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Abstract

The need for teachers who are thoughtful and attentive to issues of social justice is more apparent now than ever before. Teacher education can and should be tasked with preparing teachers to serve a student population that is becoming more diverse over time. As teacher educators who function within both the university coursework and student teaching fieldwork spaces, teacher candidate supervisors are well-positioned to support candidates to make sense of and incorporate social justice-centered practices in their teaching. Building on the findings of Jacobs (2006), a comprehensive literature review of journal articles published in the last 20+ years revealed that orientations toward supervision for social justice can be characterized as “multicultural,” “critical,” “culturally responsive,” or “anti-racist.” This literature base described practices associated with supervision for social justice such as problematizing, storytelling, critical reflection, role-playing and rehearsals, and the use of professional learning communities. The identified literature also details challenges to supervising for social justice, including institutional barriers and power hierarchies, silence, or hesitancy with regard to conversations of race and racism, and the need for more research.

Keywords

supervision; teacher education; social justice; equity; critical reflection; anti-racism; culturally responsive; multicultural

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Introduction

Social justice is an ideal that has saturated discussion and research, especially now that news media is filled with stories concerning neo-Nazi gatherings, uninformed rejections of Critical Race Theory, and mass shootings motivated by racist ideologies. We are at a critical time in our history when it is apparent that not everyone is treated in a socially just manner, and that we as citizens of this country can do better to treat each other with respect, dignity, and compassion. Education is not exempt from the inequities and inequalities that affect disenfranchised groups, and there is a (more) salient and urgent expectation now that teachers adopt the role of agents of change to inspire a sense of social justice in their students. It is imperative, then, that teacher education programs prepare teachers for the huge undertaking of this task.

Teacher education attempts to prepare teachers to be agents of social change who advocate for their own students by providing teacher candidates with knowledge (through coursework) as well as experience (through student teaching) (Cochran-Smith et al., 2009; Ladson-Billings, 1995). This unique period in the development of a teacher is precious. During this time, teacher candidates have the luxury of meaningfully connecting their student teaching with their coursework on a regular basis. This includes making connections related to social justice, and while social justice is an idea that is not always consistently defined, there are ideologies, practices, and pedagogies that clearly emphasize and center social justice in education and teaching. Emphasizing social justice in teaching might embrace, for example, centering inclusion and equity, engaging in and facilitating critical thinking and reflection, cultural responsiveness, and multicultural awareness (Hyttén & Bettez, 2012). If teacher education programs do not prepare teacher candidates to draw from these ideas and practices, then when *will* these soon-to-be credentialed teachers be prepared to do so?

As teacher educators who work closely with both the university and clinical practice placements of teacher candidates, student teaching supervisors are positioned to effectively support teacher candidates to make connections between their coursework and their teaching practice. Supervisors are tasked with emphasizing education theory that addresses the priorities identified by their teacher education programs, including priorities related to preparing teachers to bring social justice into their practice. Given the inequitable and unjust state of education, however, it does appear that supervisors (and teacher education in general) can do more to prepare teachers to center social justice in their educational efforts. Indeed, supervisors face the responsibility of supporting teacher candidates to make sense of social justice- and equity-centered education theory in the context of their own classrooms, and to reflect on how this theory can be implemented in their teaching practice. How supervisors can provide this support, however, is another question entirely.

Limited research has been conducted that focuses on supervision practices in teacher education programs, and of the few articles published (e.g. Burns et al., 2020; Diacopoulos & Butler, 2020; Jacobs, 2006; Steadman & Brown, 2011), fewer still discuss the intersection of supervision with social justice and equity. In her 2006 article *Supervision for Social Justice: Supporting Critical Reflection*, Jacobs provided an overview of the limited research that focused on “supervision for social justice,” which Jacobs described as “committed to achieving equity within schools by providing support to preservice teachers as they to begin to address issues related to demographic

differences” (p. 25). In her literature review, Jacobs identified three overarching orientations from this literature: “multicultural,” “critical,” and “culturally responsive.” The aim of the present literature review is to expand on Jacobs’ characterization of supervision for social justice and provide an overview of more recent research on this topic. More specifically, this review outlines what researchers have documented about supervision for social justice and equity, and determines if Jacobs’ characterization of this literature base can continue to be applied to current literature. This review describes practices that supervisors use in their work, the theories and frameworks upon which supervisors draw to inform their practice, and the challenges that they face when supervising for social justice.

Teacher Candidate Supervision

The process of becoming a credentialed teacher involves many actors and institutions who support teacher candidates to develop effective teaching practices. In typical university-based programs, in addition to taking classes at the university, teacher candidates take on the role of a student teacher at an elementary or secondary school where they are supported by their resident teachers as well as university supervisors. Typically, former classroom teachers or administrators, as well as graduate students, are hired as supervisors (Capello, 2020b; Zeichner, 2010) and are tasked with supporting teacher candidates through observation, as well as through evaluation of teacher candidates’ teaching practices (Blanton et al., 2001; Burns et al., 2020). Burns and colleagues (2020) identified “Fostering Theory and Practice Connections” as one of the “Pedagogical Routines of Practice” engaged in by supervisors. Steadman & Brown (2011) indicated that supporting teacher candidates to make these connections was one of the most important duties of a supervisor.

Specific guidance and recommendations around typical or expected supervision practice is often left at the discretion of the Teacher Education Program (TEP) where the supervisor is employed. For example, the California Commission on Teacher Credentialing requires that teacher candidates be observed by a university supervisor at least 12 times during an academic year, and that evidence of the observation can be evaluated against California’s Teacher Performance Expectations (CCTC, 2022). Beyond these expectations, the responsibilities of supervisors in California are decided by individual TEPs. This includes how supervisors are prepared and supported in their role.

