

**A Qualitative Case Study Exploring How Faculty Incorporate Equity in a Practice-Based
Teacher Preparation Program**

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Abstract

There is a huge shift in teacher education to make it more practice-focused while also incorporating equity which has been elevated as a result of the pandemic. As teacher preparation programs evolve to prepare teachers for diverse classroom settings, the need for teacher preparation training that focuses on equity is becoming more apparent. This study seeks to expand the literature by exploring how teacher educators infuse equity in a practice-based teacher preparation program. Using a case study approach, two teacher educators from various backgrounds shared their experiences incorporating equity and social justice in their teacher preparation curriculum. Results indicate that the driving force behind their efforts is rooted in their upbringing and early and frequent exposure to equity and social justice before becoming teacher educators. Implications of these findings contribute to the ongoing professional development of teacher educators as well as suggestions on hiring practices to attract teacher educators from diverse backgrounds.

Keywords: Teacher Preparation, Teacher Educators, Equity, Social Justice, Student Teachers

There is a huge shift in teacher education to make it more practice-focused (Shulman, 1986). Shulman highlights the delicate balance between content and pedagogy, while others believe teacher preparation should be the place where teacher candidates gain pedagogical skills necessary for the classroom (Schmidt et al., 2009; Driel et al., 2002; Jones & Vesilind, 1996). There is also tension between being practice-focused and the need to incorporate equity (Schneider, 2018; Sleeter, 2008). As teacher preparation evolves to prepare teachers for diverse classroom settings, the need for teacher preparation training that focuses on equity is becoming more apparent (Verba & Orren, 1985; King & Butler, 2015; Banks et al., 2001; Causey et al., 2000).

Some argue that the focus on teacher preparation should not be on the technical aspect of the profession, but have a progressive stance, emphasizing justice and equality (Beyer et al., 2018). Several teacher education programs today, including the University in this study, provide pre-service teachers with opportunities to engage in critical pedagogy with the goal that they will eventually develop into equitable teachers. (Vlach et al., 2019). Still, there is much room to explore equity in a practice-based teacher preparation program as discussions of what a teacher needs to be ready for the classroom are ongoing (Goodwin et al., 2014).

Conversely, Philip et al. (2019) recommend that there is a risk to centering teacher education around core practices that could lead to putting equity and justice to the side. Specifically, they argued that romanticizing the democratic potential of education diminishes the role of teachers to perform core practices simply to increase student achievement on standardized assessments. Furthermore, reform initiatives that focus on core practices in the name of equity distort the historical legacies of White supremacy in education (Bonilla-Silva, 2001). Additionally,

education reforms often include the language of equity without depth in understanding of what it looks like within teacher education programs (Dyches & Boyd, 2017; Nieto, 2000).

Historically, there has been tension blending equity and practice-based into one teacher preparation program (Schmeichel, 2012). The changing student population of the southeastern city in this study and surrounding areas is an indication that teachers need to be prepared for diverse students. Currently, a Southeastern University is addressing that need by incorporating equity into a practice-based teaching model. Using a case study approach, three teacher educators from various backgrounds shared their experiences incorporating equity and social justice in their teacher preparation curriculum. This study seeks to expand the literature by exploring how teacher educators infuse equity and social justice in a practice-based teacher preparation program.

This article begins with a review of the literature regarding teacher preparation and equity. Next, it presents a study that addresses how three teacher educators infuse equity into their teaching. This article concludes by providing insight on how to better position teacher educators to incorporate equity and social justice in their teaching.

Literature Review

Teacher Educators and Equity

Teaching social justice to teacher candidates is essentially the responsibility of the teacher educators who must address inequities in education and other critical concepts to support future teachers having the tools necessary to teach all students equitably (Marshall & Klein, 2009). Teacher educators must also prepare teacher candidates to challenge sociopolitical context within education (Cochran-Smith et al., 2009), including systemic racism (Bell, 2018) and white supremacy (Bonilla-Silva, 2001). Literature highlights several challenges teacher educators

experiences when incorporating equity and social justice into their instruction, especially since knowledge, culture, and identity are all interwoven to create a teacher's multiple identities (Shaafsma & Vinz, 2011). To improve best practices, teacher educators must explore their epistemologies, specifically identifying where they have lived, what they have accomplished, and what they have learned (Samaras & Freese, 2009). Furthermore, teacher educators in different contexts appear to highlight personal and contextual knowledge in their preparation of equity-minded preservice teachers (Goodwin & Darity). This can provide insight into how they understand and incorporate educational equity and social justice. Furthermore, social justice education occurs within a specific context that is also affected by the teacher educators' prior experiences, culture, gender, and theoretical orientation (Henderson & Kesson, 2004). Teaching is a "political act" in which teacher educators are poised to develop teachers to become advocates for all children (Katsarou, Picower & Stoval, 2010). Therefore, the lived experiences of teacher educators influence their incorporation of equity and social justice in their teaching.

