STEM-based fields
Identity	Incorporation of personal and cultural backgrounds in mathematics Opportunity for students to select and use their own strategies Opportunity for students to use their own language
Power	Able to discuss and share their thinking and strategies Ownership of their own understanding and have opportunities to make sense Use mathematics to investigate problems relevant to their community

In mathematics, equity-based practices that provide students power align with reform-based approaches that recommend that teachers begin mathematics lessons by posing a mathematical task and allowing students to explore it in various ways, such as using manipulatives, drawings, or equations to represent the task. This approach aligns to the Identity and Power aspects of the equity-based framework in Table 1 since it gives students ownership of their own understanding. This method is different from more traditional lessons where teachers directly teach and show students exactly what strategies to use to solve problems and then give them multiple opportunities to practice using those strategies.

Research studies on these approaches in mathematics shows that teachers' perceptions of their students' ability and their beliefs about how their students learn mathematics influence how teachers enact tasks and problems in their classroom (McGee et al., 2013; Stein, Remillard, & Smith, 2007). Past efforts to support teacher candidates' work in clinical practice experiences tutoring students in mathematics and teaching small groups of students has led to teacher candidates' embracing more equity-based approaches to mathematics and their enactment of equity-based practices (Polly, 2021; Polly & Colonnese, in press). Still, there is a need to further examine teacher candidates' experiences learning about equity-based practices in teacher education programs. In this case a book study of Lisa Delpit's book *Multiplication is for White People: Raising Expectations for Other People's Children* (Delpit, 2013).

This exploratory study examined the following questions:

1. What do elementary education teacher candidates' write during written reflections about a book study on equity-based practices?
2. What are elementary education teacher candidates' experiences using equity-based practices while using equity-based practices to teach small group mathematics lessons?

Methods

Context

This exploratory study involved written reflections from teacher candidates who were in their first semester of their senior year in an elementary education teacher education program located 20 miles from a large city in the southeastern United States. The teacher education program graduates approximately 120 elementary education teacher candidates each spring and 60 each fall.

During the first semester of their senior year teacher candidates complete the first half of their year-long internship. Candidates spend at least one full day in their student teaching placement. The participants in this study spent time with the same clinical educator and students that they would be working with during their full-time student teaching experience in the subsequent semester. While the minimum expectation was one full day in their school placement, many candidates spent two full days multiple weeks during the semester.

Data Sources and Data Analysis

The data in this paper comes from two primary data sources: 1) written reflections completed by elementary education teacher candidates while completing a book study on Lisa Delpit's book *Multiplication is for White People: Raising Expectations for Other People's Children* and 2) written reflections about candidates' experiences teaching small group mathematics lessons.

Written Reflection for Book Study

Candidates read and discussed *Multiplication is for White People: Raising Expectations for Other People's Children* by Lisa Delpit during the first 7 weeks of the semester. Delpit's book covers a variety of topics including but not limited to the myth of an achievement gap, high expectations for student success, developing critical thinking in students, equitable assessment practices, differentiating instruction to meet student needs and much more. Each week candidates were expected to complete a 3-2-1 protocol, which involved students paraphrasing three takeaways from the chapter, listing two text-to-classroom connections, and posing one

lingering question. At the start of the book study, candidates were put into small groups, which remained consistent throughout the semester. Discussions were held weekly for a total of 7 weeks. Each week a discussion was facilitated by one student in each small group. At the end of the small group discussions, groups were brought back together to engage in a whole-class discussion.

Small Group Mathematics Teaching Using Equity-based Practices

Candidates taught the same small group of students at least one time each week in mathematics using equity-based practices. Building on the concepts of Gutierrez' framework for equity-based teaching (2009), described earlier, candidates provided a mathematical task and allowed students to choose how to solve the task. Candidates then facilitated a discussion of the mathematical task and, if time permitted, they posed follow-up mathematical tasks. Each month during the semester (September, October, and November) candidates completed a written reflection about what they were learning about their students and what they were learning about themselves as future educators.

Data Analysis

All participants' responses were analyzed using thematic coding (Patton, 2014). Participants' reflections were coded and then the codes were organized into themes. Themes were then verified by visiting the original data. In the Findings section we describe the themes and provide excerpts from the written reflections that support the themes.