Although the goal of teacher candidate supervision is to prepare and support teacher candidates, the way this is done greatly depends on the context (both at the university and student teaching placement), as well as the personal beliefs of the supervisor. In particular, a supervisor’s ability to support teacher candidates to make connections between theory and their practice can depend on the goals of the university (theory) and the goals of the student teaching placement (practice), which are not always aligned. Indeed, the teacher candidates’ differing experiences with regard to university supervision can create a sense of ambiguity when defining the role and duties of a supervisor (Steadman & Brown, 2011). Previous research on teacher candidate supervision acknowledges the struggle teachers and supervisors experience when attempting to implement university-driven and research-based goals in school settings that are resistant to, or unaware of, these practices (Frykholm, 1998; Steadman & Brown, 2011). This tension between theoretical and practical aspects of teacher education, specifically the perception that teacher education

research is not particularly efficacious, could potentially be contributing to the dearth of research around supervision.

Social Justice and Equity in Teacher Education Programs

Among the theories that teacher candidates learn about at their university are those that relate to issues of social justice and equity. These theories are among those that many teacher educators hold dear but find the most challenging to disseminate. In justifying the centrality of these theories, scholars point to the increasingly diverse student population that the education system of the United States must serve, and the role that university teacher education programs play in preparing teachers for this task (Cochran-Smith et al., 2009; Cochran-Smith et al., 2016; Ladson-Billings, 1995; Nieto, 2000). Students from marginalized racial and ethnic groups have historically not had their educational needs met. Gloria Ladson-Billings has described the manifestation of this inequity as “educational debt” (Ladson Billings, 2006) and advocated for teacher educators to “re-educate the candidates we currently attract toward a more expansive view of pedagogy through culturally relevant pedagogy” (Ladson-Billings, 1995, p. 483).

Similar calls have been made by professional teacher education organizations. In their statement on social justice that was presented in response to the death of George Floyd, Alisa Chapman of the Association of Teacher Educators (ATE) voiced “the need to critically examine the role of systemic racism in our education system and in our schools” (Association of Teacher Educators, 2020). More recently, the ATE has called for the learning of professional educators to be shaped by diversity, equity, and justice (Rogers, 2022). Similarly, the American Association of Colleges for Teacher Education (2022) included diversity, equity, and inclusion (DEI) as one of their “key strategic priorities” and provided resources addressing DEI in educator preparation on their website.

Calls to address issues of equity and social justice in teacher education have come with guidance and recommendations. Nieto (2000) proposed six opportunities that schools of education should give to future teachers to take a stand on social justice and diversity. These include opportunities to reflect on their own identity and develop understandings of their students’ realities and cultural backgrounds. Indeed, more recent recommendations on how teachers can be prepared to employ equitable teaching practices are sensitive to the diverse range of contexts teachers may find themselves in, as well as the different settings and communities surrounding schools of education. For example, Cochran-Smith and colleagues (2016) urged teacher education programs to consider their surrounding context when developing their program. Similarly, Zeichner (2020) proposed partnerships between teacher education programs and their surrounding communities so that the community itself could have meaningful influence on the development of teachers prepared in the community.

Broadly, many of these recommendations included preparing teachers to learn about their students’ lives and experiences and leveraging this knowledge in their teaching. As recommended by Cochran-Smith and colleagues (2016), “each place must fashion its own program in its own context” (p. 72). As a result, we should expect supervisors’ practices to be influenced by the surrounding community and the context in which they work. This further points to the ambiguity and fluidity with which supervision is attempted. The variability within

teacher education contexts makes it a challenging space for researchers to investigate if, and how, supervisors work with teacher candidates to marry theories of social justice to their practice in their student teaching placements.

As it stands, the inequitable state of our education system indicates that teacher education can do more to bring equity and social justice to our classrooms. That is, there is more that teacher education can do to ensure that teachers are aware of and prepared to address injustices that are prevalent in schools across the country. As teacher educators, supervisors are not exempt from this call. Indeed, because supervisors play such a central role with regard to student teaching, they are in a position to support soon-to-be teachers to address these injustices in real time, and not simply hope that their support influences meaningful change somewhere down the line.

The abundance of social justice theories has been identified as a challenge to teacher education researchers (Hyttén & Bettez, 2012). For the purposes of this review, the “Practical” orientation toward social justice described by Hyttén and Bettez will be used to ground a notion of the term. This orientation offers “criteria for what socially just practice in education would look like” (p. 12), and can be at least partially characterized by the promotion of inclusion and equity; engaging in and facilitating critical thinking and reflection; and developing cultural responsiveness and multicultural awareness. This conceptualization of social justice facilitates the identification of supervisor actions that support teacher candidates toward social justice in their teaching practice. That is, when the focus of a supervisor’s actions is to support the criteria described above, it is considered to be supervision for social justice.

Positionality

I personally identify as a White, Mexican American, heterosexual, cisgender male. I acknowledge that I write from a place of privilege in many respects, including socioeconomic status and racial identity. My experiences as an educator include preparation at a university teacher education program, teaching mathematics at a Title I school in which students predominantly identify as Latinx, instructional coaching through a local nonprofit, and supervision of mathematics and science single subject credential candidates. As a teacher candidate, I found supervision to be one of the most formative aspects of my teacher preparation, and looked forward to having my own classroom where I could freely implement the theory presented to me in my coursework. Supervision for me was an opportunity to critically reflect on my own teaching practice, where my growth as a math teacher was illuminated, and where I felt comfortable acknowledging areas in which I still needed to grow. As I continued my career as a teacher, I found that when I faced a challenge or dilemma in my work that I would ask myself, “what would my supervisor say here? What questions would he ask?” in an attempt to recreate what a conversation might look like had my supervisor been in the room with me.

My experience as a teacher was somewhat discouraging, as I faced several barriers to implementing my vision for an effective mathematics classroom and found that many of my students did not find their mathematics classes to be useful or meaningful. These experiences ultimately motivated me to pursue a doctorate in education and research (broadly) the discrepancy between education theory and the practices and policy found in public schools. As a teacher candidate supervisor, I have struggled with identifying when and how to address issues

of equity and social justice during conversations with teacher candidates. I have also struggled to find resources to support me in this endeavor, other than conversations with faculty and fellow graduate students. Given my conversations with other supervisors, I am under the impression that these challenges are not unique to my own experience. This has prompted me to further investigate how these challenges might be addressed, in an effort to bring equity and social justice lenses to supervision at large.

