Learning to Disrupt: Leveraging Simulations to Develop PGSEs Anti-Racist and Anti-Ableist Collaborative Practices

Ebony Perouse-Harvey

Harvard Graduate School of Education, ebony_perouseharvey@gse.harvard.edu

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Abstract

This study focuses on leveraging simulated experiences as a pedagogical tool to develop pre-service general educators (PSGEs) ability to identify inequitable practices, respond effectively to the needs of students and build relationships with families by exploring the questions, (1) How do PSGEs respond to issues of racism and ableism when it is shared by a Black parent of a student identified with a (dis)ability? (2) How substantive are their recommendations in response to the issue of racism and ableism shared by the parent? Each PSGE engaged in a 15-minute in-person video-recorded simulation of a portion of an Individualized Education Program (IEP) meeting. PSGEs levels of enactment in the areas of recognizing racism and ableism and responding to oppression grew between initial and final simulations. Leveraging simulations as a method to prepare general education teachers to engage in collaborative practices has the potential to expand both teacher educator pedagogy and pre-service teacher equity practices.

Corresponding Author:

Ebony Perouse-Harvey, Lecturer on Education
Harvard Graduate School of Education
13 Appian Way, Cambridge, MA, 02138
Email: ebony_perouseharvey@gse.harvard.edu

Introduction

During their teacher preparation programs, pre-service general educators (PSGEs) begin to develop the expertise necessary to execute their role as teacher. They enter with varying levels of awareness of the institutional power and privilege that comes with being teachers, the power and privilege they hold based on their social identities (i.e., race, SES, ability status, gender), and how these identities are socially constructed. Additionally, their awareness of how the social construction of race and ability manifest in schools, the ways they are implicated as educators and how to disrupt marginalization at this intersection also varies. It is therefore imperative that PSGEs are provided with opportunities to *practice* and *reflect critically* on how inequity manifests in schools because of their ongoing work with students and families who have been historically marginalized within American schools and society.

In 2025, we are again faced with the question: Why is it important for teachers to have an awareness of power and oppression? Precisely because there is a clear distinction between the dominant narrative and the reality of American society and schools. The reality that racism and ableism is pervasive in American society is highlighted by state sectioned police violence against both abled and (dis)abled Black bodies, federally sanctioned anti-black initiatives, such as, the stripping of the accomplishments and contributions of Black people from federal websites, book bans of minoritized groups across the country, the precarity of federal funding for K-12 and collegiate institutions for implementing programs that promote diversity, equity, and inclusion which support the inclusion of students of color and students with (dis)abilities in schools. This reality underscores the need for intervention for professionals that work in public facing institutions – like education. Racism and ableism's manifestation in schools continues to be visible in the operation of tracking, disciplinary, and special education referral policies where White, able-bodied, neurotypical conceptions of the social and academic are privileged (Darby & Rury, 2018; Harry & Ocasio-Stoutenburg 2020)**.**

Further, the push towards inclusion requires general educators to become more adept at understanding the special education process and to be active participants. To actively participate in Individualized Education Program (IEP) meetings, general educators must leverage their knowledge of students, knowledge of the context (classroom, school, district, state, national), and knowledge of resources (content, strategies, accommodations, supports, etc.) (Ball, 2018; Ball et al., 2008) to collaborate across difference (race, gender, class, ability status, etc.). At the same time, considering historical practices of exclusion in society and in schooling, members of the IEP team also need to advocate for the rights and needs of students and their families, appropriate placement decisions, and resources to promote equity.

Collaboration between parents, students, general educators, special educators, paraprofessionals, related service providers, and support staff is necessary to support students' learning toward measurable outcomes and to facilitate students' social and emotional well-being across all school environments and instructional settings (e.g., co-taught). Collaboration with individuals or teams

require the use of effective collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional or behavioral plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning (McLeskey, 2017, p. 28). Unfortunately, exclusionary practices that hinder collaboration and limit full parent participation in decision making within and outside of special education continue to persist (Harry, 2008; Harry & Ocasio-Stoutenburg, 2021; Pruitt et al., 1998).