Teacher Preparation and Diversity

As the student population becomes more diverse, it also further exposed White supremacy in education and the increases in social and school inequalities (Peske & Haycock, 2006; Royce, 2009; Smedley et al., 2001). As such, teacher preparation and certification programs became politicized as well as the systems that administer programs and measure success (Coggshall et al., 2012; Henry et al., 2012). Additionally, the political nature of teacher education in the United States has exposed how white supremacy culture has served to support particular concerns and perspectives such as technical or procedural aspects of teaching (Beyer et

al., 2018). Therefore, teacher education as an opportunity to disrupt social reproduction has become clear.

While states' immigration patterns increased, so has the institutionalized racism and marginalization of underrepresented groups (Memmi, 2000; Patel, 2012). As such, issues around diversity and inequality have become apparent, exposing both education policy and practice that have not supported Black and Brown people (Kumashiro, 2009). In response, there has been a re-emergence of the civil rights movement to dismantle racist policies that have fought public education to support equitable access to quality education (Kumar & Waymack, 2014; Zeichner, 2010). This resulted in criticism of social justice approaches to teacher preparation and created a growing responsibility to focus solely on the aspects of teacher preparation related to student test scores (Cochran-Smith & Villegas, 2015; Kim, 2011).

Practice-Based Teacher Preparation

Essential ideas within the practice-based teaching model recommend teacher-candidates understand the complex practice of teaching that includes the following: representation of practice, decomposition of practice, and approximation of practice (Grossman et al., 2009). Representation of practice is the various methods practice is represented in teacher education programs (Grossman et al., 2009; Tyminski et al., 2014). Examples of this include the use of videos, case studies, and modeling lesson plans and instruction (Borko et al., 2011). Essentially, representation offers the teacher candidates with illustrations of the professional aspects of teaching. The decomposition of practices deconstructs practices into basic ideas to become more easily applicable (Grossman et al., 2009; Janssen et al., 2015). It causes teacher educators and teacher candidates to identify basic pedagogical practices. Grossman et al.'s (2009) examples include the ability to ask a variety of questions, understanding how to plan, and learning how to

manage transitions from one activity to the next. Approximation of practices provides is where teacher candidates have the opportunity to rehearse a pedagogical skill and then hear specific feedback on how they express those skills (Grossman, 2010; Schutz et al., 2019). For instance, a teacher candidate can practice the skill of leading a classroom discussion and then receive specific feedback on how they led that discussion (Grossman, 2010). In essence, practice-based teacher education programs deliver a variety of chances for teacher candidates to begin to understand how complex teaching can be while also incorporating what they are learning as they translate theories into practice. The core concepts of practice-based teaching support teachers putting what they are learning into practice.

The movement toward practice-based teacher education appears to be more widely accepted as the center of professional preparation toward the enactment of teaching practice (Janssen et al., 2015). Yet, there are still opposing viewpoints of learning to teach (Gallimore et al., 2009) and learning in practice. Education reformers are unceasingly calling for the execution of practice-based approaches to teacher preparation, purposely illuminating teacher identity (Akkerman & Meijer, 2011) and focusing on core practices (Dutro & Cartun, 2016; Philip et al., 2019). However, Philip et al. (2019) propose that there is a risk to positioning teacher education around core practices that could lead to putting aside equity and justice. Zeichner (2012) suggests that included within the development of practice-based teaching should also include skills that are evidence-based (King, 2014), adaptable, maintainable, and do not disregard significant aspects of good teaching (Darling-Hammond et al., 2017; Zeichner, 2012). Yet, focusing on teachers' use of core practices is noteworthy when preparing teachers using practice-based teaching methods (Forzani, 2014).

Applying Equity in Teacher Preparation Programs

Before addressing equity within a teacher preparation program, the need for equity must first be established. The opportunity gap is the summation of differences in access to critical educational resources such as highly qualified teachers, educational materials, and a high-quality curriculum (Darling-Hammond, 2015, p. 28; Haberman, 2005). Consequently, equitable teaching practices can be one essential solution to the flawed and educational system rooted in systemic racism toward Black and Latinx students (DiAngelo & Dyson, 2018). Equity is also within the umbrella of social justice (Agarwal et al., 2010), which encompasses equity pedagogy (Schmeichel, 2012), culturally relevant teaching (Ladson-Billings, 2014), and culturally responsive teaching (Gay, 2002).

