

THE CHALLENGES OF INFUSING EQUITY ISSUES IN MATHEMATICS METHODS COURSES

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Improving the preparedness of preservice teachers to teach mathematics and address equity issues begins with teacher educators' ability to struggle with these issues themselves in their mathematics methods courses. "Teaching equity will not only empower beginning teachers, it will also begin to offer more strength to the overall shift in the acceptance and understanding of societal equity issues" (Kelly, 2002, p. 39). This is especially important with the changing demographics of our public schools. Given that public schools are becoming more diverse, preservice teachers need to be better prepared to teach students from a variety of backgrounds.

The NCTM Research Committee (2005) suggests that equity as a legitimate object of study for mathematics educators can potentially move the field into new and significant directions. This poster presentation will add to the emerging literature by examining the beliefs and practices of teacher educators as they infuse equity issues in their mathematics methods courses. The presentation is designed for teacher educators, professional developers, pre-service and in-service teachers, and administrators. It will allow audience members to better understand how equity issues may be addressed in mathematics education courses.

References

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