While ample educational research is devoted to uncovering the need for PSGEs to attend to race, class, and gender (DiAngelo, 2010; DiAngelo & Sensoy, 2014; Gay & Kirkland, 2003; King, 2015), less attention has been paid to the need for PSGEs to attend to *ableism at the intersection of these identities*, a lack of understanding of their ability-based privilege, and the power derived from that privilege (Broderick & Lalvani, 2017). Given this current context, critical frameworks like Disability Critical Race Theory (DisCrit) (Annamma et al., 2016, p. 19) remain integral to undergirding professional development that supports teachers in grappling with issues of racism and ableism in schools.

Simulations are a practice-based teacher education (PBTE) tool that can support PSGEs' development of racial literacy and collaborative practice. A PBTE framework "include(s) significant attention not just to the knowledge demands of teaching but to the actual tasks and activities involved in the work" (Ball & Forzani, 2009, p. 503). Dotger et al. (2015) explains that for PSGEs there is a divide between what they learn in their teacher preparation program and how they might employ that learning at their school sites. Ball and Forzani (2009) make clear that such skillful work does not occur by happenstance and that professional judgment must be taught in a careful and deliberate manner.

Depending on the varied contexts they encounter at school sites, PSGEs may be more or less likely to take up practices they learn about in their teacher education coursework. *Simulations* in pre-service teacher education (Dotger et al., 2015; Khasnabis et al., 2018) and *critical reflection* (Khasnabis et al., 2019) can support PSGEs' development of equitable approaches when engaging with families of children identified with (dis)abilities that come from marginalized backgrounds. In-person simulations with simulated parents, like those discussed in this paper, provide an element of authenticity that is powerful to PSGEs' learning (Dotger et al., 2008). What we must continue exploring is how teacher education can leverage in-person simulations to tackle intersecting issues of inequity (e.g., race, class, ability status, gender).

This paper focuses on how PSGEs' enactments during simulated IEP meetings change between their initial and final simulations by determining whether they are able to recognize a racist and ableist issue presented by a Black parent of a Black student identified with a (dis)ability and make a recommendation that takes up issues of power and oppression as not to further marginalize this student. The construction of these simulations foregrounds an issue of racism and ableism and

challenge PSGEs to take up multidimensional as opposed to singular notions of identity of a student identified with a (dis)ability, demonstrate awareness of the material and psychological impacts of the social construction of race and ability, and privilege marginalized voices over dominant voices (Tenets 1-4 of DisCrit). This study focuses on the questions, (1) How do PSGEs respond to an issue of racism and ableism when it is shared by a Black parent of a student identified with a (dis)ability? (2) How substantive are their recommendations in response to the issue of racism and ableism shared by the parent?

Theoretical Framework

Disability Critical Race Theory

Although intersectionality (Collins & Bilge, 2016) can be used to analyze how marginalization takes place at the intersections of peoples' various social identities within society, Disability Critical Race Theory (Annamma et al., 2016) highlights how race and ability specifically intersect and how people who hold these identities have been marginalized in society and schooling. It is important to note that even though race and ability status are the focus, DisCrit accounts for other marginalized identities as well. This framework asks us to disrupt binary notions of able/disabled that are present in institutions within society, such as schools:

> A DisCrit theory in education is a framework that theorizes about the ways in which race, racism, dis/ability and ableism are built into the interactions, procedures, discourses, and institutions of education, which affect students of color with dis/abilities qualitative differently than White students with dis/abilities (Annamma et al., 2016).

DisCrit proposes seven tenets to help unearth the ways in which (dis)ability and race intersect to cause multiple layers of marginalization for people of color identified with (dis)abilities in every sphere of society (Annamma et al., 2016). The tenets of DisCrit were leveraged to design the simulations highlighted in this study.

