A variety of research has been conducted on re-conceptualizing teacher education preparation programs with the infusion of a more socially just curriculum, one where teachers fully embrace a diverse education in mind and practice. This research spans from the beliefs and attitudes of pre-service educators, the intent of teacher education programs, and the implementation of a social justice pedagogy.

The beliefs and attitudes of teachers, including pre-service educators, are vital to embodying a social justice disposition. McDonald (2005) and Mills (2008) both recognize that in our ever diversifying nation and school system, pre-service educators, who are primarily White and middle-class, will be faced with teaching students "whose lived experiences differ from their own" (McDonald, 2005, p. 419). This homogeneity in pre-service educators leads to a significant need for pre-service education programs to critically prepare teachers to effectively educate students from diverse ethnic, racial, socio-economic, and linguistic backgrounds.

In many teacher education programs, a disjointed understanding of diversity has been created due to add-on courses in multiculturalism, required field experiences in diverse settings, or otherwise created opportunities (McDonald, 2005; Mills, 2008). Cochran-Smith et al. (2009) points out that most teacher preparation programs "emphasize individual effort rather than structural changes in teaching and teacher education" (p. 373). Advocates for a truly reformative approach to teacher education programs recognize that one or two add-on courses do not transform pre-service teachers into critical educators. Mills (2008) cites researchers who conclude that "many pre-service educators enter and exit stand-alone cultural diversity courses unchanged" which can reinforce stereotypes rather than transforming these ingrained beliefs (p. 269). Therefore, teacher education programs must provide pre-service educators the opportunity to critically reflect upon their privilege and identity (Mills, 2008). Indeed, "beyond encouraging

this questioning of their taken-for-granted beliefs about themselves and 'others', there are no universal strategies that can be shared with pre-service teachers" to prepare them to teach culturally and linguistically diverse students (Mills, 2008, p. 271).

Centering pre-service education programs on social justice and multiculturalism "would improve the preparations of teachers to work with diverse students" (McDonald, 2005, p. 420). McDonald (2005) and Cochran-Smith (2009) examined teacher preparation programs that have concentrated upon social justice. McDonald (2005) studied both social justice intent and implementation of two programs, one at Mills College which has worked toward social justice teacher education for ten years, and the other at San José State University which was in its first year of social justice teacher education. Following best research methodologies based on sociocultural theory, McDonald conducted case studies of ten pre-service educators, five at each institution. By analyzing syllabi, program missions, and course goals as well as interviewing faculty members, McDonald found that both programs intended to integrate social justice across the program; however, McDonald notes that though these formal structures may provide the framework for a course, "they neither guarantee nor prescribe how such goals should be realized in practice" (p. 426). In studying implementation practices, McDonald found that pre-service teachers had a far greater opportunity to learn conceptual tools than practical tools. This distinction indicates "that these two programs were able to integrate concepts related to social justice more easily than practices that exemplified such principles" (p. 427).

Cochran-Smith (2009) recognized that most research focuses on the beliefs and attitudes of pre-service educators who have participated in a social justice teacher preparation program; therefore, Cochran-Smith conducted a longitudinal research study following pre-service educators through their first year of teaching to see if the beliefs attained in their teacher

preparation program led to enactment of a social justice pedagogy in the classroom. This enactment is exactly what McDonald (2005) found lacking in pre-service preparation programs. Similar to McDonald who found pre-service teachers had more opportunities to learn about social justice conceptually rather than practically, Cochran-Smith questioned whether beliefs and understandings about social justice related to actual teaching practice. Focused upon one specific in-service teacher who had graduated from Boston College, Cochran-Smith notes that this teacher's practices were "consistent with the basic tenets of teaching for social justice in the literature and in her own teacher education program" (p. 365). Evidence of this social justice belief turned practice showed up both during student teaching and the first-year of practice. Both Cochran-Smith and Mills (2008) note, there is no one correct method to implement a teaching for social justice pedagogy. Rather, pre-service educators must have the opportunity to support all learners in reading, writing, and thinking critically.

Teacher preparation programs need to be re-designed with the foremost thought of social justice education in order to best prepare pre-service teachers to become successful educators in this increasingly diverse global society (Cochran-Smith, 2009; McDonald, 2005; Mills, 2008). Expanding social justice education beyond add-on courses will allow for a transformative multicultural pedagogy, a curriculum that moves beyond simply learning about diversity to assisting pre-service teachers to appreciate and focus on diversity as a strength and asset in the classroom. Once teacher preparation programs have been transformed by a social justice pedagogy, pre-service and in-service educators must have the opportunities, structure, and support to continue examining themselves and societal inequities in order to best meet the needs of their diverse students.

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