Furthermore, there have been questions on whether public education can deliver equitable opportunities to Black and Brown children. For example, equity in public school funding is a serious issue facing all communities and has been taken up by the courts across the country (Verstegen, 2015). Historically, schools with a majority of African American and Latinx students have been undoubtedly underfunded in comparison to majority-White public schools (Darling-Hammond, 2015; Kozol, 2012) which has expanded the opportunity gap for Black and Brown students. Teacher preparation programs must consider all factors that lead to the necessity to prepare teacher candidates to address the root causes that have contributed to systemic inequities in public education.

Policy initiatives within the United States have struggled to address the continual opportunity gaps by providing recommendations on how to implement equity in education. When the Every Student Succeeds Act (ESSA) was passed, it symbolized an opportunity for the federal government, states, districts, and schools to equitably design education systems to make sure that Black and Brown students, who have been historically marginalized by the same

education systems, get an education that prepares them for the requirements of the 21st century (Cook-Harvey et al., 2016; Noguera, 2016). ESSA has many stipulations that have the potential to move equity forward in the United States for Black and Brown children. The major stipulations include 1) access to learning opportunities focused on higher-order thinking skills; 2) multiple measures of equity; 3) resource equity; and 4) evidence-based interventions (Cook-Harvey et al., 2016). Equity in a teacher preparation program requires a systemic approach that includes policy initiatives adopted nationally.

The Council for Accreditation of Educator Preparation (CAEP) is a non-government accrediting body that governs teacher education programs. Since its establishment in 1954, CAEP recently recommended that abolishing disparities in education opportunities depends on improving teaching quality (*History of CAEP - Council for the Accreditation of Educator Preparation*, n.d.). The Alliance for Excellent Education, for example, suggests that teacher preparation programs that are aligned to CAEP standards are key to ensuring teachers can prepare a diverse student body to meet 21st century standards of learning. Yet, professional development needs, contextual factors, and student-oriented challenges can affect the extent to which accredited institutions focus on diversity (Alvarez McHatton et al., 2009). Furthermore, the incorporation of diversity within CAEP may be present, yet its adequacy is also questioned (Akiba et al., 2010). While standards exist to suggest teachers educate students equitably, the degree to which that is effective is unclear. Nonetheless, school districts need culturally competent teachers with both content and pedagogical knowledge to teach and support diverse students (Williams et al., 2019).

Theoretical Framework

The tenants of critical pedagogy (King, 2014) informed this study. Giroux establishes how critical pedagogy and popular culture can be used within cultural environments and classroom settings. Specifically, Giroux demonstrates how faculty, school teachers, and other cultural workers can apply the pedagogy of cultural studies (Giroux, 1994). Essentially, critical pedagogy “signals how questions of audience, voice, power, and evaluation actively work to construct particular relations between teachers and students, institutions and society, and classrooms and communities” (Giroux, 1994, p. 30). Furthermore, critical theorists recommend that education must be studied through a wide lens and acknowledge the role of culture, politics and how power influences educators and students (Brookfield, 2005; Giroux, 2004).

Largely, critical pedagogy calls us to inquire and examine pedagogical teaching practices and focus on aspects of education that are about liberation, enlightenment, emancipation, and empowerment (Tutak et al., 2011). As such, teacher educators critically challenge student thinking and their own biases and beliefs associated with culture toward becoming successful social justice educators (Ukpokodu, 2007). The teacher educators in this study examined their lived experiences as it relates to how and why they incorporated equity, further reveals why critical pedagogy is instrumental in deconstructing their lives and their effectiveness in preparing to teach equitably.

Methodology

Data

A qualitative case study directed the design of this study. Based on the seminal work of Saldaña (2015), a qualitative case study allowed the researcher to develop an in-depth understanding of a particular case, within a real-life, contemporary setting, such as equity in a practice-based teacher education program (Yin, 2014). This methodological design allowed this

study to explore the teacher educators incorporating equity and social justice in their curriculum. The data was obtained through a pilot study to gauge the research design for an upcoming dissertation study. The study participants were chosen, using convenience sampling, based on their contribution to the university-based teacher preparation program located in an urban (Milner, 2012) southeastern city. The participants include 1 Black male and 1 White female, both experienced in developing other faculty in the area of equity and social justice. The researcher, per Creswell and Poth (2016), communicated to the participants the purpose and significance of the pilot study.

The responses from the pilot study participants were used to improve the interview protocol as well as provide insight on what equitable teaching looks like from the perspective of teacher educators. Participants' responses were analyzed and synthesized given the literature on equity and practice-based teaching to illuminate how teacher educators teach inequitable ways.