As a framework, DisCrit addresses how racism and ableism are structurally ingrained within society which negatively impacts the access students of color identified with (dis)abilities have to education. DisCrit theory helps one see the interdependence of racism and ableism (Tenet 1), the manifestation of racial/ability hierarchies (Tenet 5), the perpetuation of the narrative of whiteness and ability as a property right of White neurotypical and able-bodied people (Tenet 6), multidimensional v. singular notions of identity (Tenet 2), the material and psychological impacts of the social construction of race and ability (Tenet 3), the importance of uplifting the perspectives of historically marginalized groups (Tenet 4), and responding productively to acts of resistance from marginalized groups (Tenet 7). DisCrit is useful in the design of this simulated experience in that it encouraged, me, as the designer/instructor to consider how a conversation with a Black parent and PSGEs' reflection on that interaction could help PSGEs recognize inequitable power dynamics, how Black students and parents are positioned in educational spaces, and how their

decisions can perpetuate or disrupt these inequities (Perouse-Harvey, 2022). In the development of the simulations and the analysis of PSGEs engagement in the simulations, I leverage DisCrit by attending to PSGEs' ability to recognize Tenets 1-5. Throughout, there will be other tenets that may emerge from PSGE's engagement (e.g., Tenet 7). Below is a discussion of (1) whether PSGEs recognized a racist/ableist issue presented by a Black parent of a Black student identified with a (dis)ability (named Mariah) and (2) if PSGEs recommendations take up issues of power and oppression as not to further marginalize a Black student identified with a learning disability.

Methods

The participants in this study were 18 PSGEs in the last semester of an intensive 12-month master's program in secondary education at a large Midwestern University. Of the 18 PSGEs in the course, four self-identified as people of color (Asian, Latinx, Middle Eastern), 14 self-identified as White. Half of the class identified themselves as women, and the other half identified themselves as men. Seventeen of the 18 PSGEs identified themselves as able-bodied. One PSGE self-identified as having a (dis)ability. This study focuses on the simulations and the reflections of two PSGEs, Audrey (White, able-bodied, woman) who began on the proficient level of enactment and Jeffrey (White, able-bodied, man) who began on the novice level of enactment in the initial simulation.

Simulations were embedded in a 13-week course focused on supporting students identified with (dis)abilities in middle and high school (Weeks 2 and 12). The simulations provided an opportunity for PSGEs to take up issues of power and oppression when making a recommendation in response to a racist/ableist incident Mariah experienced and any impacts on her academics. In their reflections, PSGEs were *prompted* to discuss the issue of racism/ableism directly and how they would improve their recommendations and rationales related to the race/ability issue and/or Mariah's academics. PSGEs engaged in three reflections of their simulation videos across the semester to help them analyze their actions as their understandings developed in response to coursework.

Primary data sources were videos of the initial simulation, three student's reflections, and videos of the final simulation. Instructor responses to their reflections and notes by the facilitator of each simulation served as secondary data sources. I engaged in both in vivo (phase one) and descriptive (phase two) coding (Bloomberg & Volpe, 2012) to capture PSGE's language and ideas. This approach allowed me to stick closely to "data rooted in participant's own language" as to disrupt any assumptions I might bring to the data as the instructor and "complete member" of the course (Saldaña, 2011, p. 7). Phase two descriptive codes included simulation expectations, Decision Rules, and PSGE's verbal and non-verbal cues. I developed a set of *a priori* preliminary codes for the simulations based on the simulation expectations provided to the PSGEs (*see* Simulated Meeting Design below). I drew from the Decision Rules (which is a guide for simulated parent responses to PSGEs) to identify additional codes related to PSGEs responses. In addition, codes were added that captured PSGEs verbal and non-verbal cues. Phase three coding were *a priori*

codes based on the tenets of Disability Critical Race Theory. To ensure coding consistency, another researcher and I independently coded the initial and final simulations of two PSGEs using the developed codebook. We engaged in line-by-line coding (for in vivo codes) and block coding (for descriptive and a priori codes), wrote memos outlining our rationale for coding, and leveraged this to refine, modify, or change codes as necessary and came to a consensus on the applied codes across each simulation video (*see* Simulation Meeting Design below).

