



**«How Do We Know They Know?»: A conversation
about pre-service teachers learning about culture
and social justice**

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Teacher education programs are charged with educating teachers to teach all students - preparing them to teach multiethnic, multiracial, multilingual, and differently-abled students in an increasingly global, interdependent world. This book takes as its starting point the assumption that pre-service teacher candidates, primarily white and middle-class, come to college to pursue a teaching degree having little if any experience of a social nature with persons not like themselves. Rooted in areas of theory and practice and based around the «Schools and Society» and «Culturally Relevant Teaching» courses required by the Teacher Education Program social justice conceptual framework, «*How Do We Know They Know?*» is a conversation about ways to assess these pre-service teachers' growth and movement, as they progress from naiveté to awareness about the realities of culture in schools.

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