Procedures

The central instrument for data collection in this study was a semi-structured one-on-one interview with the participants as outlined in Creswell and Poth (2016). Rubin and Rubin (2011) describe the interview as a social interaction established within a dialogue (Kvale & Brinkmann, 1996). Brinkmann and Kvale (2015) further defined interviews as the places "where knowledge is constructed in the interaction between the interviewer and the interviewee" (p. 4) in an attempt to understand their perspective of what is going on around them (Creswell & Poth, 2016). The interview processes included giving the participants' interview questions in advance, scheduling and conducting the interview, and contacting participants for possible follow-up questions. When the participants sign the informed consent form, the researcher emailed interview questions

beforehand and established a mutually agreeable deadline to complete. When the participants responded to the interview questions, the researcher coded their responses and scheduled the in-person interview. The interview date and time were determined by what was most convenient and private for the participant to find a place where they could freely share or stop sharing per the informed consent process. Participants were informed to allow approximately 30 minutes to one hour to record their responses to the questionnaire and approximately one hour for the in-person interview which was audio-recorded and transcribed using a password-protecting technological device. Participants were also informed that any identifying information would be masked. After the interview, the researcher scheduled a classroom observation with the participants. The purpose of the classroom observation was to observe the teacher educators incorporating equity and social justice in their curriculum. Ultimately, the researcher used the interview process and classroom observations to gain insight into how the teacher educators incorporate equity and social justice in their curriculum

Methods

The data analysis method was directed by Merriam and Tisdell (2016), who offered detailed direction on qualitative data analysis as built upon by Flick (2013). Flick (2013) described data analysis as “the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it” (p. 5). Taking linguistic and material statements into account, this method was completed in four steps: a) transcription, b) coding, c) memoing, and d) accuracy checks. In preparation for the interview, the researcher coded responses to the interview questions given to the participants in advance. Once the interview was finished, the researcher

read through the entire transcript, line by line, without coding and then read and coded the data. Descriptive coding was completed using Nvivo, a Computer Assisted Qualitative Data Analysis Software (CAQDAS) (Saldaña, 2015) that is not cloud-based. This software assisted the researcher in applying more than one code to the same passage or sequential passages of data. Using Nvivo also supported the researcher to safeguard quality by preserving and consolidating the data. This process is repeated for the second participant.

Based on Yin's (2009) description of analyzing case study data, data was transcribed and holistically analyzed. A detailed description of the case was revealed (Stake, 2005), essentially teacher educators in a southeastern university incorporating equity in a practice-based teacher preparation program. Subsequently, the researcher analyzed particular themes that surfaced from the data to gain a deeper understanding of the case (Mertens, 2014). The data was triangulated (Creswell & Poth, 2016) through the following: 1) participant questionnaire 2) participant interview 3) and participant classroom observation. Eventually, this data analysis process helped the researcher make sense of the data by reducing and interpreting what the participants have said (Merriam & Tisdell, 2015).

Analysis/Findings

This study seeks to answer the following question: How does the College of Education faculty incorporate equity in a practice-based teacher preparation program? It explores the lived experiences of two College of Education faculty, renamed Dr 1 and Dr. 3. The data reveals a lot about how their lived experiences influenced their teaching and how they incorporated equity and social justice in their curriculum.

Dr. 1 is an assistant professor in science education. He is an African-American man and has a strong commitment to student success. He is the product of two parents with doctoral degrees, raised by a single mother with several siblings who all have highly successful professional careers. Dr. 1's empathy for his students permeates through his experiences as well as his desire to incorporate equity in his curriculum.

Dr. 3 is a clinical professor in special education. She is a European-American woman raised in an Italian family. Dr. 3 became a faculty member after an exciting career spanning several decades, which included the arts and advocacy for students with special needs and other historically marginalized groups. Her experiences being an advocate for marginalized people of color in her previous careers highly influence the compassion she has for special education. The participants are leaders in the college of education in ways to intentionally incorporate equity and social justice in the curriculum.

The location of this study was a southeastern university located in an urban emergent city (Flick, 2013). Approximately 33% of the students are racially minoritized and approximately 1,997 students are international. It is considered an urban research institution and is the largest institution of higher education in its region, enrolling almost 30,000 students.

Both participants have explored race, class and privilege throughout their upbringing.

Dr. 1 reflects:

...I was raised by a single mother... Both of my parents have doctorate degrees and they encouraged us to pursue a college education as well... All of us [siblings] did obtain at least a bachelor's degree. My primary, middle and secondary education was in the Christian private school sector.

Dr. 3 reflects the following:

I had pretty much very traditional schooling... It wasn't widely known but my dad said when we were little, you know, we had all these like maids and chauffeurs from Italy who spoke Italian who are taking care of us and then that'll stop because my grandfather had a restaurant, during Prohibition. And like he would give people free food and stuff, and then the restaurant went bust. And so, something happened there that I don't think the family talks about like Italians don't talk about everything, you know...

