

Education for Equity: Implications for Teacher Education Programs in the United States

Mary M. Chittooran, Saint Louis University, U.S.*

ABSTRACT

The increase in diverse populations across the United States has resulted in concomitant pressure on teacher education programs in higher education institutions. The work of preparing teachers is particularly challenging when there is a cultural mismatch between teachers and their PreK-12 students across race, ethnicity, gender, socioeconomic status, and language. Educating for equity in teacher education programs involves having students a) study variations in individual and group access to educational resources and opportunities, b) investigate power, privilege, marginalization, and oppression in school and community settings, c) examine their own privileged status and its attendant benefits, d) analyze their potential role as change agents for their PreK-12 students, and e) develop strategies to combat inequities in the lives of their students. This paper addresses the factors that impinge, both individually and interactively, upon teacher education for equity, explicates facilitating factors and barriers to success, offers recommendations to institutions of higher education that prepare teachers, and concludes with a case study that illustrates the concepts discussed in this paper.

Keywords: Equity, Teacher Education, Schools, United States

INTRODUCTION

Teacher education programs in the United States are being asked to respond to the challenge of preparing teachers for PreK-12 classrooms in an increasingly diverse society (e.g., Carnes, 2019; Gollnick & Chinn, 2017; Kim & Connelly, 2019; Yuan, 2018). The task is particularly difficult in a landscape where teacher candidates are still overwhelmingly white (Kim & Connelly, 2019; Yuan, 2018) and where populations of color are on the rise. As such, new teachers are often ill prepared to work with populations of color (Shedrow, 2017), particularly in instances where there is a cultural mismatch with their students with regard to race, ethnicity, gender, socioeconomic status, or language (e.g., Carnes, 2019; Gay, 2010). For reasons such as these, teacher attrition, particularly in the first few years of teaching, tends to be high, and disproportionately so, for teachers of color (Kohli, 2018). Despite these challenges, or perhaps because of them, several authors, including Yuan (2018) and Gay (2010), have stated the importance of educating

* Associate Professor, Educational Studies

An earlier version of this paper was presented at the Oxford International Round Tables Symposium, University of Oxford, July 2019

culturally responsive teachers who "cultivate cooperation, collaboration, reciprocity, and mutual responsibility for learning among students and between students and teachers" (Gay, 2010, p. 45).

Education for equity, for the purposes of this paper, refers to efforts undertaken by teacher education programs to prepare undergraduates to be socially just teachers who will teach their own PreK-12 students in ways that "level the playing field" for and maximize the achievement of, all students, no matter what their cultural background. Teacher candidates learn to address inequities related to opportunities and resources for, and treatment of, diverse populations. It also means that students need to build self-awareness and interrogate their identities and beliefs around cultural diversity. This will involve studying their own biases and stereotypes, the power they have, by virtue of their skin color or other cultural factors, the unearned privilege (McIntosh, 1988) they bring into their interactions, perhaps because of their race, ethnicity, gender, socioeconomic status, or education, and the benefits that accrue to them because of this privilege. Authors such as Frankenberg (1993) have talked about the way in which white teacher candidates are, by virtue of their whiteness, located in a place of "structural advantage, of racial privilege" (p. 275) and have stated that this whiteness offered them a "standpoint" from which they viewed the world, and finally, that whiteness referred to a set of practices that are usually "unmarked and unnamed" (Frankenberg, 1997, p. 1). Other authors writing in the same vein (e.g., Malone 2019; Quaye, 2012) have discussed the need to acknowledge whiteness in teacher education, and Malone (2019) further stated that educators need to accept the discomfort of being white and interrogate negative emotions such as defensiveness and anger that arise when difficult issues such as race and power are being discussed. Education for equity further requires teacher candidates to study how communities of color are often marginalized and even oppressed in school and community settings. While awareness and examination of these phenomena are important, education for equity also requires teacher education students to learn about and implement strategies that will combat the inequities in the lives of their PreK-12 students, and in so doing, to serve as change agents for the students under their care.