Findings

Book Study

Several themes emerged in candidates' written responses throughout the semester. The text-to classroom connections and the questions posed by teacher candidates as part of the 3-2-1 protocol tended to be the most fruitful for data analysis as these responses went beyond summarizing the chapter to applying the information conveyed in the chapters to their own experiences in the classrooms.

Theme 1: Teacher Leadership

Many of the teacher candidates expressed concern beyond their own classroom in their written responses, illustrating their belief that the whole school must be dedicated to ensuring an equitable learning environment for all students. One candidate posed the following question in their response: *"Even if we make our classroom the most optimal environment for these children and have all the inclusions and positivity in our classroom, how can we help prevent them from walking into a classroom the next year with a teacher that is the complete opposite, and the students fall right back to believing they are worthless?".* Another teacher candidate expressed a similar concern: *"If we are teaching older students, how do we undo the years of oppression and stereotypes of blaming poor academic performance on a "culture of poverty?"* Both candidates demonstrate an understanding that in order for sustained change to occur, their commitment to equitable teaching practices will have to extend beyond their own classroom as they advocate for change at the school or even district level.

Additionally, many teacher candidates expressed concern about how they would address the biases and deficit mindsets of their colleagues as new teachers. For example, one candidate

posed the following question: *"What is the best way for me to confront teachers that are using deficit thinking and feeding into the oppression of students rather than trying to stop it?".* Another candidate added: *"If my coworkers are treating black students as inferiors, rather than challenging them in the classroom, what would be the right way to go about confronting them?"* These findings were common, yet not surprising as these teachers are participating in clinical experiences where they sometimes experience the tension between what they are learning in the university classroom and what they are observing in P-12 settings. Many teachers expressed concern or fear over "rocking the boat" as a new teacher, however, these same teachers knew that their decision to speak up or remain quiet would ultimately affect their students. Additionally, these patterns are interesting given the socializing nature of schools. Future studies should explore whether these same teachers remain steadfast in their commitment to equitable teaching practices or are socialized into the dominant values and beliefs of their schools.

Theme 2: Scripted Curricula

Another common theme emerging out of the 3-2-1 responses was candidates' concern over adhering to scripted curricula. The idea of "teacher-proof[ing]" schools by way of scripted curricula was directly addressed by Lisa Delpit in chapter two, *Infinite Capacity* (Delpit, 2012, p. 34); however, candidates' concern over scripted curriculum was commonly voiced even in discussions beyond this chapter. One teacher candidate voiced their concern in the following statement: *"The worry of being forced to do scripted lessons that aren't thought-provoking or engaging is something that I worry about. I personally value the chane* [sic] *for teachers to create interactive lessons that push students to higher level thinking."* Not only was scripted curriculum noted as a barrier to planning activities that demand higher order thinking, but it was also seen as a barrier to culturally responsive teaching practices. One candidate stated that they *"noticed while observing classrooms how many teachers have lost a bit of their autonomy in their classroom"* and went on to state: *"I believe that this is due to the stresses of meeting various requirements and it becomes a script of how to teach, when to teach, and what to teach instead of allowing for student and teacher relationships to drive the curriculum."* Perhaps, Delpit's discussion of scripted curriculum really hit home for many teacher candidates who were required to attend to the personal, cultural, and community assets of their students during the planning of their learning segment for edTPA, yet were limited in regard to the texts or even examples they could provide during a lesson because of strict adherence to a particular curriculum. The following question posed by a student teacher illustrates what may be one teacher's first encounter with what is commonly referred to as "the swinging pendulum" of educational policy and best-practice: *"So many teachers have so many different ideas and ways of doing certain things so who's idea of it being "appropriate instruction" is the accurate one?"* From a teacher educator's perspective, this question implores the need for more opportunities for teacher candidates to engage in their own research so that they can take their own critical stance on the programs and practices that are being handed down to them.

Theme 3: Planning Instruction Based on Students Assets

A common theme within Delpit's work, and also a common point of discussion in candidate's text-to-classroom connections, was the idea of using students' backgrounds in order to build effective instruction. Many candidates demonstrated the belief that their students' backgrounds, interests, and cultures were an important resource for planning. In fact, in