These experiences within the participants upbringing shaped their identity. Dr. 1 shares the following:

...my mom from New York my dad's from Rock Hill South Carolina. My dad is visibly, African American, my mom if you look at her you would think she's white right she identifies as African American. Okay. Her mom was black her dad and his family's from Portugal, but they're very fair skinned... And so I came up really embedded in the Caucasian schooling system Caucasian way of knowing... My mom kept me in private school from kindergarten to 12th grade. So I really didn't get like a lot of experience with, you know, people who are different, right, or people who were underrepresented populations. Does that make sense right, um, I was always a minority in my school...

Dr. 3, of Italian descent reflects:

My father raised me to realize that my blonde hair and blue eyes would bring me privilege.

In addition to both participants coming from diverse backgrounds that helped to share their identify, both revealed experiences with diverse groups of people. Dr. 1 pointed out the following:

...So I was teaching in Durham, in a charter school that was really representative of the community. Diverse racially socio economically. Let's say it was, I think, pretty well mapped on to Durham community which was about 30 to 40% Black 30 40% white. Maybe 20%. Next, and other folks and so, and then you had students whose parents were professors at Duke, or doctors and then you have folks whose who were struggling with poverty at the same time and so is it really. I really enjoyed that.

Dr. 3 shared a different yet interesting experience with people from diverse backgrounds. Dr. 3 shared the following:

...When I was in my 20s, I was the assistant producer of this big Broadway thing, which was a national symposium for non-traditional casting and I was one of three people to start this office nationally. So at the time in the 80s casting was very different and like you can see now how far it's come since the 80s and actors equity and we start we I was on the ethnic minorities committee. I was on the ethnic minorities committee because I was very close friends with an actress who had been blacklisted...

The concept of desiring diversity intergradation was also revealed in the data. One participant identified experiences where diversity was something they yearned for. Dr. 1 ponders the following:

...That's [diversity] the piece that I would love to somehow integrate that right through out in some way shape or form so the students can constantly just be hearing it... We don't have that in my class. But I'm like man I gotta get. Now we have small group work to get to our focus practice so I gotta put that in and I take something out... I more intensely integrate that into my into my subject areas... And so I think I need to do a better job of that piece. But it's not an impossible task for me right i think it's totally doable. I just got to be intentional about not going out and saying okay we don't have time but [create] space... And and in providing them with again that that foundation especially we can do so whether it be through an article, whether it be through a talk where the beat whatever...

Desiring diversity was also revealed in diverse pedagogical practices found in both participants.

Dr.1 shares:

...it's important in the in that topic, or those topics in my class that we experience in some way shape or form right what it's like to be another type of student. And so I, so I pick out specific students who have aspects of themselves who we can experience right and kind of sit in the shoes of that is extremely difficult to me like the skin color or was sex right because my really experienced that in the mainstream right like I haven't found a way to, I would love to read to read somebody who's done that and I can implement that. So that experience piece is important.

Dr. 3 also shares her examples of diverse pedagogical practices.

I have them doing exercises of the course she was in was called methods for diverse learners in their senior year, when they're in there while I which is right before they go into student teach. Okay. And so it's differentiating instruction but also include a lot of how do you integrate the arts, how do you work with students in other ways, how do you get them to understand the curriculum in another way. And representing their understanding in multiple ways. So, I do Universal Design for Learning in terms of multiple modes of expression, etc etc. So, I remember, shipit, one of her groups, they were to do a mini lesson on plant growth, and the life cycle of a plant and integrate the arts somehow and they did a whole dance and even her getting to know you, thing I said you can do whatever you want and she did a dance like everyone could do choose whatever manner they wanted to develop lesson plans or integrating some alternative form... I show them comparisons between a learning disability and language acquisition where some of the characteristics are exactly the same, and we talk about Have you ever been to a country where you're trying to, you don't speak the language, and all day you're trying to get by and they're out like you need to get you need to find a place or. Yeah, what do you do. And so, I'm making that comparison for them, you feel what it's like yourself, watching Portuguese lesson you have no idea what's going on...

The diverse pedagogical practices is an extension of the participants desire for their students experiences. The data revealed that both participants have a lot of compassion for their students and their experiences within their classes. Dr. 1 shared the following:

...I'm a big proponent of experiential learning, right, like that that is what changes how we think and what we believe we know. And for the long term... I really want the student to feel successful because I remember how it felt right to be helpless to be frustrated to be angry to be, you know, to get up. Right. And so it's it's pretty interesting to see what I see in their second lesson plan accommodations right versus their first... I love this class because it really gets the students to be able to feel (at least for a small portion of time) what it's like to be these types of students.