Methodology

Literature for this review was identified through a comprehensive search of the Education Resources Information Center (ERIC) database, which is the largest database of education research (ProQuest, 2023). Although this review was limited to the ERIC database, the reference lists of the articles found in ERIC were examined to identify articles that are not included in the ERIC database in an attempt to identify all relevant research articles. Searches were conducted using the terms *supervision*, *instructional supervision*, *field placements*, *field experiences*, *preservice teachers*, *teacher education*, and *prospective teachers*. These terms were combined with terms related to social justice and equity: *social justice*, *multicultural*, *equity*, *critical*, *culture*, *diversity*, *critical reflection*, *culturally responsive*, and *anti-racism* for a total of 63 searches. These search terms are similar to the terms used by Jacobs (2006) in her literature review, the notable difference being the inclusion of the term *anti-racism*. To identify literature that had potentially been published since Jacobs' literature review, articles published in the year 2000 or later were taken into consideration, as the most recently published article in Jacobs' literature review was published in the year 2000. Some searches yielded an unmanageable number of hits, in which case terms such as *supervision* or *teacher education* were appended to the search to narrow the scope. For example, adding the term "supervision" to a search for articles published on or after the year 2000 that contained the terms "culture" and "teacher education" reduced the number of results from 3,797 to 31.

In total, 674 articles and books were identified through these 63 different searches. The resulting literature was organized in a Microsoft Excel spreadsheet and filtered to determine whether the title contained the word "supervision" (or some variation), whether or not the article was peer reviewed, and if the article was published in the United States. This process narrowed the list down to 115 peer reviewed journal articles that contained the word "supervision," or some variation of the word, in the title. Many of these articles were related to counseling supervision, and after reading the citation for each article, it was determined that 51 were related to teacher education. For the purposes of this study, the role of a "supervisor" is defined as any teacher educator who supports teachers or teacher candidates through clinical observation, feedback, and evaluation.

Of these 51 articles, it was determined that 11 focused on supervision and social justice or equity. This determination was made based on examinations of the abstracts of the articles in question, as well as a search within the article for the social-justice-related terms described above, and the context around the use of these terms. While many articles contained terms such as "culture" or "diversity," the central focus was not always related to social justice. For example, Capello (2020a) used the word "culture" 6 times in their article in sentences such as, "a

culture of high-stakes teacher evaluation” (p 19), and not in the context of the cultural backgrounds of students or educators.

Once relevant articles had been identified, the reference lists of these articles were examined to identify other articles or academic journals of interest. In total, 13 journal articles (including Jacobs’ 2006 literature review) were identified that focused on student teaching supervision in a teacher education program, as well as social justice or equity. Additionally, 2 journal articles were identified that focused on in-service teacher supervision and social justice or equity. These articles (Garver & Maloney, 2020; Gordon & Espinosa, 2020) discussed practices and approaches that were deemed relevant to pre-service teacher supervision, as the role of the supervisor in these cases closely resembled that of a teacher candidate supervisor. Specifically, these supervisors provided feedback based on clinical observations while also evaluating the teacher, meeting the definition of a supervisor described above. As such, these articles were thus included in this review. These two articles are discussed in more detail in a later section. Any type of article, including literature reviews, was considered for this review—in particular, both empirical (8 articles) and theoretical (7 articles) papers were identified.

After identifying these 15 articles, each article was read in its entirety and coded for the themes (orientations) that were identified by Jacobs (2006). That is, it was determined if the article in question described an orientation toward supervision that aligned with one of the orientations described by Jacobs (multicultural, culturally responsive, and critical). A characterization of each orientation can be found in Table 1. Other themes and similarities that cut across multiple articles were also noted, including common approaches, practices, and challenges related to supervision for social justice.

Findings

Many of the themes and characterizations of supervision for social justice, as described by Jacobs (2006), remain the same or similar when compared to the state of supervision research in 2006. Each of the orientations identified by Jacobs (*multicultural*, *critical*, and *culturally responsive*) is represented by at least one empirical research article when characterizing the research on supervision published since the year 2000 (see Table 1). Additionally, multiple supervision-related articles published on or after the year 2000 could be characterized as having an *anti-racist* orientation, and primarily attend to the influence of Whiteness on education and supervision. The four orientations toward supervision for equity and social justice that have been identified—*multicultural*, *critical*, *culturally responsive*, and *anti-racist*—are discussed in more detail below. Relevant articles that were published in or after the year 2000 that describe supervision from each respective orientation are also discussed.

In addition to the orientations of the supervisors, several supervision practices and support structures were identified across the identified articles, including problematizing, storytelling, critical reflection, role-playing and rehearsals, and the use of professional learning communities. Researchers also named a number of challenges associated with efforts to supervise for social justice and equity, including institutional barriers and power hierarchies, silence or hesitancy with regard to conversations of race and racism, and the need for more research. These practices and challenges are described in detail at the end of this section.

Table 1: Summary of Orientations toward Supervision

Orientation	Description	Articles
Multicultural	Preparing teacher candidates to take students' cultural backgrounds into account when planning and implementing instruction.	Cooper (2013), Page (2003)
Culturally Responsive	Providing teacher candidates with perspective of how their culture and language influence their teaching and supporting candidates to develop the capacity to examine, challenge, and transform their own practice in a way that places value on their students' cultural backgrounds.	Dantas-Whitney and Ulveland (2016), Garver and Maloney (2020)*, Gordon and Espinosa (2020)*, Griffin et al. (2016), Jacobs (2014), Lance (2021)
Critical	Supporting teacher candidates to make connections between their teaching practice and the greater social and political context of the surrounding community.	Bates et al. (2009), Jacobs (2006), Jacobs and Yendol-Hoppey (2010), Lee (2011)
Anti-Racist	Supporting teacher candidates to interrogate their own identities and positioning within larger social and institutional structures in an effort to prepare them to challenge and disrupt racist institutions and structures that have been normalized.	Lynch (2018), Willey and Magee (2018), Yeigh (2020)

*Describing supervision of in-service teachers

Multicultural Orientation

A multicultural approach to teaching is described by Jacobs (2006) as a deliberate influence of culture on instruction and learning. This involves taking aspects of students' culture, including race, ethnicity, and gender, into account when planning for and implementing instruction. Multicultural supervision, then, is described as attempts to prepare teacher candidates for multicultural teaching through reflection on their own practice, and "identifying values and assumptions embedded within schools and their own practice" (p. 27).

