
Development of Equity Literacy in the MODULE(S²) Statistics for Secondary Teachers Course

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This presentation is of a Plan-Do-Study-Act Cycle that has been conducted within the MTE-Partnership community. The MODULE(S²) writing teams have discussed ways in which educational equity might be addressed in our courses. A teacher who is equity-literate can identify educational inequities present in the classroom and school and is equipped to begin to redress these inequities. In addition, we believe that mathematics teachers can play a role in empowering marginalized students to create change for themselves and their communities. For this to occur, teachers must first come to terms with the realities of racial and economic inequity that currently exist in the United States. To this end, we have included equity-related content in the MODULE(S²) Statistics for Secondary Teachers course.

The course was piloted at Eastern Michigan University during Winter 2019. To evaluate the effectiveness of its equity-related content, a survey of pre-service teachers' views on educational equity was administered at the beginning of the course and again at mid-semester. The survey explored various key areas of pre-service teachers' equity literacy: their developing conceptions of the meaning of equity in education, their attributions for student success, and their level of comfort or discomfort with participating in conversations about educational equity. Pre-post analysis of this survey, along with interviews and classroom observations, have illuminated the ways in which the course contributed to pre-service teachers' emerging equity literacy. The study also revealed ways in which the course might become more effective.