PSGEs received a level of enactment (LoE) of either novice, advanced beginner, proficient, or advanced based on their *discourse* in each simulation. PSGEs were assessed in these categories by the simulation team (by the parent and facilitator after each simulation). During the final phase of coding, the instructor/researcher leveraged phase one and phase two coding to identify PSGEs' LoE. LoEs are meant to be *fluid* descriptors of PSGEs' performance in each simulation. Table 1 provides a description of each level of enactment and a definition of rationales that were considered weak, limited, adequate, or strong. This paper will focus on two students, Jeffrey and Audrey, and their responses and recommendations to a racist/ableist incident experience by their student, Mariah.

Table 1

Simulation Team Rubric

Categories	Novice	Advanced Beginner	Proficient	Advanced
Description	Has difficulty attending to issues (ableist, racist) presented in conference; makes moves that have the potential to cause parent disengagement/ hinder relationship building; provides weak rationale for recommendation, etc.	Attempts to attend to issues, may attend to one issue with more detail and specificity than the other; attempts to engage parent but may falter; provides limited rationale for recommendation, etc.	Attends to both issues, provides solutions that are executable but does not lay out in detail how and when they will be executed unless nudged; engages parent in conversation about both issues; provides an adequate rationale for recommendation, etc.	Partners with parent and special educator throughout the conference; attends to both issues, naming the issues and confirming with parent; engages parent's perspective in conversation; attends to all relevant data presented in decision- making; provides a strong rationale for recommendation, etc.
Definitions	weak – rationale is not supported by information provided by PSGE materials, special educator, and/or parent.	limited – rationale demonstrates that PSGE attended to some, but not all of the information provided.	adequate – rationale attends to all the relevant information, but explanation requires a bit more clarity.	strong – rationale attends to all the relevant information in PSGE materials, and the information provided by the parent and special educator; direct and clear.

Below are descriptions of PSGE engagement at each level of enactment (LoE):

Novice Level of Enactment

The PSGEs within the novice LoE would respond to the issue of racism/ableism in a way that seemed to reinforce the normal/abnormal dichotomy. Additionally, they would only discuss race and ability after the issue is revisited by parent.

Advanced Beginner Level of Enactment

The PSGEs within the advanced beginner LoE would recognize that there was harm done to the student but may not signal to the parent that they understand that this was an issue at the intersection or race and ability. They may not name race or ability status explicitly. A distinguishing feature between PSGEs within the novice and advanced beginner LoE is although the advanced beginner may not name race/ability explicitly, racism/ableism informs their recommendations and the rationales *(if provided)* to the issue presented.

Proficient Level of Enactment

The PSGEs within the proficient LoE, may awkwardly address race and/or ability status in their initial simulation, and may not initially make the connection between race and ability. They have an awareness that inequity has taken place and name it explicitly (although partially). In contrast to the novice and advanced beginner categories, they provide clear rationales for their recommendations.

Advanced Level of Enactment

The PSGEs within the advanced LoE, can clearly name the type of inequity that has taken place, in this case, racism and ableism. They can make a connection between the intersection of race and ability status and its impact on the students involved and/or the larger school community. They provide clear rationales for their recommendations, and they connect directly to issue(s) presented.

This paper focuses on two of the eighteen students that were a part of the larger study. Jeffrey and Audrey represent two students that were on each end of the LoE spectrum during the initial simulation. Jeffrey, a white able-bodied man, struggled to verbally acknowledge racism and ableism during the simulated experiences (and in course discussions and assignments, (*see* Perouse-Harvey, 2022). Audrey, a white able-bodied woman, entered the simulated experience with a deeper awareness of racism and was able to identify it immediately, and developed a more nuanced understanding of the intersection of racism and ableism during the course (*see* Perouse-Harvey, 2022) and in her reflections.

This paper tracks their growth from the initial to the final simulation, highlighting that students that entered the course with limited or more robust understanding of the intersection of racism and

ableism and how to attend to it in a conversation with a parent can *both* grow in their practice through leveraging simulations and individual instructor guided reflection.