One problem in characterizing a teacher education program as social justice-oriented is that there is little agreement as to what such an approach actually entails (e.g., Shedrow, 2017); however, most social justice approaches are based on a foundation of self-awareness, values such as justice and fairness, and the development of intercultural competence. Kim and Connelly (2019) found that among preservice teachers who were planning to go into early childhood

teaching, growth in multicultural attitudes and intercultural sensitivity contributed to growth in their multicultural teaching efficacy, and further that this kind of efficacy was related to their attitudes and beliefs and subsequently, to the success of their behaviors around issues of equity and social justice.

Pugach, Gomez-Najarro, and Matewos (2018), in a comprehensive review of the literature on social justice in teacher education, found that most teacher education programs did not adequately consider the multiple social identities of their teacher candidates as well as those of their students. They proposed that teacher education programs be mindful of the intersectionality of these identities and the impact they could have on learning as well as on their eventual practices.

Equity has to do with promoting human rights, raising awareness, limiting bias, and working tirelessly against prejudice and discrimination. When used in this context, equity translates to the fairness of treatment for individuals, according to their respective needs. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations, and opportunities (UNESCO, 2000). A natural consequence of working for equity means that all students—regardless of age, gender, cultural/ethnic background, or disabilities—have the support they need to become successful and productive citizens.

EDUCATION FOR EQUITY: CORE PRINCIPLES

The following section outlines some core principles that characterize education for equity and social justice. First, it is important to remember that education for equity is not limited to certain individuals or groups (e.g., people of color) to the exclusion of others (e.g., white people). In the classroom, good teaching translates to education for equity; conversely, education for equity translates to good teaching, regardless of where it occurs, or as former U.S. Education Secretary Arne Duncan stated, "Great teaching is about so much more than education; it is a daily fight for social justice." (Mullenholz, 2011). In the classroom, equitable teaching benefits all students, regardless of their gender, race/ethnicity, social class, or other cultural memberships.

Equity in PreK-12 settings means that teachers are just, fair, and impartial, promote the rights of all students, assist all students to reach their highest potential, teach to individuals, not to groups, and be sensitive not only with regard to differential expectations but differential

treatment for students based on their cultural background. It is important to note that treating individuals in equitable ways based on their cultural background is taught both explicitly and implicitly and that learning about equity occurs through observations and social interactions, modeling of behaviors, reinforcement of appropriate behaviors, and punishment of undesirable behaviors. Ideas about equity are influenced by a number of factors that work both individually and interactively; these include one's cultural background, learned gender roles, the media, family of origin and their beliefs, parenting practices, other significant adults, and generational status (e.g., older adults may be less likely to be attuned to ideas about equity than younger individuals are). It is important to note that adult role models for educational equity are critical; that is, students need to see equity in practice. It is also important to point out that learning about and implementing equitable practices is dynamic and iterative; that is, it occurs in a never-ending cycle.

Bigelow (1994), in an early publication for the organization, *Rethinking Schools*, stated that schools must teach for social justice by being critical about societal power structures and existing hierarchies, and should be multicultural, anti-bias, pro-justice, participatory and experiential, visionary, academically rigorous, and culturally sensitive. Delpit (2005, p. 4). called for teachers to understand students who were culturally different from them by calling on students' parents as well as on their own colleagues and community resources for "insights into the communities they seek to serve." Riordan, Klein, and Gaynor (2019) have also shown how professional learning for equity among teachers needs to have a direct focus on issues of social justice and critical pedagogy, modeling of instructional strategies that promote equity, a building of a culture of inquiry and ownership where equity can grow and thrive, and the inclusion of student voices in the conversation. Schmeichel (2011) has talked about the fact that referring to culture in the classroom is becoming increasingly an "equity strategy," and Rector-Aranda (2019) proposes applying a framework known as Critical Compassionate Intellectualism (CCI), with its three dimensions of critical pedagogy, authentic caring, and social-justice oriented curriculum, to the field of teacher education. She maintains that CCI can be a useful framework to help teacher candidates work more effectively with communities of color in their own classrooms.