In the present literature review, two articles were identified (published on or after the year 2000) that could be characterized as having a multicultural orientation toward supervision. Page (2003) offered a literature review of multicultural clinical supervision in education, counseling, and other fields; and offered suggestions for supervisors when working with teacher candidates. These suggestions included working to eliminate stereotypes and prejudices through supportive relationships, improving knowledge of different cultural groups, and the need for more research around supervisory relationships—in particular, how these relationships can foster the development of multicultural teaching practices. Although this article was published nearly 20 years ago, this last recommendation remains relevant to the state of research around teacher candidate supervision, and is discussed in more detail in a later section.

In a self-study, Cooper (2013) described a narrative inquiry approach to her own supervision at a private university in New York in which storytelling was used to inspire reflection and reassessment of teacher candidates' ($N = 9$) assumptions, biases, responsibilities, and teaching practices. The use of narratives allowed for a problematization of what teacher candidates did not know about multicultural education, while also encouraging the teacher candidates to reflect on what they did know. Cooper found that her implementation of Page's (2003) suggestion to use narrative inquiry supported teacher candidates to view stories they told about their teaching from a different perspective, thus serving to eliminate harmful stereotypes and prejudices about their students.

Of note are the relatively few articles identified that describe a multicultural orientation toward supervision. This is especially noteworthy when comparing the results of this literature review to Jacobs' 2006 review, in which a multicultural orientation was the most common orientation in terms of number of articles identified. Multicultural education has been the subject of criticism for a variety of reasons, including a failure to address "issues of academic rigor, accountability, and equity" (Ramsey, 2008, p. 212), and for attending only to superficial issues around diversity, and not issues of equity and oppression. This kind of criticism could explain, at least to some degree, why multicultural education has fallen out of favor, and why fewer articles are published now that discuss supervision from a multicultural orientation.

Culturally Responsive Orientation

Jacobs (2006) described culturally responsive supervision as supervision that supports teacher candidates to recognize how their culture and language influence their teaching and classroom environment, as well as develop ways to ensure their teaching is inclusive and responsive. This orientation is distinguished from the multicultural orientation by the recognition of and attention to the influence of the teacher's own culture and language, as opposed to a sole focus on students' cultural backgrounds. Supervisors with a culturally responsive orientation have an understanding of the cultures represented in teacher candidates' classrooms, are able to model cultural responsiveness, and can assess instructional and assessment material for equity. In a 2014 article that described bringing a social justice lens to supervision, Jacobs (2014) stated similar goals for culturally responsive supervision, including supervisors having "knowledge of culturally responsive pedagogy (and culture)", and "challenging deficit thinking". Common themes among the identified articles in this orientation included an inquiry stance towards the cultural backgrounds of teacher candidates and their students, as well as a strengths-based view of students' culture and experiences.

In their examination of professional development of culturally responsive supervisors at a private college in the western United States, Griffin and colleagues (2016) focused primarily on the challenges that supervisors ($N = 12$) faced in supporting teacher candidates with culturally responsive pedagogy, and ultimately described four goals to address these challenges. These goals included reducing supervisors' discomfort with talking about race, expanding supervisors' understanding of culture, broadening supervisors' conception of culturally responsive pedagogy and its purpose, and targeting supervisors' attention toward personal action. Griffin and associates mentioned the importance of viewing students' culture as an asset; however, the researchers positioned themselves as purveyors of knowledge with respect to the supervisors

who participated in the study – a contradiction to one of the tenets of culturally responsive pedagogy that was noted by Dantas-Whitney and Ulveland (2016) in their response and criticism of Griffin and colleagues' work. Dantas-Whitney and Ulveland questioned this power structure, and added that “[i]t would have been helpful for the authors to critically examine their own perceptions and shortcomings as teacher educators and acknowledge that culturally relevant teaching is a journey and not a destination” (p. 3).

Some of the research relating supervision to culturally responsive pedagogy takes place in the context of educational leadership (supervision of in-service teachers). While educational leaders do not primarily work with preservice teachers, they function in a similar role to university supervisors in that they observe teachers in the classroom and provide feedback. In their theoretical paper, Gordon and Espinoza (2020) described ways in which supervisors in educational leadership can support teachers to become more culturally aware and responsive. Gordon and Espinoza stated that support of culturally responsive practices can occur through “collaborative inquiry by the supervisor and teacher into the classroom climate, curriculum, instruction and student assessment in relationship to different student cultures” (p. 2) and that the role of the supervisor is to facilitate self-critique through an “inquiry stance, classroom data, and reflective dialogue” (p. 3). In the same vein as these suggestions, Garver and Maloney (2020) put collaborative inquiry to practice in their lesson study of a supervision for equity lesson in a large, public university in the northeastern United States. In this lesson study, it was found that the deficit views of (educational leadership) students ($N = 36$) could be discouraged by prompting these students to connect issues of equity to domains of instruction, thus shifting the blame from parents and children from low-income communities of color.

The articles identified as taking a culturally responsive orientation toward supervision emphasized the need for supervisors to be knowledgeable about culturally responsive pedagogy, as well as the cultures of the communities the supervisors serve. These supervisors aimed to prepare teacher candidates to adopt an asset-oriented view of the different backgrounds and experiences that their students bring to the classroom. As noted by Dantas-Whitney and Ulveland (2016), one potential barrier to adopting an asset-based view is the existence of power hierarchies that exist in schooling systems (including teacher education programs), as these hierarchies can situate individuals or groups of individuals as authorities and disseminators of knowledge, thus positioning others as having little or no knowledge to contribute. The challenge of navigating power hierarchies will be discussed in more detail in a later section.

