
Examining Prospective Mathematics Teachers' Reactions to Definitions of Diversity, Equity, and Social Justice

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As mathematics teacher educators one of our responsibilities is to support our prospective teachers in understanding equity, diversity, and social justice. To develop such an understanding, we must define these complex terms for ourselves and think about the purpose and usefulness of these definitions. In this session, we will discuss the definitions developed by the Equity and Social Justice Working Group and how 18 prospective teachers reacted to these definitions, focusing on issues that they found problematic and parts that they found useful. During their student teaching seminar this group of prospective teachers has been reading about and critically assessing their own beliefs about equity and social justice in mathematics classrooms. The feedback that they provided was after spending time in class developing their own understanding of these terms. Discussion will center on their reactions to the definitions and how we might talk with our prospective teachers about equity, diversity, and social justice.