The development of cultural competence, or as it is often known, intercultural competence, appears to be a precursor to thinking about equity because it helps develop cultural awareness of and sensitivity to others who are unlike us. The publication, *Teaching Tolerance*,

from the Southern Poverty Law Center, has a wealth of ideas that can be used to promote cultural knowledge and awareness, reduce discrimination, and minimize bias. For example, photographs have been successfully used to build cultural awareness and teach about social justice, particularly those displaying gendered, stereotyped images. Yuan (2018) and Carnes (2019) have promoted service-learning projects and cultural immersion as ways to truly understand and be integrated into communities. Various other approaches have been used to develop intercultural competence, including global literature (Ngangea, 2016), sociograms (Carnes, 2019), community engagement projects to develop socially just teachers (e.g., Yuan, 2018; Zygmunt & Cipollone, 2019), cross-cultural experiential learning models (Shedrow, 2017) and the use of simulated cases to build cultural funds of knowledge (Goldin, Khasnabis, & Atkins, 2018). Teacher candidates in other countries and the faculty who teach them appear to have experienced the same concerns revolving around building intercultural competence. For example, Achaeva, Daurova, Pospelova, and Borysov (2018) studied Russian students using poetry and limericks to develop sociocultural competence and guard against ethnocentrism. Stork, Zhang, and Wang (2018) and Uzum et al. (2019) worked with students in China and Turkey, respectively, who used technology to work with children in schools and develop intercultural competence. Ruiz, Baird, and Hernandez (2016) studied students in Mexico, and Tabatadze and Gorgadze (2017) worked with students in Georgia to help facilitate growth in cultural competence. It is important to realize, as Ladson-Billings (2001) has pointed out, that creating equitable learning opportunities is not the result of policies and procedures that are enacted, but that it occurs among teachers, who learn to close the cultural gaps between themselves and the children they serve.

The following sections outline various strategies that have been used to promote education for equity (Sadker, Sadker, & Zittleman, 2009) and that have been grouped into six categories, as follows:

Attitudinal Strategies are internal and invisible, and most often, relate to dispositions that all students must possess if they are to be effective teachers one day. First, it is important to accept each student as the individual he or she is and to believe that all children, no matter what their cultural backgrounds, are equal and further, that children from diverse cultural backgrounds can learn from one another. Rather than view students as weak and vulnerable human beings, it is preferable to view all students as being strong, possessing agency, and capable of success, even if that success is defined differently across communities.

Social-behavioral Strategies are external and visible and relate to areas that are apparent to observers, and as such, are easier to teach and to evaluate. First, it is essential for teacher candidates to be taught and for their university instructors to model that each student in the university as well as PreK-12 classrooms, must be treated as an individual, not as one of a group. By raising issues of stereotypes, prejudice, discrimination, and bias in the classroom and tying those discussions into training for cultural competence (Gollnick & Chinn, 2017), once again, instructors are modeling behaviors that their teacher candidates can exercise in their PreK-12 classrooms. One way to give voice to these lessons is to avoid placing students in stereotypical roles (e.g., females as helpers; males in charge) and to provide all students the opportunity for leadership roles.

Classroom Management Strategies are often used by classroom teachers to address student behaviors that may hinder learning, but they may also have to do with simple organization of the learning environment. While many of the strategies provided in this section are effective for ALL students, they are particularly important when trying to educate for equity. Teacher candidates can be taught that it is critically important to provide clear behavioral expectations at the beginning of a course or session, both for them and their PreK-12 students. Similarly, each child in a classroom deserves close attention and specific feedback from the teacher. While it is easy to do, it is also important not to overlook quiet, capable students, to observe both verbal and nonverbal behaviors of students, monitor classroom dynamics to ensure that discussion is not dominated by more verbal, often male, students (Alber, 2017; Sadker, Sadker, & Zittleman, 2009), and avoid giving a disproportionate amount of teacher attention to male students, as has been observed in typical classrooms (Alber, 2017). In addition, teacher candidates can learn to increase wait time after asking a question, thereby allowing all students (even those who need a bit more lead time because of a disability or difficulty with the language) the space to answer (Alber, 2017). The learning environment can be modified to encourage all students -regardless of their cultural background or learning mode- to participate fully in class discussions and activities. With regard to students from culturally diverse groups, it is crucial, as Alber (2017) suggests, to avoid making any student a spokesperson for his or her cultural group (e.g., "What do Chinese people think about the issue of corporal punishment?").