Critical Orientation

In her literature review, Jacobs (2006) described critical supervision as supervision that supports teacher candidates to make connections between their teaching practice and the school, community, social, and political contexts. Supervisors who work from a critical orientation are concerned that the candidates they work with might ultimately become “socialized into dominant patterns of behavior in schools” (p. 28), and hope that these candidates begin to question the status quo. While no literature was identified that explicitly took a critical orientation towards supervision, three articles identified for this review contain characterizations of supervision practices that align with Jacobs' description. In particular, these articles emphasized the importance of both supervisors and their candidates engaging in critical reflection to facilitate a

process of transformation. Transformation in this context can be described as critically reflecting on assumptions and beliefs so that new frames of reference for viewing the world can be adopted or adapted (Jacobs & Yendol-Hoppey, 2010). The importance of collaboration, discussion, and community during this process was noted. That is, the authors all emphasized the importance of engaging in critical reflection with others, and not just in isolation.

Two of the articles identified as having a critical orientation specifically discussed efforts to develop critical reflection habits to achieve social justice and equity-related goals. In one of these articles, Jacobs and Yendol-Hoppey (2010) described their efforts to inspire pedagogical transformation through professional learning communities (PLCs) in a research university in the southeastern United States. Supervisors involved in this study ($N = 3$) described a number of dilemmas in which they questioned their (taken-for-granted) current practices and responsibilities from an equity standpoint. These dilemmas were discussed in groups through a process of critical reflection—ultimately it was found that “developing equity-centered supervision pedagogy became a continual process of inquiry” (p. 109). This continual habit of critical reflection functions as both a means to resisting socialization to dominant patterns, as well as questioning “standard” practices of supervision informed by previous experiences.

Similar to the community-centered approach taken by Jacobs and Yendol-Hoppey (2010), Lee’s (2011) self-study at a TEP in the Midwest of the United States outlined her efforts to develop and work towards social justice-related goals with 6 teacher candidates through collaboration and dialogue, stating her belief that “teaching for social justice is socially constructed” (p. 7). Through this collaborative approach, Lee encouraged teacher candidates to “examine who they are as well as their assumptions and beliefs” (p. 13) in an effort to challenge the propagation to their students of “knowledge” that is held as normalized, as well as the “standardized thought” that is often a barrier to meaningful thinking about diversity. Ultimately, Lee’s goal was for teacher candidates to start a process of transformation toward adopting new or different frames of reference.

While neither social justice nor equity were explicitly stated as goals in their article, Bates and colleagues (2009) described critical reflection as a means to “ends,” allowing “teachers to see the connections between what they do in the classroom and the broader social and political contexts surrounding their work in schools” (pgs. 92-93), with the stated goal being “change or transformation” (p. 93). Although Bates and associates discussed the importance of both supervisors and teacher candidates engaging in critical reflection to assess their own beliefs, assumptions, and biases, these broader goals are not discussed in detail in their article. Instead, their work focused on how supervisors ($N = 3$) can develop critical reflection practices with teacher candidates, and outlined efforts to do so.

The articles describing a critical orientation toward supervision all discussed a process of critical reflection toward transformation. This critical reflection is described as a way for teacher candidates (and supervisors) to reevaluate assumptions and biases they hold, and ultimately embody equitable teaching practices. Jacobs (2006) emphasized this process in her literature review as essential to supervision for social justice, and indeed, many of the authors of the articles in this review also emphasized the importance of critical reflection, even when critical reflection was not the focus of the article. Communal reflection was noted as particularly

effective, and although supervision by nature is already largely a collaborative endeavor (between supervisor and teacher candidate), these authors offered guidance for facilitating conversation and reflection (with teacher candidates as well as other supervisors) to work towards social justice and equity (Bates et al., 2009; Garver & Maloney, 2020; Jacobs, 2006; Jacobs, 2014; Jacobs & Yendol-Hoppey, 2010).

Anti-Racist Orientation

This final orientation toward supervision for social justice and equity is one that is new to this literature base. Anti-racism was characterized by Thompson (1997) as “an active resistance to the ways in which knowledge, status, value, and competence have been framed to give preference to white interests” (p.14). In the identified supervision literature, this resistance predominantly manifested through discussions of Whiteness—a racialized standard by which all other behavior is judged, the associated benefits afforded to whites, and how these systemic practices oppress others (Lynch, 2018; Willey & Magee, 2018). This is especially relevant in the context of education, given that as of the year 2020, 79% of public school teachers in the United States identified as White (National Center for Educational Statistics, 2020). An anti-racist orientation toward supervision necessitates an interrogation of one’s identity and how this identity positions them within larger institutional and social structures. Ultimately this interrogation of identity should facilitate a disruption of racist institutions and structures in education that have been normalized. In the context of supervision, the identified articles discussed this interrogation of identity within teacher candidates and supervisors, with supervisors often aiming to support teacher candidates to critically examine their own identity through dialogue and critical self-reflection.

In her theoretical article, Lynch (2018) argued that “developing the capacity of White teachers to teach diverse student populations must transcend the focus on identifying culturally responsive pedagogical practices to include the concept of Whiteness” (p. 19). Lynch further stated that supervision is an ideal space for candidates to connect their experiences and feelings to the greater system of Whiteness. While Lynch alluded to conversations of race with teacher candidates supporting them to “seek to dismantle institutional racism in education” (p. 28), no guidance was given on how this might be accomplished.

Similarly, Willey and Magee (2018) discussed the difficulties of engaging in conversations centered on Whiteness with teacher candidates (4 cohorts of 24-28 teacher candidates), but did not discuss engaging in conversations centered around disrupting racist systems in education. These researchers found that teacher candidates largely avoided “critical self-interrogation in relation to racism and inequities in schools” (p. 39), thus maintaining the status quo of inequity in schools that anti-racism aims to disrupt. In efforts to address this, Willey and Magee increased the number of readings related to anti-racism in education, and incorporated race-based discussions in every class meeting.