Dr. 3 also articulates the following:

When I was a special educator in an elementary school. I always integrated the arts and whatever I was teaching, I thought about other ways for students to demonstrate their understanding of whatever the topic was...[As a college professor] I provide an interactive experience, and strive to get to know my students' strengths and interests.

Both participants incorporate reflection as practice within their teaching. Dr. 1 shared the following:

...And so I think it's important to talk about it, to debrief it to think about it. Keeping in mind that talking debriefing are only going to get so far... And so they're sitting there like right and so then they had this whole debrief afterwards... after we were finished [with the lesson]they had a lot to share about the positives and challenges of the experience... My students have to do a reflection on this activity and talk about how they will combat these stereotypes in their future classrooms... I can tell how successful they will be by the lessons they write and the reflections they write on their teaching

experiences... At the beginning of the semester, my students do a Draw a Scientist activity where they draw what they think a scientist looks like and then talk about their drawings and the stereotypes they exhibit. Most students draw a white male. My students have to do a reflection on this activity and talk about how they will combat these stereotypes in their future classrooms.

Dr. 3 also shared her experiences using reflection as a practice:

... before they had to write this they had some table work where they had discussions and some work together which helped under, help them understand a little bit more about disproportionality... have them read along with the John Hoover article from 2012 and talking about that, in particular, and then I asked them to give their feedback about it and write an essay reflecting upon those two articles.

In reference to a video series on equity Dr. 3 helped to create as a form of professional development for faculty, Dr. 3 showed the videos to her students and garnered this response:

...and, in fact, I just over the weekend was reading the responses, the reflections my students wrote about watching them, and it was really powerful to read what they how they react.

Faculty participants have also approached equity and social justice through an interdisciplinary approach. Dr. 1 shares the following:

...working with Dr. V in counseling is a mental health condition and that's why I have been out in schools training teachers with the build relationships with students, okay it's work different from themselves...

Dr. 3 also shared an interdisciplinary approach to her teaching:

When I was a special educator in an elementary school. I always integrated the arts and whatever I was teaching, I thought about other ways for students to demonstrate their understanding of whatever the topic was. And then I worked in a school that actually was and a school for that was centered around arts integration, you worked with the Kennedy Center on doing arts integration so everyone at this school did it. And I just thought. I've been doing this, blah blah, you know, but I, you know, it's just came naturally to me, it's this other thing that my students will, it'll be more impactful, if we do some experiential learning and develop this thing and become creative and have interaction. And it's just always been my approach.

The participants have their own perspectives on what equity looks like within their teaching. Dr. 1 shared the following:

When I think about equity is that I made sure to value every voice and that or try right now you ran every voice in that class... And I talked about that book in my classroom, because I think that's one of the first steps in this. That's not one of the first things one of the steps in the equity journey. Right, of guys that we really understand our kids... I'd

like to embed more equity throughout my course and how to attend to it in elementary school settings instead of just during one lesson.

Dr. 3 also shared her experiences with equity:

Mostly I focus on in math about discourse and how it, it's not equitable, if we're not allowing students the ability to successfully participate in discourse. And how do we provide room for all students to be able to participate in discourse. Even the non verbal students. So even if you're in a classroom for more severe and profound students. Is it equitable to not engage them if they're nonverbal...

Dr. 3 also referenced a professional development video series she helped to create:

...anyway, those videos on equity, when I went to create them to be part of a professional development. I really wanted it to be many different kinds of equity, like different representations of people from all walks of life... But, so you know I tried to include people of different ethnicities, not just black and white, right, people of different age groups people of all different kinds of disabilities people who because of gender identity. You know, so I tried to include as many different areas in which people might feel that they did not feel they were treated with equity in the classrooms. And that's what the focus was right...

The data illustrates how much Dr. 1 and Dr. 3's live experiences have shaped their understanding of equity and social justice. Participants critically examined their experiences as reflected on how these experiences influenced their teaching. Throughout the data, both

participants acknowledged the role culture places on how they educate their students. The each presented lessons that critically challenged the student's thinking in their aspirations to incorporate equity and social justice in their curriculum.

Discussion

The purpose of this article is to explore how the college of education faculty incorporate equity and social justice in their teaching. In doing so, two faculty in a college of education in a southeastern University were interviewed and observed. Their reflections and insights can provide a deeper understanding of how faculty and students establish relationships that are heavily influenced by cultural environments and classroom settings, which is a key perspective of critical pedagogy. By examining their lived experiences, several themes emerged.

