When Equity and Justice Are Front and Center

Building a Teacher Residency That Walks the Walk on Antiracism, Equity, and Justice

Diana B. Turk
Stacie Brensilver Berman
Christine Gentry
Rachel Elizabeth Traxler
Sabrina L. Caldwell
New York University

Abstract

How do we recruit strong and diverse teachers who are committed to teaching in complex, underfunded schools? How do we prepare them, both in terms of their skills and mindsets, to feel responsible for reaching and teaching *all* of the learners in their classrooms? And how do we prepare them to be capable and confident enough that they feel successful in their classrooms, such that they remain teaching in historically underfunded schools? This article offers one model of how a university-based teacher residency has sought to address these urgent questions and shares insight into iterative practices around the recruitment, enrollment, teaching, support, and graduation of highly diverse cohorts of aspiring teachers.

Keywords: urban teacher residency, diversity, equity, K-12 partnerships, design thinking

Diana B. Turk is an associate professor and chair, Stacie Brensilver Berman is a visiting assistant professor, Christine Gentry and Rachel Elizabeth Traxler are clinical assistant professors, and Sabrina L. Caldwell is a Ph.D. student, all in the Department of Teaching and Learning of the Steinhardt School of Education at New York University, New York City, New York. Email addresses: dt23@nyu.edu, smb278@nyu.edu, cgentry@nyu.edu, ret315@nyu.edu, slc9963@nyu.edu

Introduction

How do we recruit strong and diverse teachers who are committed to teaching in complex, underfunded schools? How do we prepare them, both in terms of their skills and mindsets, to feel responsible for reaching and teaching *all* of the learners in their classrooms? And how do we prepare them to be capable and confident enough that they feel successful in their classrooms, such that they remain committed to staying in teaching in these same historically underfunded schools that so desperately need excellent teachers? These are some of the most pressing questions in teacher education. Members of our faculty decided that in order to create the kind of teacher preparation program that would be able to do all of the above, we needed to scrap what we were doing and start over to build a new teacher education program from scratch—one that was grounded in the *practice* of teaching (Zeichner, 2010; Zeichner, 2012), focused on inclusive practices (Florian, 2012; Hamre and Oyler, 2004), and driven by equity and justice (Hammond, 2014; Pinto, 2013; Venet, 2021). We faced the charge to design a program that would marry the best of University-based teacher education with a strong focus on practice (a commitment all of us shared); one that would attract and prepare a strong and diverse aspiring teacher corps; and one that would make the education both effective in preparing teachers and affordable enough that we could grow it to scale and move beyond the more typical "boutique size" of many private university teacher preparation programs.

In the seven years since we started the Teacher Residency (TR), the program has grown from a cohort of 12 in our pilot year to 155 in the 2022-2023 academic year. 93% of our enrolled residents have graduated—an unusually high number for students participating in an online program, the bulk of which tend to have retention rates that are half to two thirds of that number (Sorensen and Donovan, 2017). We have sustained our commitment to substantially increase the number of highly qualified teachers of color by enrolling cohorts that have all included at least 60% aspiring teachers who identify as Black, Brown, Indigenous, Asian, and/or Pacific Islander. We have designed a tuition/ funding structure with post-graduate job commitments and guarantees that enable our residents to earn stipends up to $50,000 per year and know that when they successfully complete our program, they will in most cases have a job upon graduation in their school district or charter network for at least two years. Finally, we have been able to attract a strong percentage of those in lower socioeconomic brackets to our program as well as attracting a strong percentage of residents who

are the first in their families to complete college: 30+% of residents have been the first in their families to attend college and 50+% have been the first to attend graduate school. For the cohorts enrolled in 2021 and 2022, 60% reported a household income below $50,000 and roughly 80% reported a household income below $75,000 (see appendix A).

Further, we have spent a great deal of time honing and revising our approach to preparing our residents to be successful in K-12 classroom spaces. Our modules of instruction meet in the evenings synchronously via Zoom (and have done so since 2016, even before the Covid-19 pandemic), to allow our residents to forefront their time in their school settings. Each module is designed to draw from, feed, complexify, and enrich the teaching the residents are doing as full-time employees of their schools. We employ a design-thinking approach that uses a wide variety of collected data and a continuous improvement mindset to make continuous iterations to the program's curriculum that strengthen our antiracist, equity-focused, trauma-informed, and practice-centered curriculum and instruction. Foremost in our efforts are work to:

(1) identify and understand the backgrounds, experiences, and dispositions of those we target for admissions;

(2) tune up and strengthen our partnerships with the school districts and charter networks we serve;

(3) create, revise, and further outline the outcomes we seek through the creation of a guiding Learning to Teach Framework and associated performance-based assessments that we use to coach and ultimately evaluate our candidates;

(4) rethink and reimagine our grading and assessment approaches to be better in line with what research tells us about grading that is equity-centered, trauma-informed, coherent, and meaningful; and,

(5) affirm ourselves as a program focused on preparing teachers who are committed to and capable of reaching, teaching, supporting, and working towards justice for *all of the learners* who enter their classrooms.

We know other teacher educators around the country share our concerns and our sense of urgency, and we offer this model as one approach to educating a diverse teacher cohort in the hopes that it may serve as a springboard for others who are embarking on similar journeys.