Assessment for equity in education is critical if one is to identify the strengths and weaknesses of students from a variety of cultural groups (Gollnick & Chinn, 2017). It is vital to

design and implement a variety of assessments so that all students, regardless of their cultural background, can be assessed fairly using various assessment tools. When it comes to standardized, commercially available tests, they must be updated and current. Test items must use culturally diverse images of people (e.g., they should not all be blue-eyed and blonde) and must not stereotype particular cultural groups (e.g., "Hiromi finished eating her bowl of ramen noodles with seaweed and salted fish"). Concerning informal, teacher-made tests, it is also critically important to be aware of teacher messages about the role and status of various cultural groups (e.g., males may be presented as superior or stronger than females). With teacher-made tests, it is particularly important to monitor and update content and format. It is also essential to develop culturally sensitive test items that do not stereotype the students in your class (e.g., teaching a class of African-American children, "The big bad wolf came down the chimney and saw the Three Little Pigs eating fried chicken, collard greens, cornbread, and juicy slices of watermelon"). Students must be made aware of outdated test items or items that are not valid for the cultural groups they are designed to assess because these are a sure way to contribute to inequity in the classroom environment.

Curriculum and Instruction are part of a continuous cycle and, if used appropriately, ensure that assessment information is translated to curriculum development, planning, and implementation that promote equity in education. It is important to select curriculum materials and activities that show various cultural groups in an accurate, non-stereotypical light, that promote cultural inclusiveness, and that teach to the strengths of students, no matter what their cultural background. Alber (2017) and others have discussed the problem of curricular material that neglects entire cultural groups, for example, females, or that use outdated images such as females as nurses and males as bosses. There are a plethora of research-based teaching strategies that allow teachers to differentiate instruction and utilize the strengths of PreK-12 students, and while this is important, it is equally important to consider the cultural relevance of these materials. It is also vital to place teacher candidates in field placements that may be unfamiliar to them (e.g., urban, low-income schools may be the field placement of choice for a student who grew up in a suburban, wealthy district). Alber (2017) also discusses the dearth of female authors in fields dealing with important topics; this is an omission that sends not-so-subtle reminders to female students, and indeed, to all students, that females are simply not as important or as smart, as are males.

Vocational and Career Development: Although teacher candidates may never have been exposed to non-college options, it is crucial that they realize that not all high school students must go to college; indeed, for some, trade or technical school may provide the perfect fit. Teacher candidates may be encouraged to help their own PreK-12 students to consider a range of careers by exposing them to a variety of relevant school and community-based activities, by sharing information with students about internships, special programs, funding, and competitions available in a number of disciplines, the kinds of employment and career opportunities available after graduation, and the skills and preparation needed for particular careers. It is also essential for students to be taught that there are significant gender disparities and, therefore inequities, across potential careers regarding hiring, promotion, and salaries (Sadker, Sadker & Zittleman, 2009). University instructors could invite guest speakers in a variety of careers to engage with students through lectures, shadowing, volunteer opportunities, lab assistance, and fellowships

EDUCATION FOR EQUITY: FACILITATING FACTORS

There are several factors that promote education for equity. Perhaps the most important is the realization that educating for equity is not just a concept; instead, it ought to be a way of life that supports growth, and that permeates everything that is done in the field of teacher education. Given that, it is essential to build and commit to a culture of equity, enhanced by a strong mission for social justice, that is lived out in the daily workings of an institution of higher education. The buy-in of senior leadership, as well as all faculty, staff, and other stakeholders, is just as critical. Time needs to be provided to work on a revised program with a focus on education for equity at its core and release time for faculty and staff, who may already have a heavy teaching and/or administrative load. Those who are engaged in the work (given that it is over and above what they typically do) must receive compensation for their work. It is also essential that the institution work on developing its own definition of equity, a rationale for why the work is important, and an understanding of how working for equity would benefit their students, themselves, and the institution. Teacher education students who will be affected by a change in the vision and focus of the program in which they are enrolled must also be educated about what education for equity is and how it will benefit not only them but the students they will someday teach.