explaining the connection she had to Delpit's text one teacher candidate stated: *"The first connection I had was with using kids' natural instincts as assets not issues."* This statement reflects the candidate's understanding that students' backgrounds, interests, and cultures can serve as building blocks upon which they can increase student understanding and engagement with the content, a central tenet of culturally responsive teaching. Another teacher candidate mentioned how she intends on switching up the examples she provides during instruction so that all students have examples that are relevant to their lives. This sentiment is reflected in the following statement provided in her 3-2-1 response: "*Each child comes from a different type of home, family, culture, etc., and I want to make sure that I am incorporating all of my students' different backgrounds into my lessons. I never want anyone to feel as if they cannot relate to what I am saying or they are lost at my examples simply due to where they come from or what they have access to*." Other teachers went as far as listing tangible practices that they hope to employ in their classrooms: *"Another connection in this same realm is the option of choice. I believe playlists/menus that allow for creativity and choice while still aligning to the curriculum is key. You allow students who prefer to write to write, prefer to draw/be creative they can be. It is all about recognizing their needs and running with it. You have to be flexible as a teacher and adapt each year. No group of kids will ever be alike and they will need different things each year."* Based on these responses from teacher candidates throughout the book study, the researchers intended to determine whether these same practices carried over into small group math instruction.

Small Group Math Teaching
Theme 4: Students are Able to Solve Challenging Tasks and Explain their Processes
       During the semester many candidates reported that they noticed that their students' were improving in their ability to approach and successfully solve challenging tasks and explain how they solved the tasks. Many candidates reported that they were in classrooms where students did not have a lot of prior experience where they were given the freedom to explore and solve mathematical tasks, and even if they were the focus was on the answer instead of students' explanation about how they found the answer. The idea of students who sometimes are labeled as performing below grade level expectations provided evidence to teacher candidates that in the appropriate setting, they could persevere instead of immediately give up when faced with challenging tasks.

       One teacher candidate wrote, *"I have seen my students grow in their ability to use strategies to figure out the math problems they are struggling with. A couple of my students used to just give up right away and ask for help on addition problems that they have been working on for a couple weeks."*

       Another part of this theme in candidates' written reflections focused on students' increased confidence in their problem solving and mathematics skills. One candidate commented, *"I have definitely noticed my students becoming more confident in their math skills and the responses they are giving. Instead of just giving the answer, they are giving the answer and explaining how they got to that answer. They are also doing really well when it comes to working through problems on their own."*

       Candidates' reports provide evidence that they were beginning to apply what they had learned from the book study in terms of challenging students by being a warm demander as well as apply the Identify and Power aspects of the equity-based practices framework,

One candidate was placed with a small group of students who, despite experiencing poverty, had met grade level expectations. The candidate shared that the students have grown in their ability to communicate and explain their thinking. She reported:

> *"I have seen my students grow in being able to explain mathematics concepts rather than just solving the problems...I have challenged them by asking "Why is that? How did you get to your answer?" to get them to think deeply about the concepts rather than just develop fluency in solving."*

Theme 5: Candidates' Use of Equity-based Practices

Candidates' reflections of their small group mathematics teaching experience included multiple comments about their strengths. A few commented on the concept of a "warm demander" from the book study. *"I feel very confident in the classroom and my heart feels so full when I see my students growing either academically or socially. My students know that I can be very strict with them, but it's because I care about them and their success (warm demander)."*

Candidates' reflections also included information about their strengths supporting students during the exploration of mathematical tasks.

Multiple reflections included responses about candidates' interaction with students and how well their students worked in small group settings.

One candidate wrote, *"I always underestimate myself and think that I won't be good or successful in this career, but then I work with my students and it's very reassuring. The students respond really well to me and we always have a lot of fun together during the lesson. I am able to have a good bond with all of them while also keeping that student/teacher separation."*

Another subtheme in candidates' reflections focused on their preference to have students engaged in activities and projects rather than just worksheets. Candidates were provided with autonomy to work with their clinical educator to design or co-design tasks and activities to do in the small group mathematics lessons. One candidate wrote, *"I am learning that I prefer students doing activities and projects related to content much more than worksheets or simple assignments. The activities that I have been able to do are fun for me as a teacher and I really enjoy watching the students have fun with them too!"*

Another candidate wrote about creating relevant activities. These responses focused on the benefit of knowing about their students' interests and using that knowledge to help plan lessons. One candidate wrote, *"I have learned that many students come from a diverse background. All students love hands-on learning activities and to sing songs and dance. This music method of learning really helps them remember the content because they consistently refer back to the song."*

Another candidate noted that her lessons improved once she determined her students' personal interests. *"I am learning that I really like to make my problems creative. I want the problem to be relevant and engaging for my students, and that helps them be more interested in math."*

Theme 6: Equity-based Teaching is a Journey

Candidates took the opportunity in their reflections to discuss areas that they are learning about themselves that they would like to further develop in the future. These focused specifically on managing the learning environment and routines related to teaching children.