Early and Ongoing Experiences with Diversity

Both participants experienced diversity early in life and throughout their lives leading to becoming faculty members. Dr. 1 shared stories of growing up a Black man and Dr. 3 shared her experiences in an Italian family and being an advocate for Black actors and later students with learning and physical disabilities. This helps illuminate identifying attributes of faculty who are inclined to be more inclusive of the marginalized within their curriculum. This specific lens provided the participants with the insight and empathy necessary to be intentional with opportunities to integrate equity and social justice as well as a keen awareness of how the curricula could be more intentional when addressing diverse student populations. These early and ongoing diverse experiences also exposed blind spots for Dr. 3, revealing her privilege. This is also important as white faculty members come with blind spots when addressing race, class, and privilege. However, early and ongoing exposure can create an environment where the faculty can work toward becoming anti-racist, before even entering the classroom to teach future

educators. Early and ongoing experiences with diversity are a critical lens for faculty incorporating equity and social justice in the curriculum.

Partakers to Practices

The participants both had early and ongoing experiences with diversity, racism, classism, and privilege. This has better positioned them to incorporate practices that reflected their previous experiences. Both participants explicitly shared classroom activities that caused their students to feel marginalized as well as opportunities to address racism head-on. These classroom experiences can be a very significant development for future educators, yet come when teacher educators are the first partakers of the experiences. When teacher educators are the first partakers of diverse experiences, they can use those lived experiences as the catalyst for equity and social justice in the curriculum.

More Opportunities To Be Equitable

The participants shared their desired to include more opportunities to integrate equity and social justice. Previously mentioned by critical theories, education must be studied through a wide lens and acknowledge the role of culture and other influences of students.

Although both Dr. 1 and Dr. 3 incorporated equity and social justice in their content, there was an acknowledgement that it wasn't enough to create a foundation for students. While the student population becomes more diverse, White supremacy in education and the increase in social and school inequalities have become more apparent. Furthermore, when teacher preparation programs are not providing multicultural courses for student teachers, they will lack the ability to competently produce diverse learning environments for students of color once they enter the classroom (Williams III & Glass, 2019). Still, both participants communicated their struggle with

not feeling that they were doing enough. When exploring faculty incorporating equity and social justice in a curriculum, it is apparent that in doing so, there is a feeling of insufficiency. Both faculty members provided unique classroom experiences that exposed students to areas in which they need to grow. However, faculty participants also realized that these experiences should not stand alone, but be a part of ongoing experiences for the students.

Takes a Village

As faculty explore how they incorporated equity and social justice within their curriculum, both took an interdisciplinary approach. Specifically, Dr. 3 given her background in theater, readily incorporates the arts into the curriculum which aided in illuminating the crucial concepts of race, equity, and social justice. To provide future teachers various opportunities with equity and social justice, best practices from all disciplines can be beneficial. Equity and social justice should not simply reside in colleges of education but be present through all contents to create individuals ready for an increasingly diverse population. An interdisciplinary approach is also beneficial when approaching diverse learners. Essentially, anything that can aid in the future educators' understanding of equity and social justice should be incorporated.

Reflect, Relate, Release

Reflection as a practice is a significant component for both the faculty who are incorporating equity and social justice in their teaching as well as for the students that receive it. Both participants shared how reflection was a best practice that helped drive the results of their instruction. When faculty reflect on their practice, it creates the opportunity for them to find ways to improve their practice. When students reflect on their experiences in the classroom, it

provides the opportunity to allow what they learned to take root. Both are critical when exploring how faculty incorporate equity and social justice in their teaching.

Recommendations

Hire Diverse Educators and Educators With Diverse Experiences

The majority of the teacher workforce is White women, and the majority of students are racially diverse (Landsman & Lewis, 2012). Teacher educators from various ethnic, linguistic, and socioeconomic backgrounds are key to dismantling white-washed curriculums inhibiting equity and social justice to thrive. Hiring diverse educators can add authentic experiences to teacher preparation programs who need to prepare teachers for diverse students equitably.

Providing student teachers with teacher educators from backgrounds similar to their future students, provides cultural insights into worlds teachers are typically not prepared for.

Additionally, teacher educators with experiences in diverse spaces can provide a structure to center equity and social justice in the curriculum. Cross-cultural experiences are not only beneficial for teacher educators. University hiring practices need to intentionally diversify their teacher educator workforce as well as include educators with diverse experiences to better support faculty incorporating equity and social justice in the curriculum

Being Critical is Crucial

Teacher educators must be critical of the curriculum when focusing on incorporating equity and social justice. White teacher educators especially must have a critical consciousness that causes them to question components of teacher preparation programs that perpetuate a white-washed curriculum. In doing so, white faculty must be actively anti-racist, driven by their

need to be the change they want to see in their student teachers. Being critical and anti-racist must also be practiced throughout the white faculty's personal and professional lives. Essentially, critical white teacher educators must live a life of being actively anti-racist. All teacher educators, however, need to be critical of their teacher preparation program to ensure that equity and social justice can exist uninhibited. Teacher preparation programs must be deliberate about the development of White teacher educators, primarily for their part in being critical of teacher preparation curriculums incorporation of equity and social justice.

