

## Appendix

### ***PSTs' Responses Addressing Different Education Equity Mindset Elements and Components of the Dimension of Engagement, Equity, and Diversity***

<b>Education Equity Mindset Elements and descriptions (Nadelson et al., 2022)</b>	<b>Engagement, Equity, Diversity (Rodriguez, 2015)</b>	<b>PSTs Statements Depicted From Their Proposed Questions, Interventions, and Reflection On Their Roles</b>
<b>Culturally responsive teaching</b>	<p>-Content is socially relevant (e.g., tied to everyday life and to students' concerns) (Engagement)</p> <p>-Content is culturally relevant (i.e., responsive to the classroom's cultural/ethnic diversity and/or lack of it) (Diversity)</p>	<p>“after hearing what Ms. Jones says, I want to know what their family life is like, what I can do to help them to feel more comfortable in the classroom, maybe relate to their cultural background so that they can understand what we are learning” PST2 (Questions)</p> <p>“...if the students have never been engaged or seemed interested in the content, it could have been an issue if the lessons aren't culturally relevant to them...” PST30 (Questions)</p> <p>“I think three actions that I might want to try to improve Josh's engagement science class would definitely be like try to cater to his community and cultural assets, that way that he feels like represented within the curriculum and maybe see some things of interest. I think if he sees things he's interested in he definitely [will] be more motivated to learn...” PST70 (Interventions)</p> <p>“...prepare culturally relevant lessons that will pique his interest, engage josh during the lesson” PST42 (Interventions)</p>
<b>Student-centered learning</b>	<p>-A variety of pedagogical strategies are used within every lesson focused on student centered and collaborative learning (Engagement)</p>	<p>“since it sounds like Josh is a very hands-on student and maybe the disconnect is with learning regular academic material but since he seems to perk up and enjoy time during specials and recess, I would definitely want to try and incorporate a lot of hands on and just more engaging and fun science experiments and science discoveries in science class. I think that there are a lot of opportunities to go outside and incorporate the activities that Josh does seem to be interested in into the science class so I yeah the first action would probably be to try and incorporate more hands-on experiments and scientific discoveries try and take science class outside at points if that's available option and I also make sure I and Jesse is finding support in partner work would be best for Josh I was doing a lot more small group partner activities in science” PST82 (Interventions)</p>

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		<p>“...I would... involve more hands-on experiments with science and everything else seems to not be engaging for him...” PST18 (Interventions)</p>
	<p>-Students work in small groups (Engagement)</p>	<p>“and there are many things that you do as a teacher for students who may have English as their second language or just struggle with that speech in general. One of the best interventions for ELL students is small group instruction or partner activities because they can help learn off their peers and build off each other's knowledge and they may feel more comfortable in this type of environment rather than a whole class setting...” PST6 (Interventions)</p> <p>Weak: “...Put [Josh] with a friend who is doing well in class and academically driven during group work to see if they can get him to come out of his shell” PST85 (Interventions)</p>
	<p>-Differentiated instruction is provided (Equity)</p>	<p>“You know when it comes to vocabulary words maybe you know giving Leah like a picture book to understand the words a little bit better because she can't really understand them in English...then also using differentiated ways of teaching the material the student isn't going to understand it because she does not speak English as well using pictures or videos or something that she can easily and more understand as well.” PST67 (Interventions)</p> <p>“I thought of my role as a teacher in terms of differentiated instruction and that each student is different and while the different things you plan for class may work for the majority of your students they're always going to be a few students who have outside factors contributing to the situation where they might need [more]. As their teacher I would need to really just sit down and think about different ways that I can differentiate instruction for them and help them become more engaged or to be more successful in the class and are contributing more” PST24 (Reflections)</p>

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	<p>-A variety of grouping approaches are used (Equity)</p>	<p>“three actions to improve Josh's engagement in class, maybe I'd move him to another one of his friends, close to another one as friends, for example if he was close to a guy named Bob maybe I move next to Bob so that he could work with Bob during the science class because you know maybe this is the way to an improve his engagement because we'll be able to talk to the person feel comfortable. Second thing is maybe just calling him back to work with him individually at the back table and be his partner because this way I can get a sense of like how he thinks and also push him towards understanding the material and really like really being able to say his own perspective on it and another thing maybe have them work like in a group and give him a certain role because maybe this would help him like you know feels if it's important to contribute or important to really staying engaged in the class maybe even you know providing some visuals are some videos during the class on the content would help too because kids like visualizations” PST102 (Interventions)</p> <p>“I will keep an eye on him and remind him to focus on class. Also, I will put him in front of the class, which is sitting near by the teacher, then we can better watch him. The last one is make more group projects then he might be engaged in group but not the teacher.” PST106 (Interventions)</p>
	<p>-Students are encouraged to tie cultural/ethnic backgrounds to investigations/activities/ discussions (Diversity)</p>	<p>“once again I would definitely try to connect like the science material to her cultural community assets, especially cultural because there's definitely a gap between her home culture in her school culture and if we narrow that gap then she probably be less confused another thing I would do is maybe provide more visuals on like the instructions and stuff just so because pictures are universal language so everybody can understand what's going on in pictures and maybe try to use instructions that are more in her native language sometimes just to help her out proved that I want her to do the best you can and maybe also a home visit for Leah just to see what her home life is like” PST70 (Interventions)</p> <p>“during the simulation I thought of my role as a teacher as a supporter and a guide. I wanted to be there for the students and help them in any way that I could so I really took that into consideration and make sure I valued their own individual qualities and the background knowledge” PST96 (Reflections)</p>

