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Teaching,  
Leadership, and  
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**SOCIAL JUSTICE AND EQUITY: A MIDDLE CHILDHOOD EDUCATOR'S  
JOURNEY (230 PP.)**

Director of Dissertation: Joanne Arhar, Ed. D

The National Middle School Association performance-based standards, effective in 2001, require middle childhood teacher educators to prepare middle childhood educators disposed to provide socially just and equitable learning opportunities for all young adolescents. The researcher, a middle childhood teacher educator operating under the assumption that teacher educators must examine their own dispositions to practice social justice and equity in order to model them for teacher candidates, applied the autobiographical phenomenological method known as heuristics to explore this issue and concluded that middle childhood teacher educators must spend their own lives acquiring dispositions to practice social justice and equity if the pre-service educators they instruct are to have any possibility of acquiring these dispositions themselves.