Equity and Social Justice Must be Throughout

Given the experiences of the two passionate College of Education faculty in this study, it is clear that equity and social justice should be threaded throughout the entire teacher education program more fluidly. In doing so, all faculty need intentional opportunities to reflect on their own experiences and their curriculum to begin to dismantle the white-washed curriculum to replace it with anti-racist education. Increasing the existence of equity and social justice in coursework, offering multiple opportunities of exposure to student teachers, and realizing that it is what is driving the teacher preparation program is highly recommended when creating structures that work towards dismantling white-washed curriculums in teacher education to prepare teachers for diverse students.

Limitations

The main limitation is the number of participants. The case study includes two participants. It did allow the research to explore the deepness of their stories, more participants would offer more data. Another limitation was the limited background of the participants.

Although both participants came from different backgrounds, including the experiences of participants from other ethnicities could provide more perspectives on how teacher educators incorporate equity in their teaching.

Future studies should explore the perceptions of student teachers in a teacher education program that incorporates equity and social justice. This would provide a greater understanding of how equitable teaching is received from the students' perspectives. Future studies should also include teacher educators from diverse backgrounds to consider what equitable teaching looks like from a variety of faculty. Specifically, Black female and White male teacher educators were lacking from this study.

Conclusion

There is tension between being practiced-focused and the need to incorporate equity (Schneider, 2018; Sleeter, 2008) which has increase as a result of the pandemic. As teacher preparation evolves to prepare teachers for diverse classroom settings after two revealing years of inequity in public schools, the need for teacher preparation training that focuses on equity is becoming more apparent (Verba & Orren, 1985; King & Butler, 2015; Banks et al., 2001; Causey et al., 2000). This paper answered the following question: How does the College of Education faculty incorporate equity and social justice in a practice-based teacher preparation program? Using a qualitative case study, two teacher educators in a Southeastern University were interviewed followed by a classroom observation to examine how they incorporate equity in their teaching. The major findings of this study include the desire for more opportunities to thread equity and social justice in the curriculum as well as recommendations to hire more diverse teacher educators.

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Appendix A

Interview Questions

This is a semi-structured qualitative interview starting with a few open-ended questions. The interviewer will possibly ask some probing questions depending on the response of the interviewee. The purpose of this study to understand how College of education faculty and students merge equity in their practice-based teaching and student teaching.

Procedure

1. The researchers will introduce the interview procedure
2. The participants will be asked if the interview may be audio recorded
3. If the participant verbally provides his/her consent, the recording will begin
4. The research will ask the interview questions

Establishing Rapport

1. Tell me about yourself as well as your personal and professional backgrounds.
2. What do you think are your strengths as a professor ?
3. What do you think are your weaknesses as a professor ?
4. Describe your most rewarding experience with a student.
5. Tell me about an achievement of which you are particularly proud.
6. As a professor in your department, what does success mean to you?
7. Tell me about yourself as well as your personal background
8. What do you think are strengths are as a teacher?
9. What do think are your weaknesses as a teacher?
10. Describe your most rewarding experience with student you've taught?
11. Tell me about an achievement during student-teaching which you are particularly proud?
12. As a student teacher, what does success mean to you?

What methods of facilitating instruction incorporate equity?

13. Can you describe your favorite class that incorporated equity?
14. Describe the activities within that class that made it stand out?
15. How did your students respond?

16. How did this lesson influence future lessons?

What types of assignments/assessments do students feel best meet their individual educational needs?

17. How has technology played a role in your classroom?

18. What is the most complex assignment you have given?

19. How did the students respond to it? What were some key take-aways

What life experiences provide a context to incorporating equity in practice

20. In what ways has your life experiences as an educator prepared you to instruct your students through the lens of equity?

21. If you could change anything about the course(s) you teach, what would it be?

22. In what ways can you predict the success of your students when they become teachers?

23. Anything you would like to add?

24. In what ways has your life experiences prepared you to student-teach through the lens of equity?

25. If you could change anything about your clinicals, what would it be?

26. In what ways can you predict the success of your students you taught during your student teaching?

27. Anything you would like to add?

Appendix B

Double Entry Narrative Observation Form

Instructor: _____ Date: _____

Course Title: _____

Number of Students Present: _____ Number Enrolled: _____

Observer: _____ Class Start/End Time: _____

Time	Observations	Reflections/Questions