Equity and Justice Across Curriculum and Instruction

The TR has always focused on social justice and culturally sustaining teaching and learning, but in our iterations and revisions to

our curriculum and instruction, we have become more explicit in emphasizing antiracist and abolitionist teaching, equity, and justice over the years. Many of our residents enter the program and the profession because they believe that teaching, as a field, needs to be more diverse and representative. The majority of our residents identify as people of color, and they understand how important it is for students of color to have teachers with similar backgrounds and experiences (Perry, 2020). It is therefore essential for the TR's coursework to reflect residents' prior experiences and realistically address circumstances they might face in schools. Our modules (see Table 1) evolve as schooling and education change; these revisions are incremental and iterative, designed to meet residents' needs and respond to emerging philosophies.

All of our modules include readings, discussions, and themes fo-

Table 1
Module Schedule for Secondary Residents Earning Degrees
in English, Math, Science, and Social Studies Education

Course	Title	Focus
Module 1-2	Who Are We and Where Do We Learn and Teach?	The role of identity and community in classroom settings
Module 3	How Do I Build a Culture of Achievement for My Students and Myself?	Relationship building and classroom management
Module 4	What Do I Teach?	Unit planning across content areas
Module 5	How Do I Teach My Content Area?	Lesson planning across content areas
Module 6	How Do I Know What They Know?	Using assessment to support students' growth
Module 7	How Do I Teach Reading and Writing across the Curriculum?	Promoting literacy across content areas
Module 8	What is Special Education?	Differentiation and individualization in lesson and unit planning
Module 9	What are my Professional Responsibilities?	DASA, mandated reporting, and other school-based responsibilities
Module 10	How Do I Use Research to Make a Difference?	Student-centered YPAR projects

Note: The module schedule listed here is for the secondary general education disciplines only. The modules are different for secondary teachers in Students with Disabilities and for Inclusive Childhood teachers earning certification in Childhood Grades 1-6 and Students with Disabilities K-12

cused on equity and justice in society, in communities, in schools, and for students. In the first module of instruction, residents explore larger concepts like identity and community as they consider the importance of representation and bringing students' cultures, home lives, and funds of knowledge into the classroom in meaningful ways (Brown and Keels, 2021; Moll et al, 1992; Burant et al, 2010). In doing so, we establish that equity, antiracism, abolitionist teaching, social justice, and culturally sustaining pedagogy are themes that residents will encounter and dig deeply into throughout their time in the program.

Module 1-2 establishes a baseline for residents as they embark on their residency journey. They begin participating in difficult conversations right away, navigating topics like the "four I's of racism" (Picower, 2021), the connection between social-emotional learning curricula and white supremacy (Communities for Just Schools Fund, 2020), and the roles of intention and silence in maintaining systemic racism and inequities (Jones, 2020; Nieto & Bode, 2018). From the start, residents know that they will grapple with significant concerns pervasive in education that are central to their students' lives and experiences. This year, for example, we updated the module to include small group discussions on curriculum censorship and the ways in which residents might encounter these laws and policies in their schools and communities. Beginning these conversations among their peers, and in the safety of their learning spaces, sets residents on a path to think deeply about these issues, develop their philosophies, and prepare to respond as circumstances arise in their practice settings. This trajectory continues through residents' exploration of the ways in which community and family intersect with education, the inaccuracy of the premises that support deficit mindsets, and a deeper understanding of the ways in which communities inform awareness and knowledge outside of the classroom. As Tara Yosso states in an article the residents read, "a [Critical Race Theory] lens can 'see' that Communities of Color nurture cultural wealth through at least six forms of capital" (Yosso, 2005, p. 77). The module culminates in residents embarking on a Community Walk, a place-based assignment in which they explore the physical community around their schools; learn about its public spaces, institutions, and economic life; and interact with people who live and work in the area surrounding the school. Residents present their walks to their peers, sharing what they learned about the community in light of what they read and discussed throughout the first summer of the program. Thus, residents begin the school year prepared to answer a question posed in one of the articles they read: "But how can teachers make use of these funds of knowledge in their teaching?" (Moll, et al., 1992, p. 134).

In fact, equity and justice are the foundation of every module of instruction in the TR. The modules are designed to align with residents' practice and teaching experience and unfold successively. Each module builds upon the concepts, skills, and learnings of previous modules and previews concepts and learnings that are yet to come. Throughout the modules that make up the Master's level learning of the TR, all of the resources, assignments, and pedagogical approaches uphold the core values of teaching for equity, inclusion, and justice, thus giving our residents firsthand experience learning within justice- and equity-focused learning spaces.

The TR partners with five large school districts spanning the eastern seaboard of the country and with more than 30 different charter networks throughout New York City and Washington, DC. There is an extensive vetting process on both sides, for schools and networks to get to know the TR and for the TR to get to know schools and districts, to ensure there is philosophical alignment as well as commitment to nurturing residents' growth *as residents* and not as teachers of record in their residency year. TR residents work full time in schools during their training year but never serve as teachers of record, to ensure that they are always supported by mentor teachers. Residents implement the strategies and practices they learn about in the modules in their classrooms, working with their mentor teachers to decide when and how to do so. Additionally, the program regularly communicates with mentor teachers and school leaders to share information on module topics and major assignments. Thus, we have a strong system of support for residents as they learn to navigate and grow their efficacy to take over growing responsibilities in the classroom.