EDUCATION FOR EQUITY: BARRIERS TO SUCCESS

While there are factors that facilitate the attainment of a strong program with a focus on equity, there are also factors that serve as barriers to the success of this work. It is important to realize that education for equity is a dynamic, ongoing, never-ending process. There is no one point at which we wake up and realize that we have "arrived," that is, education for equity is not an outcome to which we can point. Because it is a process and not an outcome, individuals who are working on this initiative must be patient. In addition, progress is particularly difficult to see and to evaluate, particularly when it comes to measuring changes in professional dispositions related to working for equity. One reason for this difficulty is that we have to assume that our work with students relates directly to changes in the underlying values, attitudes, and beliefs that inform their behavior. It is critical to realize that education for equity requires the commitment and collaboration of ALL stakeholders, from the administration, the faculty, the staff who support the program, community members who support the students or who provide placements for them, and the students themselves. Without this kind of investment, the efforts of the program and the faculty will be for naught.

Education for equity is not easy because it involves individualizing the curriculum and takes a great deal of time and effort to implement. One of the main issues is that faculty, especially the most seasoned among them or those who are used to doing things a certain way, are often the most resistant to change. Because this kind of work demands more of an investment of time and effort from everyone, including time for planning, collaboration, evaluation, and problem-solving, it is likely that some faculty will not be able to sustain the effort for very long.

As far as students, education for equity has proven to be difficult because once again, it requires a change in how one thinks, teaches, and learns, and therefore, how open one is to instruction in asking students to become self-aware and critical of their own biases and assumptions. Education for equity requires students to engage in authentic, often painful dialogues on issues that are critically important and for which they may not be ready or have adequate preparation. For example, students who have a great deal of privilege are asked to acknowledge that their privilege is unearned and that they have not worked for its attendant benefits (McIntosh, 1988). Finally, different ways of teaching and differences in course content must be accompanied by changes surrounding the way students are evaluated.

RECOMMENDATIONS

The following section outlines several recommendations related to education for equity that has been identified in the literature and that may prove instructive for teacher education programs, not only in the United States but in other countries.

1. The very first step before committing to education for equity is to gauge interest among stakeholders in both the process and the outcome. Who are the stakeholders? Whose needs are greatest? Whose priorities hold sway? What is most important to them, and why? Is there a timeline by which they hope to have accomplished their objectives?
2. It is critical to get buy-in from senior leadership and other members of the administration. They may choose to take an active role or to express their support for the teacher education program's efforts and then step back to allow room for growth, checking in occasionally, as needed. That will depend on the individual administrator, as well as the culture of the university.
3. Education for equity requires a whole-school commitment to the process and the outcomes. It is not enough merely to have the work reside in the hands of a trusted few. Obviously, not all programs will participate equally in the work, but they can all be invested in the success of its outcomes.
4. Results are most likely to be effective when the faculty use a collaborative, problem-solving approach, with open communication and healthy conflict resolution.
5. Education for equity is best when infused throughout all aspects of the program, instead of being isolated in a course or two or when responsibility for its implementation is given to one or two faculty members (typically, faculty of color).
6. Teaching for equity requires a rethinking of traditional modes of instruction. This may not go over well with everyone on the faculty, but efforts to get everyone on board are critical. It may be that retraining needs to occur, perhaps in the form of continuing education sessions, invited speakers and paid attendance at relevant conferences, or other creative approaches to learning something new, such as online webinars. Faculty who remain resistant may be prevailed upon to take on smaller roles in the work. They could also be asked for renewable, short-term commitments to the process, with the understanding that their feedback is valuable and important.