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<b>All students can succeed</b>	-Students have choices in representations (Engagement)	<p>“[inaudible] so like having students use different mediums for their project products things like that. If he's interested in sports or art will be able to maybe involved that is something that's my first action...” PST69 (Interventions)</p> <p>“I want to find ways that Josh learns best teach topics that interest him and allow him choice within the classroom” PST50 (Interventions)</p>
<b>Takes responsibility for student success</b>		<p>“Miss Jones I really believe that we should be doing something about the matter. I noticed that you said they have issues but there's nothing that can't be fixed. I feel like the students have great potential and we just have to find something that helps them becoming more engaged or would help them to become less confused or maybe find the assistance or tools that they need to do so.” PST7 (Questions)</p> <p>“I would ask miss Jones...what issues do they have and how can I best support them within my classroom. Obviously they're my students and I want to give them the best chance at success as possible so not worrying about them would very much defeat this purpose” PST22 (Questions)</p> <p>“I would like to know why she said don't worry about them they have issues as her students it is her responsibility to be first of all respectful of them and whatever may be going on in their outside lives or their home lives, but also to work with them and have them be engaged and be learning just as all the other students are in their classroom” PST32 (Questions)</p> <p>“I kind of took that on as I need to figure out how to help the students because if one teacher is denying them basically the right to learn. I feel like there are many other teachers are doing that and I think that it's important to make sure that all of our students are getting access to...education and that they're getting access from other teachers as much as [possible].” PST10 (Reflections)</p>

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<b>Knows and understands student populations</b>	<p>-Students have choices for representing knowledge (Engagement)</p> <p>-Accommodations are made to make the science classroom accessible to parents/guardians/ community leaders and elders. (Equity)</p> <p>-Students' family composition and variety of circumstances are seen as resources for building community and enhancing learning (Diversity)</p>	<p>"... the third thing you can do is try to include her cultural assets in the lessons you are teaching." PST14 (Interventions)</p> <p>"to improve Leah's engagement I would probably make sure that she that I am able to do something in order to engage her more engage her interests and her culture so I would try and find out more about our culture and use that to help me make lesson plans using materials inviting her culture in the classroom because I feel like this would be a good way to help or be more engaged..." PST35 (Interventions)</p> <p>"I very much thought of my role as almost a bridge between the classroom and home life. I think that I did that because I know how important and how great of an impact parental engagement has on the students so if we are able to get them involved it might help the student. And I also kind of served I think as a support system both for the students and for the parents." PST22 (Reflections)</p>
<b>Believes in access for all</b>	<p>-Each student has equal access to participate (e.g., accommodations are made for girls, ELL's, and students with disabilities to have equal opportunities to participate in and out of classroom activities/discussions) (Equity)</p> <p>-Differentiated instruction is provided for ELL's and students with disabilities (Equity)</p>	<p>"some questions I would have for miss Jones would be why do you think they have issues do they have any prior notation or evidence to assume that they have something getting in the way of their education well I would ask if they have an IEP or 504 I would ask if they have family troubles I would ask if they have any other special accommodations that I would ask to speak to their teachers from the year prior" PST13 (Questions)</p> <p>From questions: "some of the questions I asked miss Jones would be: what do you mean by issues? Do the students have developmental disabilities that I should be aware of? Do the students have behavior problems that could be addressed through changing the seating arrangement, lessons style, motivations etcetera. Is there a way we can accommodate the lessons to address these issues?" PST46 (Questions)</p> <p>"one of my roles as a teacher ask someone that was responsible for well-being and growth of my students and also I feel comfortable in the classroom" PST578 (Interventions)</p>

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		<p>“I thought of my role as a teacher as a problem solver as an educator it is my job to make sure that every student in my classroom has an opportunity to succeed they're all throughout the simulation was to problem solve and determine ways to accommodate the classroom to fix students specific needs” PST46 (Reflections)</p> <p>“I thought in my role as a teacher as being an advocate for students by providing them with the proper supports instead of just leaving them to student centered learning when they don't have the supports and resources how about the effective for them” PST9 (Reflections)</p>
<p><b>Advocates for equity needs</b></p>		<p>“I immediately want to know what the so called issues are my another red flag that also comes up for me is why miss Jones is dismissing them is just taking their issues ‘Oh, that's part of them I don't need to worry about it,’ obviously there's something going on that's bigger than just Josh keeping his head down and I really want to know more about these students backgrounds I don't know if they have traumas that I should be aware of or just like biases that they have and I also want to know Mrs. Jones' biases and why she's acting the way that she is” PST15 (Questions)</p> <p>“I think we should help them...if we do not help them, who [is] supposed to help them?” PST106 (Questions)</p> <p>“I thought my role as a teacher by like having to think about my students and just making sure that I'm providing equal opportunities for all of them to succeed and showing them that I really care about them” PST70 (Interventions)</p> <p>“I thought it was role as a teacher or someone who's supposed to be an advocate for their students when you see that your students will be struggling you need help I think it's important that the teacher to take on my role as an advocate for the students and learn everything we can about students and do everything possible to help them succeed and become engaged” PST545 (Reflections)</p>