Teacher residents begin the school year by immersing themselves in their school communities, building relationships with their students, and learning and implementing classroom routines and processes. Their module on building a culture of learning and engagement is organized around a single (and complex) Essential Question: "How do we create safe, equitable, inclusive, anti-racist, culturally responsive, and academically challenging classroom cultures that enable learning, risk-taking, kindness, support, empathy, and reflexivity?" As they develop responses to this question, residents complete a Student Investment Plan that establishes their goals for the year, strategies for building relationships with students and families, and expectations, norms, and routines they intend to implement in their classes. The Student Investment Plan is specific to individual school and classroom contexts; it is a concrete, practical assignment that students reference throughout the year as they re-evaluate ways to cultivate positive

classroom communities, issues of power in the classroom, and strategies for maintaining an environment conducive to learning. Residents, then, are not solely focused on learning how to manage behaviors; instead, they consider the ways in which students' school, home, and community experiences shape what happens in a classroom and how that can inform the classroom community they develop.

Similarly, modules on unit and lesson planning and assessment do not simply provide information on structure and function; rather, inclusivity, culturally sustaining pedagogy, equity, and access are key components of residents' learning. We read and discuss articles through which residents learn that, "proactively designing curriculum and instruction through the lens of UDL, and supplementing that design with differentiated instruction, is a pathway to equity—one that will have an incredible impact on learners" (Novak, 2021; this article, like many of those we assign, also offers an audio option, thereby modeling the UDL practices it promotes) and that "culturally responsive teaching" is integral for "information processing" (Hammond, 2015, 140). In the past two years, we completely revised Module 6 to focus on assessment as a collaborative and equity-centered practice that benefits students and teachers rather than thinking about it solely as a way to evaluate student performance. Embracing these concepts as they learn to plan units, lessons, and assessments that convey content, build skills, and check for understanding inextricably connects equity and planning for our residents. Modules, then, support residents as they learn to center equity in all that they create for their students, ensuring that resident teachers meet individual needs without marginalizing or othering any student in their classroom. This reinforces the concepts and themes that form the foundation of the TR.

Residents need to bring the strategies and skills acquired in their modules into their practice in order to internalize what they learn and assess how to best integrate specific "teacher moves" into their planning and instruction. Each module therefore includes at least one assignment that requires residents to implement one of the strategies, film themselves teaching, and submit an annotated video clip in which they explain their actions, connect their planning and implementation to module readings, and reflect on their strengths and areas of growth for the "teacher move" their video demonstrates. These assignments prompt residents to immediately use the strategies that they learn and, through their video analysis, promote honing new skills. Moreover, residents participate in pre- and post-assessments in many modules, responding to similar prompts or questions at the start and end of the module to consider how their thinking evolved. In Module

6, for example, residents begin and end the course by participating in a word cloud activity sharing three words or phrases that come to mind when they hear the term "assessment." At the start of the module, the word clouds prominently feature terms like "stressful" and "test"; by the end, "feedback," "growth," and "improvement" figure prominently. Such assessments demonstrate the effectiveness of residents' work over time.

Modeling is an essential aspect of teaching. Faculty in the TR encourage residents to model strategies and activities before asking their students to work independently, and we would be remiss if we did not do the same with and for our residents. Thus, we do not just share and discuss readings about equity, accessibility, and culturally sustaining pedagogy and ask residents to implement these ideas in their classrooms. We demonstrate and practice these principles in our own instruction and dedicate time in our alternate-weekly faculty meetings to grow and develop as instructors together. Every instructor within the TR takes time to build community among the residents in their modules. Though this can at times be challenging on Zoom, it remains a key element of our weekly synchronous sessions. Residents co-create class norms at the start of every module and are encouraged to share feedback throughout the module. Every person in the program—residents, instructors, leadership—has a voice, and we work hard to ensure that all of those voices are valued and honored.

Moreover, residents personally experience the benefits of UDL through classes that offer multiple ways to access and engage with topics, methods, and theories. They learn about code switching, for example, by watching Jamila Lyiscott (2014) deliver a spoken word poem and reading an article written by Lisa Delpit (1988). Many assignments offer residents opportunities to express themselves authentically. In Module 1-2, for example, residents can submit either a video recording or a letter to introduce themselves to their students. Class sessions provide students with multiple means of participating, including small- and large-group discussions and chat posts. We encourage residents to revise their work and view learning, teaching, and planning as iterative processes; in fact, we build this into several of our assignments over the course of the year. We understand the challenges that many of our residents face as full-time, in-person teachers *and* full-time, virtual students and strive to show them grace and empathy, living up to our ideals in acts as well as words.

The capstone of the TR is a youth participatory action research (YPAR) project, where residents lead a group of students in their school in a months-long project that explores what it means to work for social justice in their communities. Many of these projects, which have a

strong foundation in action civics and community ideals, focus on making schools and learning more equitable. The work is student-driven, with resident teachers acting as mentors, coaching their students to find and use their voices and embrace the idea of working for change. Over the years, student groups have created social media platforms to support the LGBTQ+ communities in their schools, advocated for mental health support in school buildings, and established food pantries for families navigating food insecurity. Through YPAR, our residents share their knowledge, and a year's worth of learning, with their students in real world ways.