One candidate wrote about her need to focus more on clarity when giving directions. *"I am learning that when I teach, I am not always so clear when I am giving directions. Some students ask for clarification often which tells me that what I said to them wasn't clear and I need to be more mindful of how it comes out to the students."*

Another set of responses focused on managing the learning environment and the boundary of teacher and friend. A candidate wrote:

"I need to work on my classroom management skills because I feel like when I teach I just want to be the students friend and when they call out to make a comment during my lesson I will stop to listen to them so they don't feel neglected but that also isn't good because it distracts other students from learning and we can get off task easily."

Discussion

The findings above provide a foundation for discussion related to the impact of this study on the field as well as implications for future work. We detail these in this section.

Factors Influencing Equity-Based Teaching

As indicated in the themes above, the findings in the study impact the field by providing evidence that a book study, when coupled with an intentionally-designed clinical practice experience that involves teaching, can help develop teacher candidates' knowledge and skills related to using equity-based practices. The themes provide evidence that candidates felt that while they value equity-based practices and can do the work to determine their students' assets (Theme 3), the culture of the school (Theme 1 and Theme 2) and the school district (Theme 2) also greatly influence teachers' ability to use these practices in their classrooms.

Candidates' responses on Theme 1 and Theme 2 bring to light the importance of school leaders' and district leaders' continued learning, advocacy for, and decision-making authority as it relates to promoting equity-based practices. While scholars have discussed this before (Milner et al., 2015), there is a dire need for professional learning programs as well as programs that prepare school leaders to take on this responsibility.

From a Professional Development School and school-university partnership perspective there is a need for further examination of how universities and schools can collaborate to support the advancement of equity-based practices in their schools and teacher education programs. While simultaneous professional learning opportunities that involve individuals primarily located in P-12 schools or teacher education programs may have some benefit (NAPDS, 2021), there is a need for scholars and leaders to examine innovative ways to accomplish this goal.

Leveraging a Book Study as an Opportunity for Growth

Candidates invested a lot of time, energy, and emotion into reading the book *Multiplication is for White People: Raising Expectations for Other People's Children* (Delpit, 2013), writing weekly reflections, and participating in the book study. In the text, the concept of a "warm demander" has been one of candidates' most remembered concepts in the past few years, and also in the data analyzed in the study. The concept of "warm demander" was discussed and revisited multiple times during the semester, including discussions of their clinical experiences, examples where their clinical educator or they themselves demonstrated characteristics of the concept. As instructors we learned about the importance of focusing the

book study on a few key, impactful concepts, that could be integrated into multiple parts of the course.

Another take away from our book study focused on the importance of coupling academic learning, reflections on how that learning can be applied, and opportunities to apply the learning in relevant and meaningful ways. Teacher education programs must ensure that the clinical practice experiences are intentionally designed in partnership with P-12 school partners to advance and not contradict the content and big ideas emphasized in education courses. Had our school partners not allowed candidates to teach the mathematics small groups in specific ways that aligned to equity-based practices there would have been a cognitive disconnect between what candidates were learning about during the book study and what they were seeing and allowed to do during their clinicals.

Researching the Impact of Equity-based Practices

We find irony in the notion that the book studied in the course reported that many schools in the United States have gone to mandated scripted curriculum in order to improve teaching and learning, yet our teacher candidates reported when they were given autonomy and support to teach mathematics using aspects of equity-based teaching and in ways that were relevant to their students their elementary school students learned mathematics and increased in their confidence. For this we are excited about the potential future use and scale-up of the project that coupled a book study with an intentionally-designed clinical experience. Nevertheless, we must address the need for further research studies that focus more on P-12 student learning.

While this study provides evidence about candidates' perceptions, we acknowledge, as many others have in education (e.g., Borko, 2004; Cochran-Smith et al., 2017), there is a need for further studies that examine teacher candidates' use of equity-based teaching practices and its impact on student achievement in ways that meet the stringent requirements of quantitative research studies. Whether these studies examine curriculum-based assessments or large-scale statewide assessments or other measures of student learning, the field of education and the niche of school-university partnerships requires more "hard" and scientifically-like research about how specific instructional practices impact teaching and learning.

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