7. Program evaluations must be multi-dimensional, represent voices of all stakeholders, including both formative (process) and summative (product) evaluations, and use both quantitative and qualitative data. Dissemination of data may be particularly important, given that different stakeholders will ask for data that are most in line with their own interests and priorities.
8. Education for equity must be placed at the center of planning, goal setting, and evaluation so that it is not an afterthought or incidental to the kinds of instruction that are already taking place.
9. When developing policy about education for equity, it is important to consider the needs of all stakeholders, perhaps by completing a needs assessment, holding focus groups, and securing the services of community advisory groups or boards made up of local school professionals and alumni of the university.
10. Draft policies and documents about standard operating procedures may be developed and then distributed to solicit feedback from a variety of stakeholder groups. Often, user panels that are brought in for a half-day can be a good use of time and resources. These kinds of groups can be incredibly helpful as participants develop a collaborative sense to their work that may result in a richer, more in-depth dialogue on the issues. In addition, an "outsider" panel can be particularly helpful for a new perspective on the issues.
11. Feedback on draft policies must be considered and incorporated, if possible, and then policies may again be circulated for a second round of feedback; the cycle can be repeated until everyone has had the opportunity to provide input and can vote to accept them.
12. Once policies are approved and voted upon, they must be distributed to all stakeholders, posted, placed online, and be made available to interested parties. They must be periodically evaluated and modified if deemed necessary.

This paper has presented some guidelines related to teacher education programs that educate for equity so that graduates of such programs leave the university equipped to manage the varying and complex needs of their PreK-12 students. The paper offers an examination of facilitating factors and barriers to success and provides recommendations to universities and policymakers. It concludes with a case study; it is hoped that this story and the associated

questions for discussion will prove instructive to other teacher education programs and institutions of higher education, both in the United States and beyond.

CASE STUDY: ALL SAINTS UNIVERSITY

The institution described in the following case study is an amalgamation of various institutions in the United States that educate teacher candidates about how to promote equity. However, names and other identifying details have been changed to protect the confidentiality of the institution, faculty, staff, and students. Established in the late 1800s as a private Jesuit, Catholic university, All Saints University is located in a major metropolitan area in the Northeastern United States. The university's mission, like those of other Jesuit, Catholic institutions of higher education is "developing men and women for others." The College of Education at All Saints houses an undergraduate teacher education program with several concentrations, including Early Childhood, Elementary, Middle School, Secondary, and Special Education. It also offers a non-certification program in Education, education minors, and several masters and doctoral programs. Over the years that it has been in existence, the teacher education program has had an average of 150 full-time, primarily white undergraduate students, from relatively affluent, Christian backgrounds, who are characterized by high entering grades and test scores, superior parent involvement, and an impressive commitment to community service.

The teacher education program at All Saints is structured, sequential, and ordered in six "blocks" of 1-3 credit-hour courses. The program includes courses in educational foundations (e.g., philosophy of education and lifespan development), content areas appropriate to the grade level (e.g., secondary social studies), and pedagogy (e.g., teaching methods in high school math). In addition, there are core requirements that are mission-driven and include several courses in ethics, leadership, research, and service. Fieldwork experiences are many and varied. For example, students are placed in schools in their very first semester in the teacher education program, beginning with observations and interviews with school personnel, continuing through small group and large group teaching, and finally, in their senior year, culminating in a full-day, 14-week student teaching experience, usually in a type of school (e.g., urban or private) and grade level of their choice. There has been an intentional effort to integrate social justice and equity into each course in the program, and there is an exploration of education for equity throughout the four years at increasing levels of depth and complexity. In their methods courses, all of which have fieldwork hours, students learn how to provide varied experiences tailored to children with

varying levels of ability so that they can promote the attainment of maximum potential for each student.

Teacher education candidates who are being educated for equity are taught to develop the knowledge, skills, and dispositions necessary to work for equity among their PreK-12 students. They study inequity in access to opportunities and resources and examine issues related to power, privilege, marginalization, and oppression. They spend a good deal of time problematizing their own whiteness (Straubhaar, 2016) and examining their own privileged status and its attendant advantages. They are also encouraged to think about their potential role as change agents in the lives of their PreK-12 students and learn about strategies to promote equity in the schools (Straubhaar, 2016).