Overall, the intention behind and design of our curriculum from the beginning of the program to the end represents our commitments to equity, justice, and antiracist principles. Our curriculum and the way it is delivered also change and evolve over time as our understanding of these concepts grows. This extends to using our Community Meeting spaces for resident-led conversations and presentations on ways to integrate marginalized and minoritized communities' experiences into the K-12 curriculum and work we are currently doing on rethinking our grading protocols. Thus, these through-threads have, and will continue to, become more meaningful in our curriculum and instruction over time as we recognize that our own learning process, as a program and as individuals within it, is ongoing.

The faculty of the TR are committed to continuously assessing all aspects of the program to ensure that equity and justice are at the center of our work with each other, our school partners, and our resident teachers. Each module has a lead instructor, responsible for providing the blueprint of the course and guiding the faculty members teaching it. Before the module begins, faculty have the opportunity to review the blueprint and offer feedback. During the module, instructors offer residents opportunities to give anonymous feedback week to week, rather than waiting for the more summative course evaluations at the end. Instructors integrate residents' feedback into their planning in subsequent weeks, returning to activities and teaching strategies that resonated and revising or eliminating those that did not support residents' growth. After the module is completed, all instructors, residency directors, and content mentors complete a hand-off memo in which they "hand" the residents' learning off to the next module instructors, capturing how things went and making note of any aspects of the module that may need to be adjusted or improved.

Currently, faculty are engaged in co-performing an equity audit of all rubrics used in our modules, assessing whether they align with Feldman's (2019) pillars of equitable grading and revising any that

are not accurate, bias-resistant, and motivational. Our collaborative consensus model has led over the years to significant revisions to our scope and sequence and to the modules themselves, in response to patterns in resident performance and to resident and faculty feedback. The most recent example of a collaborative consensus decision made by faculty was to create a more equitable attendance and participation rubric, which all module instructors and all content mentors will use throughout the program. We have combined modules, moved modules, and redesigned modules in our quest to provide the strongest, most relevant coursework possible for our residents, with a sequence that supports residents' increased knowledge and skills and has clear connections both between each module in the program and especially to the practice setting (Zeichner, 2010; Zeichner, 2012).

By design, the TR is intentionally cross-disciplinary, with input from faculty with a variety of expertises to ensure residents engage with up-to-date research connected closely to reality-based and effective practice. TR faculty operate using a consensus model of decision-making, ensuring that all members not only have a say and a stake in what we do, who we are, and how we operate, but also and especially that we are all working toward the same goals and have the same opportunity to shape all programmatic and structural decisions. This means that we have ample and repeated chances to test our beliefs, challenge them, refine them, and ensure collective sharing of them. Throughout each module, for example, instructors meet weekly to plan their sessions, debrief them, prepare for the following week, and discuss potential revisions for the future. These discussions inform the design of each module for the future, including selecting different readings, adjusting assignments to be more relevant to changing school contexts, and/or adapting assignments so that they are more accessible and meaningful for all of our residents. For residents to feel the power of the TR values, faculty need to be on the same page. Frequent and repeated cross-checks on our curriculum, instruction, and program design, combined with the consensus model of decision-making, pushes us to ensure that our priorities, goals, and values are deeply aligned.

Equity and Justice in Admissions

The TR places equity, justice, and antiracism at the core of its admissions process. Historically, teaching has been marked by barriers to entry due to its required degrees, state licensure exams and certifications, and high tuition costs for a profession that usually does not pay much in salary. Because of these and other factors, the majority of preservice teachers tend to be white, upper-middle class, and female

(National Center for Education Statistics, 2020; Will, 2020). The 2020 census data demonstrate growing racial and ethnic diversity within the United States, especially among younger people, yet our teaching force does not reflect these demographic changes (Jensen, et al. 2022). Although more than half of the students in the U.S. identify as people of color (US Dept of Education), fewer than a quarter of teachers identify as non-white. Even with an increasing number of studies showing the importance of teacher diversity, more than 70% of teacher candidates nationwide are white, and this percentage is even higher in education programs located as the TR is within highly ranked private universities (Kohli & Pizarro, 2022).

The TR focuses exclusively on hard-to-staff, urban school districts and charter networks, which are made up predominantly of students of color. To help these students be successful, it is important that they see themselves reflected in their teachers throughout their primary and secondary schooling (Bristol & Martin-Fernandez, 2019; Childs, et al. 2011). To substantially increase the number and percentage of qualified teachers of color, we have created, implemented, and revised an asset-based application lens for the TR that has enabled us to enroll upwards of 60% and in recent years closer to 70% aspiring teachers who identify as non-white. This is in large measure because of a multi-step application and admissions process that allows faculty to get to know applicants as more than their grade point averages (GPAs) and test scores.

Since the TR's inception in 2016, the application process has shifted from a quantitative to a more qualitative and holistic focus. As of 2022, we no longer require the GRE, thanks to our state's removal of the requirement, for which we lobbied long and hard. Even prior to this change, however, we reviewed the standardized test score as only one part of the larger application, always recognizing that standardized tests for admission into post-secondary education and graduate school are expensive, time-consuming, and known to further marginalize students of color (Stewart & Haynes, 2016).