In stark contrast to the context described by Willey and Magee (2018), Yeigh (2020) described working with teacher candidates who are increasingly seeking support with disrupting dominant narratives and deficit stances, including those they observed in their resident teachers and student teaching placements in general. Engaging in this disruption can be a difficult and delicate

process when the teacher candidate feels they are a “guest” in the resident teacher’s classroom (the challenge of navigating power dynamics within teacher education is discussed in more detail in a later section). Yeigh also noted that “while many candidates have the motivation and interest to disrupt problematic viewpoints and language, they lack the working capital and expertise to do so” (p. 48), further complicating this dilemma. In an effort to address this issue, Yeigh facilitated training for supervisors to support teacher candidates with these kinds of situations. Of note in this study is Yeigh’s focus on disrupting the status quo—while the construct of Whiteness was mentioned in the article, identity and critical examination of identity were not discussed.

Taken together, these articles described ways that supervisors can both support teacher candidates to interrogate their identities and disrupt racist systems in their teaching placement. With regard to critical reflection on identity, the antiracist orientation towards supervision draws from the critical orientation, focusing specifically on identity and positioning within larger structures. It should be noted also that many of the authors discussed here described efforts to prepare teacher candidates for culturally responsive teaching practices. However, it would be inaccurate to characterize the supervision itself as culturally responsive. Culturally responsive supervision emphasizes how supervisors can support teacher candidates to acknowledge and value the different cultures in their classroom, while anti-racist supervision places its emphasis on an interrogation of identity in efforts to disrupt racist institutions and structures. Although both might prepare students for culturally responsive teaching, the discussions and actions facilitated by the supervision are different in nature.

Supervision Practices

Many of the articles identified for this review described specific practices associated with supervision for social justice, or structures that support the development of these practices. Of the 15 articles identified for this review, 11 either described the outcomes of supervisors engaging in specific practices or recommended that supervisors utilize or be trained in certain practices. These practices included problematizing the assumptions and observations of teacher candidates, sharing stories with teacher candidates or other supervisors, participating in professional learning communities (PLCs), engaging in critical reflection, and engaging in role-playing or conversation rehearsals. While these practices do not comprise an exhaustive list of the skills needed for effective supervision (which in and of itself would be difficult to define), many of the cited authors appear to agree that these practices can support supervision for social justice and equity.

Critical Reflection

One of the more prevalent practices described in the literature was critical reflection, and how supervisors can either facilitate or engage in this kind of reflection. Reflection has long been advocated for in the development of teachers, especially as it relates to teachers taking a critical stance towards their own teaching practice (Dewey, 1904). In the context of supervision and teacher education, critical reflection will be defined as any actions that facilitate the analysis and questioning of assumptions about oneself, educational systems, and how schooling fits into broader social and political contexts (Liu, 2015). The goal of this kind of reflection is often to create more just educational experiences. It should also be noted that many of the other practices,

including problematizing, participating in professional learning communities (PLCs), and sharing stories, were described in the literature as a means to elicit critical reflection.

Table 2: Summary of Supervision for Equity and Social Justice Practices

Supervision Practice	Description	With teacher candidates	With other supervisors
Critical Reflection	Analyzing and questioning assumptions about oneself, educational systems, and how schooling fits into broader social and political contexts in order to create more just educational experiences.	Bates et al. (2009)	Garver and Maloney (2020)*, Jacobs and Yendol-Hoppey (2010)
		Jacobs (2006), Jacobs (2014)	
Problematizing	Questioning or reframing assumptions and observations in an effort to identify a particular problem and create motivation for solving it.	Cooper (2013), Gordon and Espinoza (2020)*, Lee (2011), Yeigh (2020)	Garver & Maloney (2020)*, Jacobs and Yendol-Hoppey (2010)
		Jacobs (2006), Jacobs (2014)	
Professional Learning Communities (PLCs)	A group of supervisors with shared values, norms, goals, or problems. Supervisor PLCs typically engage in collaborative critical reflection as a means to engage in transformation.	Jacobs and Yendol-Hoppey (2010)	Gordon & Espinoza (2020)*
Sharing Stories	Sharing or prompting someone to share personal teaching/supervision stories in an effort to elicit different perspectives.	Cooper (2013), Lynch (2018)	Jacobs and Yendol-Hoppey (2010)
Role-playing and rehearsals	Conversations around predetermined discussion topics in which one or more participants are playing the part of someone else. These conversations are often facilitated to practice certain conversations.		Griffin et al. (2016), Yeigh (2020)

*Describing supervision of in-service teachers

The identified literature offers some guidance for facilitating and engaging in critical reflection. Bates and colleagues (2009) noted that supervisors can develop critical reflection practices in teacher candidates through “modeling, guiding, and communicating the importance of critical

reflection in teaching practice” (p. 99), and that the development of these skills takes time. Other researchers noted the importance of supervisors collaboratively engaging in critical reflection themselves to elicit outside perspectives, and how collaborative critical reflection can be promoted through modeling, probing, and reframing when discussing the experiences of other supervisors (Garver & Maloney, 2020; Jacobs & Yendol-Hoppey, 2010). It was also noted by several authors that the practice of “problematizing” can facilitate critical reflection in both teacher candidates and supervisors.

Problematizing

In her 2006 literature review, Jacobs emphasized the importance of “problematizing” when supervising for social justice, specifically, “problematizing the present conditions and practices in schools to foster greater equity” (p. 30), and how this is an important practice across all of the orientations. Jacobs stated that critical reflection can facilitate this kind of problematizing, and thus focused on critical reflection as a way to “frame supervision around issues of social justice” (p. 30). In the present review, it was found that the practice of problematizing was indeed closely connected with critical reflection. However, the two practices will be discussed independently, as critical reflection was often also discussed without explicit mention of problematizing or any similar practice.