For many years, the university has dealt with instability in the form of limited budgets, program and faculty cuts, and leadership changes. However, the university generally, and the College of Education specifically, appears to be in a state of recovery. After a series of interim, internally-appointed deans, each with a different set of priorities and interests, the College of Education finally hired a new permanent Dean last year, who began work to promote new programs, hire new faculty, secure grant funding, open a new research center in the College, and work collaboratively with other university units in a way that had not previously been done. While efforts to focus on equity had been introduced many years earlier, implementation in a systematic fashion had languished for many years until the hiring of this new Dean. With her new energy and leadership, faculty morale began to improve, and faculty began to actively express excitement about this new initiative related to equity, especially once it became clear that the new Dean was serious about finding resources to support growth. For example, she identified funds that bought course release time for several faculty, sent them to conferences on education equity, set aside funds to bring in external speakers who focused on equity issues in education, and found money in the budget for public relations that highlighted the new focus of the College. Along with this kind of resource commitment and allocation, the Dean encouraged faculty to carve out regular time to plan, discuss, and collaborate, often over meals that her office provided. Finally, the Dean, in her new role, actively sought input from the faculty, staff, and mid-level administrators, as well as community advisory boards and school administrators.

Program and Student Outcomes Education for equity can result in a growth of student knowledge, skills, and dispositions related to equity and social justice, all of which are now being measured at All Saints in a thoughtful, systematic, and intentional way. Students work successfully in university-school professional development school (PDS) partnerships with local public or private schools, register for site-based courses and volunteer in one of 8 urban, low-income schools, work with schools in South America in communities of extreme poverty, and often go on to pursue graduate education. Teacher candidates generally graduate with high grade point averages and test scores needed for certification as teachers and are highly sought after for teaching positions in the local schools. They tend increasingly to seek employment opportunities in diverse schools when they graduate or find positions with national programs like *Teach for America* or the *Jesuit Volunteer Corps*, both of which focus on equity and social justice for children from culturally diverse, low-income populations.

Questions for Discussion:

1. The following questions could be used for analysis of the case study as well as a springboard for more profound, more complex kinds of thinking about the issue of education for equity:
2. How does All Saints University's mission relate to education for equity? How might this mission be used to build success in this College of Education?
3. Describe the factors that are likely to facilitate progress in the College of Education's efforts to educate for equity. How can these factors be utilized to enhance the likelihood of success?
4. Describe the factors that could potentially serve as barriers in this College of Education's efforts to educate for equity. How could you work around these barriers to enhance the likelihood of success?
5. Describe characteristics of a) the Dean and b) the faculty at the College of Education that could facilitate progress. Which could hinder or derail the process? What might you do to respond either way?
6. Given the unique nature of All Saints University and its College of Education, how would you proceed if you wanted to strengthen its focus on education for equity? Outline the

steps you would take.

7. How would you evaluate the progress of the College of Education with regard to educating for equity? Describe how you might use both quantitative and qualitative data to inform the next steps.

REFERENCES

- Achaeva, M., Daurova, A., Pospelova, N., & Borysov. V. (2018). Intercultural education in the system of training future teachers. *Journal of Social Studies Education Research*, 9 (3), 261-281
- Alber, R. (2017). *Gender equity in the classroom*. Edutopia Blog Post, January 27, 2017. <https://www.edutopia.org> Accessed September 4, 2020.
- Bigelow, B. (1994). Rethinking our Classrooms, Volume 2: Teaching for equity and justice. https://www.rethinkingschools.org/static/publication/roc2/ROC2_Introduction.pdf Accessed September 4, 2020
- Carnes, N. (2019). Supporting middle grades teacher candidates in becoming culturally competent. *Current Issues in Middle Level Education*, 24 (1), 1-7.
- Delpit, L. (2005). *Other people's children: Cultural conflict in the classroom*. New Press.
- Frankenberg, R. (1993). *White women, race matters: The social construction of whiteness*. University of Minnesota Press.
- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.
- Goldin, S., Khasnabis, A., & Atkins, S. (2018). Mining gems, nurturing relationships building teacher practice. *School Community Journal*, 28(2), 189-212.
- Gollnick D. & Chinn P.C. (2017). *Multicultural education for a pluralistic society* (10th edition), Pearson.
- Kim, H. & Connelly, J. (2019). Preservice teachers' multicultural attitudes, intercultural sensitivity, and their multicultural teaching efficacy. *Educational Research Quarterly*, 42(4), 3-20.
- Kohli, R. (2019). Lessons for teacher education: The role of critical professional development in teacher of color retention. *Journal of Teacher Education*, 70(1), 39–50.
- Ladson-Billings, G. (2001). *Crossing over to Canaan: The journey of new teachers in diverse classrooms*. Jossey-Bass.
- Malone, H. (2019). Teacher education needs to acknowledge "whiteness." *Education Week Opinion*. <https://www.edweek.org/ew/articles/2019/09/11/teacher-education-needs-to-acknowledge-whiteness.html>. Accessed September 2, 2020.
- McIntosh, P. (1988). *White privilege and male privilege: A personal account of coming to see correspondences through work in Women's Studies*. Working Paper 189.