To combat any potential to place too much emphasis on applicants' undergraduate GPAs—which, research shows, tend to be lower for applicants of color than for white applicants (see e.g., Ford & Triplett, 2019), beginning in 2021, we added a group interview component for all applicants. Now, multiple faculty members score the written materials submitted by applicants and move those with potential, meaning those who most espouse and advocate those foundational tenets of the program and including those with lower grades, to the group interview phase. At the group interview phase, faculty members use a collaboratively-designed rubric that focuses on culturally sustaining work in

schools. In this manner, TR faculty are able to get to know applicants in interviews and have the opportunity to gauge applicants' alignment with our antiracist and equity- and justice-centered approach to teacher education. Those whom faculty consider promising for our program after the written and group interview rounds then move to the next phase of admissions, where they interview with partner schools and networks for potential fit with their communities. Granting partner districts and charter networks the power to choose their residents from among those who have "passed faculty review," we thus bring what we term a "double yes" to admissions. In doing so, we also reject the notion of the University "placing" emerging teachers in schools; instead, we allow our partner schools to ensure through their own application and interview processes, whose program goals align with those of the university level, that individual residents are good fits for their school environments and cultures. Through each step in the TR admissions process, we are able to get to know potential future teacher residents and can gauge their fits as teachers within the diverse, high-opportunity schools that we serve.

Additionally, we work with our partner schools to consider the residents they will hire at their sites within a relatively short window after they go through faculty review for admissions. Applicants who pass faculty review indicate their interest in particular districts and charter networks, and then the school personnel, supported by our residency directors who are faculty who support the resident teachers in their school settings, conduct interviews and gauge fit for their communities. They then extend offers of employment to the applicants, and once those are signed, the applicant is then considered "admitted." At this point, those enrolled can begin any necessary financial and familial preparations for the start of the residency each summer.

Our team has been collecting admissions data over the last several years to better answer the question: What are the predictors of success in an urban teacher residency program? We are specifically looking for any correlation between undergraduate GPA, overall application score, interview score, and a resident's overall success in the TR program and within their school setting. Faculty score all applications from a 1 to 4, with 1 being "outstanding" and 4 being potentially "at-risk." Of the residents who graduated our program with a 4.0 GPA in 2021, 40% of them were admitted with an incoming GPA lower than 3.0. This statistic alone leads us to believe that incoming GPA is not an accurate predictor of success in an urban teacher residency program, but rather serves as just one among several markers to be evaluated during the admissions process as we consider who is likely to become an effective and committed future teacher.

Indeed, the data our team has collected and analyzed thus far are trending in the direction of little to no correlation between quantifiable metrics from admissions and success in a teacher residency program. One may ask, then, what are we looking for in our future resident teachers then, if not high incoming GPAs and test scores? Our asset-based lens for admissions aims to validate applicants' lived experiences to re-imagine teacher education. Applicants share these experiences through essays focusing on their understanding of what it means to teach diverse learners, videos that capture their lived experiences and purposes for wanting to teach, and interviews that center on their comfort engaging in and enacting culturally sustaining teaching practices. Our admissions process connects to our ultimate goal of attracting, enrolling, supporting, and graduating a highly diverse pool of aspiring educators who can help address chronic teacher shortages in Title I schools.

Equity and Justice in Assessment:
Aligning Around a Framework for Effective and Equitable Teaching

In our iterative programmatic design work, we strive to make choices with intentionality and in ways that are responsive to the needs of our partner schools, our residents, their students, and the communities we serve. By centering the perspectives of key stakeholders, we integrate responsive practices into how we design assessments and evaluate our teaching candidates. Early in the development of the TR, the faculty selected elements of the Danielson Framework for Teaching (Danielson, 2013) to guide the instruction, coaching, and assessment of teacher candidates. As we consistently pushed our curriculum and instruction to focus more deeply on questions of inclusion, equity, and justice, however, we remained frustrated at what we perceived as a certain "value-free" or "neutral" approach of the Danielson Framework. For example, as we revised our identity statement to forefront our stance as antiracist, inclusive, and equity-focused educators committed to racial, social, and cultural justice who strive to dismantle structural and individual racism in the environments where we work, we noted the uncomfortable fact that it was possible for some of our residents to score strongly on some Danielson components even while not explicitly teaching towards equity or making true inclusion a central part of classroom instruction. This outcome, we realized, could inadvertently perpetuate injustice and inequity, by communicating to residents that they were engaged in sound teaching practices, when in reality, their work missed the mark on considering a range of learner needs, backgrounds, and abilities.

Thus, following the same iterative approach that we bring to each aspect of the TR program, the faculty in 2019 launched a thorough exploration of alternative frameworks and rubrics, ultimately selecting the Framework for Equitable and Effective Teaching (FEET) (Salazar, 2018) as a useful and impactful complement to Danielson. While retaining a few key components of Danielson that we found central to the teaching and learning process (e.g., planning and preparation), we selected seven important components from FEET. These components center equity and justice by expanding the definition of effective teaching. Added components move beyond solely considering students' performance as evidence of teacher effectiveness, and into considering the culture, structure, and patterns visible across the classroom and school culture. This has enabled us to teach, coach, support, and ultimately evaluate our teacher residents on the extent to which they embody a stance of equity and justice, as well as demonstrate the skills of effective, inclusive, and equitable teaching in their residency practice settings (Salazar, 2018). This rubric, titled by our program as the "Learning to Teach Framework," features 11 components—seven drawn from FEET and four from Danielson (see Appendix B). Our residency directors and our content mentors (faculty who support the residents in their pedagogical content areas) use this revised framework to guide their coaching and support of residents.