In the articles identified for this review, the practice of problematizing was primarily discussed as a way to facilitate teacher candidates’, and in some cases, supervisors’, reflection on their own conceptions and perspectives and how these might compare to those of their students, especially when the candidate might come from a different cultural background than their students. For example, Cooper (2013) used teacher candidates’ stories to problematize what the teacher candidates did not know about multicultural teaching (while also acknowledging what they might know). By reframing these stories from a different perspective, issues with the educational context and gaps in teacher candidates’ knowledge of multicultural teaching were revealed. Similarly, both Jacobs (2014) and Lee (2011) discussed the role of supervisors in facilitating critical reflection in teacher candidates that aims to reframe assumptions and beliefs.

Other literature described efforts to problematize how supervisors conceive of their practice. For example, Garver and Maloney (2020) used professional development to discourage supervisors from “placing blame on the parents or children in a way that reinforces deficit perspectives about low-income communities of color” (p. 345), and instead make connections between issues of equity and domains of instruction. Similarly, Jacobs and Yendol-Hoppey (2010) observed supervisors in a professional learning community (PLC) use dialogic tools to problematize the current conceptions, definitions, and frames of reference shared by others in their group.

It should be noted that there are teacher candidates who, without prompting, already problematize aspects of their student teaching placement. Yeigh (2020) described teacher candidates in a teacher education program who asked for support with disrupting actions that had been normalized in their placement, such as resident teachers exhibiting a deficit mindset towards certain students. Yeigh further noted that “while many candidates [had] the motivation and interest to disrupt problematic viewpoints and language, they lack the working capital and

expertise to do so” (p. 48), which motivated the delivery of professional development to prepare supervisors to support teacher candidates to address these issues.

Professional Learning Communities (PLC’s)

Two of the identified articles described participation in professional learning communities (PLCs) as a support for supervising for social justice. Gordon and Espinoza (2020) recommended supervisors participating in PLCs to support culturally responsive teaching. Jacobs and Yendol-Hoppey (2010) examined how PLCs operate as a vehicle for transformation in supervisory practice. These researchers found that a PLC “fostered collaborative inquiry as [the supervisors] collectively supported each other within their inquiries by prompting greater critical reflection and moving the inquiry process forward” (p. 110). As stated above, it appears that there are benefits to engaging in critical reflection collaboratively, and participating in a PLC is one way to promote collaborative reflection.

Sharing Stories

Several authors described the practice of supervisors sharing stories as well as eliciting stories from teacher candidates. Through this practice, some supervisors were able to help develop teacher candidates’ “abilities to revisit, rethink, and re-see their day-to-day experiences” (Cooper, 2013, p. 20). Storytelling has also been facilitated within PLCs of supervisors to inspire critical reflection and discourse (Jacobs & Yendol-Hoppey, 2010). Regardless of who shared the stories, who they were shared with, and how they were shared, this practice is always described as ultimately leading to some form of reflection, usually by examining the story from a different perspective.

Role Playing and Rehearsals

It was observed by several researchers that supervisors and teacher candidates experience discomfort or uneasiness when discussing issues of race or racism (Griffin et al., 2016; Lee, 2011; Willey & Magee, 2018). To address this, Griffin and colleagues recommended that supervisors engage in role-play, simulating conversations they might have with teacher candidates. Similarly, Yeigh (2020) described professional development in which supervisors rehearsed conversations they might have with teacher candidates. These conversations were intended to support teacher candidates to have conversations with their mentor teachers about problems the candidates had observed in their placements, such as deficit views toward students. In both articles, role-playing and rehearsals were used to prepare supervisors to have conversations for which they might otherwise feel uncomfortable or unprepared.

Other Considerations

It should be noted that the practices described above are just that—practices. The identified literature also pointed to other factors that are important for supervision for social justice and equity, such as the knowledge base of the supervisor. Griffin and colleagues (2020) and Jacobs (2014), for example, stated the need for supervisors to have knowledge of culturally responsive teaching. It stands to reason that if teachers are to develop knowledge bases around social justice

and equity in education, the educators who prepare these teacher candidates (including supervisors) must be well-versed in these same knowledge bases. It is imperative, then, that supervisors develop this knowledge in preparation for their role.

Furthermore, many of the efforts described in the identified literature to supervise for social justice and equity were specifically supported by institutions. This support included professional development and deliberate structuring and training within teacher preparation programs (Dantas-Whitney and Ulveland, 2016; Griffin et al., 2016; Jacobs & Yendol-Hoppey, 2010; Yeigh, 2020). Indeed, Griffin and associates recommended targeted professional development for supervisors to develop supervision practices that support social justice efforts. Further research is needed to determine how these institutionally supported efforts differ from the efforts of supervisors operating individually.

Challenges

The identified literature described a number of different challenges that supervisors faced when supervising for social justice. Three challenges were particularly salient and will be discussed in some detail in this review: institutional barriers and power hierarchies, silence or hesitancy with regard to conversations about race, and the dearth of research focused on teacher candidate supervision or supervision for social justice specifically. These challenges could potentially be topics of interest when planning training or professional development for supervising for social justice.

Institutional Barriers and Power Hierarchies

Both teacher candidates' clinical practice placements and universities have been described as creating barriers to supervising for social justice. With regard to clinical practice placements, these barriers were often the result of conflicting ideals between the teacher candidate and their placement. These barriers were often also the result of the power dynamic between teacher candidates and their resident teachers. In many of these cases, supervisors were tasked with supporting teacher candidates whose placements presented barriers toward social justice efforts.