- Mullenholz, G. (2011) Education is social justice, HomeRoom, Blog of the U.S, Department of Education. <https://blog.ed.gov> Accessed July 9, 2020.
- Ngangea, L. (2016). Promoting intercultural competence in a globalized era: Pre-service teachers' perceptions of practices that promote intercultural competency. *Journal of International Social Studies*, 6(1), 84-102.
- Pugach, M. C., Gomez-Najarro, J., & Matewos, A. M. . (2019). A review of identity in research on social justice in teacher education: What role for intersectionality? *Journal of Teacher Education*, 70(3), 206–218.
- Quaye, J. (2012). White educators facilitating discussions about racial realities. *Equity and Excellence in Education*, 45(1), 100-119.
- Rector-Aranda, A. (2019). Critically compassionate intellectualism in teacher education: The contributions of Relational–Cultural Theory. *Journal of Teacher Education*, 70(4), 388–400.
- Riordan, M., Klein, E.J., & Gaynor, M. (2019). Teaching for equity and deeper learning: How does professional learning transfer to teachers' practices and influence students' experiences? *Equity and Excellence in Education*, DOI: [10.1080/10665684.2019.1647808](https://doi.org/10.1080/10665684.2019.1647808) Accessed September 9, 2020.
- Ruiz, N T., Baird, P.J., & Hernandez, P/.T (2016). Field practice in La Mixteca: Transnational teacher education in the service of Mexican indigenous students in U.S. schools. *Journal of Latinos and Education*, 15(2), 97-112.
- Sadker, D., Sadker, M., & Zittleman, K.R. (2009). *Still Failing at Fairness: How gender bias cheats girls and boys in school and what we can do about it*. Scribner.
- Schmeichel, M. (2011). Good teaching? An examination of culturally relevant pedagogy as an equity practice. *Journal of Curriculum Studies*, 44 (2), 211-231.
- Shedrow, S. J. (2017). Cross-cultural student teaching: Examining the meaning-making of one white, female, middle class, preservice teacher. *Journal of International Students*, 7(2), 270-290.
- Stork, M. G., Zhang, J., & Wang, X. (2018). Building multicultural awareness in university students using synchronous technology. *TechTrends*, 62, 11-14.
- Straubhaar, R. (2016). Acknowledging and Interrogating the place of race and privilege in comparative and international education, *Annual Review of Comparative and International Education (International Perspectives on Education and Society)*, 30, 71 79. <https://doi.org/10.1108/S1479-367920160000030006>
- Tabatadze, S., & Gorgadze, N. (2017). Approaches to multiculturalism in teacher education programs in Georgia. *Journal of Multicultural Discourses*, 12(3), 231-245.
- Uzum. B., Yazan, B., Avineri, N., & Yakayoglu, S. (2019). Preservice teachers' discursive constructions of cultural practices in a multicultural telecollaboration. *International Journal of Multicultural Education*, 21(1), 82-104.
- Yuan, H. (2018). Preparing teachers for diversity: A literature review and implications from community-based teacher education. *Higher Education Studies*, 8(1), 9-17.

Zygmunt, E. M., & Cipollone, K. (2019). Community-engaged teacher education and the work of social justice. *Journal of Family and Consumer Sciences*, *111*(1), 15–23.