The TR is modeled upon continuous self-reflection, where all stakeholders—faculty, residents, partners—repeatedly evaluate their practices and adjust to the needs of those they serve. During the residency year, teacher residents engage with feedback about their practice from multiple parties, guided by the Framework. Residents critically self-reflect on their teaching, actively connect theory with practice, and integrate research-driven pedagogies. Residents showcase these skills throughout the year by continually showing their progress in achieving efficacy in the components of the Framework, culminating in a performance-based assessment called the Presentation of Resident's Overall Progress, or PROP. Our goals for the PROP are threefold: (1) examine, support, and evaluate the effectiveness of residents' teaching; (2) engage residents in the process of targeted self-reflection; and (3) provide an opportunity for residents and faculty to reflect on growth in teaching over time.

The repeated opportunities to demonstrate progress during the course of the year and the final PROP at the end of the residency are ways to evaluate emerging teachers' effectiveness in the classroom, while simultaneously engaging them in the iterative process of self-reflection necessary for developing practices that are culturally responsive/sustaining and antiracist (Smith & Lander, 2022; Escayg,

2019). Within the TR, our methods for examining progress are performance-based and context-specific; we use them both as assessment devices and as tools to engage residents in their learning. Differing from a culminating summative assessment collected at the end of a program (e.g., the educative teaching performance assessment (edTPA), used by some states as a performance-based assessment), residents show their progress towards efficacy in the components of the Framework multiple times during the course of the year through school site observations and artifact submissions, and engaging in verbal explanations and discussion of their performance on each component of the Framework (see Tables 1 and 2). This process allows residents the opportunity to explicitly showcase aspects of their practice, while engaging in discussion and reflection about how they center equity in their classroom. Artifacts considered during PROP can include lesson plans, student-facing assessments, and video clips of residents' teaching. Our iterative process of considering growth gives the residents repeated opportunities

Table 2
Components and Phases

	Preparation Phase within Gradual Release into Teaching	Active Practice Phase within Gradual Release into Teaching	Peak Teaching Phase within Gradual Release into Teaching
	Overview of teaching context		
Component 1	Manage classroom procedures	Design measurable, challenging, and relevant lessons	Promote rigorous academic talk
Component 2	Use equitable classroom management strategies	Engage students in learning	Use formal and informal assessment data to monitor student progress toward learning targets
Component 3	Establish respectful and productive relationships with students and families	Make content and language comprehensible for all learners	Differentiate instruction to challenge students and meet diverse student needs
	Reflect on Teaching/Grow and Develop Professionally		

to analyze, show, and reflect upon their practice in relation to specific and increasingly complex components of the Learning to Teach Framework, in line with their "gradual release" into peak teaching. This also provides opportunity for collaboration and interaction across interested parties to support the development and growth of resident teachers (Cova, 2010; Martin & Rodriguez, 2012), especially in digital contexts (see Marinho, Fernandes, & Pimentel, 2021).

As residents show their progress along the components of the Framework, so too must they provide an extensive overview of classroom contexts, highlighting the backgrounds of their students, their strengths and interests, the structure of their placement, and student and family funds of knowledge. This situates their practice within larger community contexts and considers individual learners, the services students receive, and school-wide policies that impact upon their practice; it is also a space to examine the often assumed neutrality of schooling policies, for instance, in special education (Padia & Traxler, 2020). We spend significant time throughout the year working with residents to apply asset-based lenses to their understanding of their students and their communities, to prepare them to be aware of biases and ensure asset-based lenses and understandings of communities' funds of knowledge.

A key goal in having residents complete our formative assessments of their progress is to enable them to benefit from the process of constructing their own perspective on their practice (Dreisiebner & Slepcevic-Zach, 2019; Slepcevic-Zach & Stock, 2018). This allows us to formally assess their growing efficacy as effective, equitable, inclusive, and engaging teachers. Scores on the final PROP are connected to recommendation for certification; any resident earning below a 2 (developing) score on any component or below a 2.7 overall average will not earn recommendation for certification. This small number of candidates are either exited from the TR or invited to move to a non-certification track, so they can still earn their Master's degrees but will not be recommended by our university for teacher certification.

Faculty spend a great deal of time crafting concrete ways to be transparent and equitable in our support of residents across different sites, using as many consistent approaches and strategies as possible, while still retaining the flexibility to address local features and needs. Key to our practice is ensuring that all coaching and instruction has fidelity across our sites, contexts, and residency directors. While the PROP process emphasizes resident reflexivity, careful selection and analysis of teaching artifacts, and collaboration with mentors after receiving feedback, we also demonstrate through it our commitment to evidence-based and context-reflective practices (Harrison et al., 2020).

Equity and Justice in and with our Partnership Sites

The TR fundamentally recognizes how vital our residency sites are to the program and to the success of residents as they learn to become effective and equitable teachers. As such, we take the selection and assessment of our school partners seriously and prioritize schools that demonstrate commitment to equity, justice, and resident development. We evaluate potential new residency sites in day-long site visits conducted by diverse groups of faculty using an evaluation tool with criteria covering infrastructure, school culture, instructional quality, and availability and strength of potential mentor teachers. After each visit, faculty synthesize the information gathered in the tool to assess a school's potential fit and to determine whether the potential partnership should move forward.