Many of the institutional barriers that are described in the literature center on power hierarchies. The power hierarchies that exist between teacher candidates and their resident teachers (and sometimes teaching placement) can create the – often legitimate – perception that teacher candidates lack agency in their teaching practice. Lee (2011) noted this in her discussion of conversations she had with two teacher candidates who were “hesitant to try things related to social justice that might not be validated by their [resident] teachers” (pgs. 13-14). Yeigh (2020) writes about a similar phenomenon, where teacher candidates wrestled with questions of power dynamics, social justice, and equity:

As a guest in this room, how do I foster a more culturally inclusive and sustaining environment? Without upsetting the intrinsic power dynamic between me and my mentor teacher, how can I successfully disrupt their practice and behavior?...Students' personal strengths are things that I'm struggling to see in the context of our classroom. They are

all intelligent and curious, but I'm not seeing those qualities, nor their unique expression in each child, built on. How can I address harmful language in my classroom? (p. 46)

Yeigh (2020) and Lee (2011) found that (legitimately) perceived power dynamics inhibited teacher candidates' abilities to enact social justice-centered practices in their teaching, a problem which the supervisors felt compelled to discuss and address. In the case of Yeigh, this problem ultimately led to professional development that prepared supervisors to support teacher candidates with this issue.

Silence or Hesitancy with Regard to Conversations of Race and Racism

Several of the identified articles described both teacher candidates and supervisors either not discussing or being hesitant to discuss race or racism. Lee (2011) described the ongoing challenge of teacher candidates avoiding "talking about issues that were not readily apparent in their classrooms" (p. 14) with regard to issues of social justice, and also mentioned that candidates largely avoided conversations about race, especially candidates that were placed at suburban schools. Similarly, Willey and Magee (2018) noted that teacher candidates avoided interrogating their own complicity in racist systems, often abdicating responsibility because of a perceived lack of agency in their student teaching, and in general avoided starting conversations about race in their classrooms. In response, these researchers recommended preparing supervisors to facilitate conversations around race and racism, while also acknowledging that these silences are a product of "socialization into whiteness" and that the process of adopting new perspectives on these phenomena is challenging.

These silences and hesitations are not unique to teacher candidates. Griffin and colleagues (2016) noted several difficulties that supervisors described in their efforts to support teacher candidates with culturally responsive teaching, in particular when talking about race or culture. For example, these researchers found that "[e]ven when supervisors were explicit about race or culture, they talked only about safe elements that are easily seen and for which the emotional load is low" (p. 7), and "that some supervisors purposefully avoided discussions of culture or race with teacher candidates" (p. 8). Similar to Willey and Magee (2018). Griffin and colleagues recommended targeted professional development for supervisors, specifically to "reduce supervisors' discomfort with race talk" and "expand supervisors' understanding of culture" (p. 10). As supervisors often lead discussions with teacher candidates, professional development that accomplishes these aims might also support candidates to be less avoidant about having conversations around race and racism.

Need For More Research

The need for more research on how teacher candidate supervision can support social justice efforts was noted by several researchers (Gordon & Espinoza, 2020; Griffin et al., 2016; Jacobs, 2014; Page, 2003). While some of these calls for more research date back to 2003 (Page, 2003), some of them come as recently as 2020 (Gordon & Espinoza, 2020), demonstrating that minimal research in this area has been conducted in the last 20 years. Indeed, this paper identifies only 15 articles published since the year 2000 that discussed the intersection of supervision and social justice, showing that this literature base has not grown by any substantial amount.

There are a number of reasons why research around supervision might be scarce, and thus why research around supervision for social justice might be even more scarce. As noted by Steadman and Brown (2011), defining the role and responsibilities of a supervisor can be difficult – perhaps this ambiguity presents a challenge for researchers, especially with regard to studies involving multiple institutions. Burns and colleagues (2020) also noted that “schools and colleges of education have historically devalued TC [teacher candidate] supervision” (p. 231), and made a call for supervision to be “recognized, resourced, valued, and researched in the academy equivalent to the attention given to other aspects of educator preparation” (p. 231). The “devaluing” of supervision could be another reason that education researchers do not feel compelled to engage in research around this topic.

Conclusion

While all of the orientations toward supervision for social justice described by Jacobs in 2006 are still observed and described, new trends and another orientation (anti-racism) have emerged in recent years. Anti-racist approaches to supervision were described by Jacobs in her 2006 literature review, but more recent literature described supervision with increased attention paid to the nature of identity, in particular the influence of Whiteness on educational practices. Furthermore, supervision from a multicultural orientation is rarely discussed now when compared to the literature base described in Jacobs’ literature review.

Supervision approaches along these orientations have been refined, and certain practices have been identified or described in more detail that can support teacher candidates to attend to issues of social justice and equity. These practices include problematizing, sharing stories, participating in professional learning communities (PLCs), engaging in critical reflection, and engaging in role-playing or conversation rehearsals. Some literature also described work with groups of supervisors, and how collaborative work can be leveraged to support supervisors’ efforts towards social justice and equity. Finally, a number of challenges were identified that cut across the different efforts to supervise for social justice. These challenges include institutional barriers and power hierarchies, silence or hesitancy with regard to conversations about race, and the dearth of research related to supervision.

Future research might start to investigate supervisor practices on a larger scale. None of the empirical articles cited in this review examined the supervision practices of supervisors at more than one institution, how supervisors’ practices compare across institutions, or how the challenges they face compare. Given the calls for teacher education programs to be fashioned for and by the local context (Cochran-Smith et al., 2016; Zeichner, 2020, for example), how do context and local community influence supervisors’ practices? The articles cited here also described the practices of supervisors with little reference to or discussion of the influence this had on teacher candidate practice in the short or long term. Research that examines both supervisor practice as well as teacher candidate practice would be of interest, as well as research that examines teacher candidates’ responses and attitudes toward supervision for social justice. Finally, no research has examined the potential differences in supervision practices for social justice when comparing different disciplines (secondary science, secondary mathematics,

multiple subject, etc.). Comparing supervision across disciplines might reveal practices, approaches, or challenges that are unique to certain disciplines.

The intention of this review is to outline current research on efforts to supervise for social justice. While the research on this topic is limited, the practices and approaches described here may prove useful to those engaged in this aspect of teacher education. Given the inequities and injustices we currently face within education, it is imperative that teacher educators prepare teachers that are committed to social justice in their teaching practice, and that they continue to develop ways to engage in this kind of preparation.

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