Once we establish a partnership with a new district or charter network, we assign to it a residency director, a TR faculty member whose job it is to maintain open lines of communication through frequent in-person school visits, classroom observations, check-in meetings with school leadership, and professional learning meetings with teaching mentors. The residency director's consistent presence in the school and district or charter network allows for any issues to be surfaced and resolved quickly and collaboratively.

We formally assess our partnerships multiple times each year. In late fall, residency directors complete a 'traffic light' (green, yellow, red) partner health check form in which they identify areas of strength and concern by rating aspects such as the school leadership's willingness to collaborate, the quality of the school's mentor teachers, the school culture, the school's commitment to antiracism, and other criteria. This health check allows program leadership to easily identify the areas most in need of immediate improvement at any given site and to respond accordingly, in collaboration with the residency director and school leadership. In early winter of each year, residency directors lead formal mid-year meetings with school leadership, wherein they share and discuss resident survey data and co-construct action items in response to any identified challenge points. In early spring, residency directors complete the partner health check form again, making note of any ratings that may have changed. At this point, if the site continues to have multiple red ratings, the partnership may not be renewed. In late spring, residency directors lead structured end-of-year meetings wherein all parties discuss the partnership's strengths and areas of growth and establish goals for the following year. Having a critical, multilayered, and well-structured review process for assessing the

health of our partnerships allows us to make informed decisions and provide robust, equitable programmatic support for our school partners and our residents.

The most important output of any teacher preparation program is its graduates. At the core of the TR's commitment to equity and justice is our pledge to graduate teachers for our partnership school districts and charter networks who are prepared to make a positive impact on their students and school communities from day one of their first year as teachers of record. We work to keep that pledge by assessing residents' progress through the collection of multiple forms of qualitative and quantitative data.

Residency directors hold frequent check-ins and post-observation conferences with their resident teachers; four times a year, they hold more formal meetings to evaluate the resident's development. In these four-way meetings, which are attended by the resident, the teaching mentor, the residency director, and the content mentor, TR faculty and partner mentors formally discuss the resident's progress toward earning a recommendation for certification. The first of these meetings, in the early fall, is an initial discussion of how the school year is starting off for the resident, whether the resident is on track with the "gradual release" of responsibility for teaching, and the resident's early strengths and struggles. The remaining three four-way meetings occur at intervals throughout the year and serve as opportunities for the team to process the resident's performance and set goals to ensure the resident stays on track for graduation and certification.

While the four-way meetings and the final PROP assess residents' pedagogical and instructional capacity, the Resident Commitments Form assesses residents' reflectiveness and their professional growth and development. Three times a year, the residency director, teaching mentor, and content mentor collaborate to fill out this form for each resident, evaluating such actions as adherence to ethical and legal responsibilities, meeting school site expectations, openness to feedback, and other criteria. If the resident earns a ranking below "effective" in any category, we move them into the support and accountability process.

Any time a resident struggles in the TR, faculty initiate a structured support and accountability process. The process consists of four tiers that increase in urgency and allow all interested parties, including the resident, to understand the concern, what supports are in place to help the resident improve, the concrete steps the resident must take toward improvement, and what is at stake if the resident does not improve. For example, if a resident misses a deadline in a module, the first response is for the instructor to reach out to the resident. If

the resident continues to miss deadlines, a pattern has emerged, and the instructor moves the resident to tier 1 of the support and accountability process. At this step, the instructor submits an advisor alert, triggering an email to TR leadership, the student support coach, and the resident's residency director and content mentor. This allows all faculty and staff members surrounding the resident to be aware of the concern and assist the resident in setting up organizational systems that will allow them to meet all TR and school site responsibilities. If the pattern continues after these informal conversations, the resident then moves to tier 2, the output of which is a time-bound, proactive improvement plan co-constructed by the resident, the student support coach, and relevant stakeholders. If the resident does not meet the improvement goals laid out in that plan by the agreed-upon timeframe, they enter tier 3, the output of which is a more formal contract for improvement with measurable outcomes, data collection, and transparent consequences if outcomes are not met. If the concern continues to persist, despite the formal implementation of supports and the creation of a contract, the resident enters tier 4, the output of which is a determination of dismissal letter. This tiered process allows for maximum support, equity, and transparency in the program's response to any evidence that a resident's development as a teacher may not be adequate. Our student support coach tracks resident progress through the tiers of support, and we collect and present all data from the tracking system, so faculty are able to identify patterns and set up preemptive measures with the goal of avoiding their reemergence with residents in the following year.

Each year, the TR conducts an ambitious survey collection effort to track, evaluate, and process our successes and areas of growth as a program. Currently, this effort consists of eight surveys across six different stakeholder groups: residents, recent alumni, teaching mentors, school leaders, module instructors, and residency directors. These surveys request input on all essential aspects of the program, and we repeat questions across stakeholders, to allow us to identify areas of greatest alignment and/or misalignment. We use data from our surveys in faculty, partnership, and leadership meetings to identify the strengths we want to reinforce and the areas of growth we need to improve. All of these conversations stem from our goal to graduate and certify only educators who have the beliefs, skills, and capacities to make a difference in diverse schools as highly qualified, equity-focused teachers.

Conclusion

It is not enough for us to claim as teacher educators that we have built a program based on equity and justice whose graduates are prepared to reach, teach, and support all learners: Rather, we must walk the walk as well. This includes repeatedly doing equity- and justice-centered audits to our approaches and thinking around admissions, coursework, assessment, and partnerships. Repeatedly and regularly, we must assess all aspects of our teacher education work and use the data from those assessments to continuously monitor our progress towards our antiracist and equity-centered goals. As teacher education faculty, we must remain unafraid to iterate where necessary to become better, more equitable, more inclusive, and more just. Our eyes must always be "on the prize" of preparing the most diverse, effective, inclusive, equity-centered, and highly qualified teachers for our partner schools. We share this case study of how one large urban university-based teacher residency operates in the hopes that it may provide a model to consider for other institutions that are committed to preparing diverse and effective teachers. The students enrolled in the schools we serve deserve no less.

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Appendix A

Household Income of Residents in the Teacher Residency

Household Income	Residents Enrolled 2022 -2023	Residents Enrolled 2021-2022
Less than $25,000	29%	34%
$25,000-$49,999	31%	24%
$50,000-$74,999	21%	18%
$75,000-$99,999	5%	6%
$100,000-$149,999	5%	6%
$150,000 or more	9%	12%

Appendix B

NYU Learning to Teach Framework Overview

Manage Classroom Procedures (MCP)

Danielson, Engage/Classroom Environment

- Students are productively engaged during small group or independent work.
- Transitions between large- and small-group activities are smooth.
- Routines for distribution and collection of materials and supplies work efficiently.
- Classroom routines function smoothly.
- Volunteers and paraprofessionals work with minimal supervision.

Use Equitable Classroom Management Strategies (ECM)

FEET, Engage/Classroom Environment

- Implements a developmentally appropriate, predictable, and proactive behavior management system that promotes student independence and accountability.
- Monitors challenging student behavior, promptly redirects inappropriate behaviors, and enforces consequences.
- Uses predictable transition strategies effectively to maximize time on task.
- Uses an efficient process to ensure students have appropriate materials for learning.
- Incorporates student voice and choice in developing classroom community.

Establish Respectful & Productive Relationships with Students & Families (RPR)
FEET, Engage/Classroom Environment

- Demonstrates interest, value, and respect for students' home cultures and communities.
- Demonstrates positive rapport with students and facilitates positive rapport between students (e.g. empathy, patience, caring).
- Communicates belief in the capacity of all learners to achieve at high levels (e.g. college and career readiness, high expectations).
- Communicates with parents/families to gather information on student needs, provide support, and share data about student progress.

Design Measurable, Challenging, and Relevant Lessons (MCR)
FEET, Plan

- Sets clear, rigorous content and language objectives based on unit goals and measurable learning outcomes.
- Creates a logical sequence in lesson plans, with each component aligning to lesson objectives and assessment methods.
- Designs learning experiences that require students to use higher-order thinking strategies (e.g., including analyzing data, thinking creatively, developing and testing innovative ideas, problem solving, synthesizing knowledge, and evaluating conclusions).
- Draws on student diversity (e.g., race, ethnicity, gender, ability, sexual orientation, religion, culture) to design lessons that reflect the culture(s) of students, counteract stereotypes, and incorporate the histories and contributions of diverse populations.

Engage Students in Learning (ESL)
Danielson, Teach

- Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.
- Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.
- Instructional materials and resources are suitable to the instructional purposes and engage students mentally.
- The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.

Make Content and Language Comprehensible for All Learners (CAL)
FEET, Teach

- Makes strategic use of students' first language and/or uses materials in students' home language to increase comprehension of language and content.
- Incorporates a variety of manipulatives and realia that support content learning, language development, and multiple learning styles.
- Makes content comprehensible by incorporating visual representations, explicit vocabulary support, graphic organizers, total physical response, and modeling.

Promote Rigorous Academic Talk (RAT)
FEET, Teach

- Promotes high-level thinking by holding students accountable for using precise language, making accurate claims, and articulating sound reasoning.
- Facilitates academic conversations by posing high-level questions and asking students to explain their thinking (e.g., elaborate, clarify, provide examples, build on or challenge ideas, paraphrase, synthesize).
- Encourages students to contribute their own perspective, use multiple perspectives, and ask probing questions.

Use Formal and Informal Assessment Data to Monitor Student Progress Toward Learning Targets (UAD)
FEET, Teach

- Collects data on individual student progress toward meeting learning objectives and analyzes data to adjust instruction for individuals and subgroups.
- Engages students in continually assessing their own progress toward lesson objectives.
- Provides students with frequent, timely, specific, and individualized feedback.
- Consistently checks for understanding and adjusts instruction according to evidence of student learning.

Differentiate Instruction to Challenge Students and Meet Diverse Student Needs (MDN)
FEET, Teach

- Uses assessment data to differentiate instruction according to students' levels of language and academic proficiency, learning styles, or interests.
- Implements flexible grouping strategies to meet instructional learning objectives and diverse student needs.
- Presents options for differentiated content, process, or products that allow students to engage in self-directed learning.
- Collaborates with support specialists to develop and apply specific accommodations for individual students based on language needs,
IEPs, and other legal requirements.

Reflect on Teaching (ROT)
Danielson, Grow/Reflect

- Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.
- Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

Grow and Develop Professionally (GDP)
Danielson, Grow/Reflect

- Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.
- Teacher welcomes feedback from colleagues, when made by supervisors, or when opportunities arise through professional collaboration.
- Teacher participates actively in assisting other educators.