Simulated IEP Meeting Design

There were 5 simulation teams composed of a simulated parent (mother of Mariah, a Black girl with a learning disability), a simulated special educator, and facilitator that met with the PSGEs in person. The simulated parents were Black women that were former teachers, teacher educators, and graduate students that supported PSGEs across the program (the focal family in this simulation was a Black Caribbean-American family). Interviews with Black families of students identified with (dis)abilities and DisCrit was leveraged to determine the racial and ability identity of the family, the interaction Mariah experienced, and the responses of the simulated parent when interacting with PSGEs. The special educators were White women who were former special education teachers (because special education teachers are predominantly White women) and were graduate students or teacher educators. The facilitators ranged across race and gender (graduate students). It was important to limit the number of simulations per team to avoid fatigue as well as mitigate the possible emotional and mental toll of engaging in equity-based simulations (Goldin et al., 2019). Therefore, each team conducted 3-4 simulations and engaged with one PSGE per simulation. Each participant in the simulation received materials to support their engagement (*see* Perouse-Harvey, 2023).

Each teacher candidate entered an office where the simulated special educator and facilitator were waiting. The facilitator read the introductory script to the PSGE, introduced the teacher candidate to the special educator, and began the simulation. The simulated parent then entered the room and was greeted by the simulated special educator and PSGE. The PSGE, simulated parent, and simulated special educator enacted the meeting while the facilitator kept time, video recorded and wrote notes on their observations of the simulations. Simulations ran continuously for approximately 15 minutes (some ran a few minutes over time), with each simulation team engaging in simulations for approximately 45-60 minutes. Simulation teams worked together for an additional 45-60 minutes to discuss and fill out the rubric after each PSGE they worked with.

The simulations focused on attending to issues presented by a Black Caribbean mother and father, Mrs. Johnson and Mr. Johnson, relating to the academic and social progress of their Black Caribbean-American daughter, Mariah, and Mariah's placement in special education. The focal issue of each simulation was designed to sit at the intersection of racism and ableism, thus foregrounding and applying in practice the major critical frameworks I leveraged to design the course and also introduced during the course, intersectionality and DisCrit (*see* Perouse-Harvey, 2022). PSGEs were tasked with listening to the parent, Mrs. Johnson, considering what they knew about Mariah, and making recommendations to support Mariah's ongoing academic, social, and emotional development.

As the instructor of the course, I gave a great deal of care to how simulation materials and simulation teams represented students and families of color, in this case Black families (*see* Perouse-Harvey, 2023). This is a particularly important aspect of simulation design because 79% of teachers in the United States are White (National Center for Education Statistics, 2020) many with limited experience engaging with people of color and possibly arriving in teacher education having only been exposed to stereotypical representations of people of color in society and the media, (i.e., not caring about education, not knowledgeable, unable to learn, etc.) (Sleeter, 2008). I decided to make the family in this simulation, the Johnsons, Black to both surface and intentionally interrupt the negative assumptions that PSGEs may have had about students and families of color. Table 2 outlines the issue presented by the parent in the initial and final simulations and highlights the tenets of DisCrit that are present in each simulation scenario. Mariah shares some classes with Brian and Mrs. Johnson attends the Individualized Education Program (IEP) meeting prepared to discuss the incident out of her and Mr. Johnson's concern on the emotional, social, and academic impact this incident can have on Mariah and suggest placing Mariah in general education for all her classes (instead of some).

Table 2

Elements and Expectations of Initial and Final Simulation

Elements of the Incident (Initial Simulation)	Elements of the Incident (Final Simulation)	Expectations
Mariah explained to her parents that she has been getting to homeroom late because a few weeks ago a White male general education student, Brian, said he saw her walking out of Ms. William's Biology class which is composed of mostly students of color, he told Mariah he heard that Ms. William's class is "where all the Black kids are" and that he heard it was the "slow class." He asked Mariah if she was in the "slow class."	She says she doesn't like leaving classes where she is the only Black student and no one else is going to the testing room, it makes her uncomfortable. In her English and Biology classes there are a number of students from different backgrounds that go to the testing room, and so she feels comfortable exiting. But in Algebra and Global History, she is the only student who would be going to the testing room, so she is uncomfortable exiting – in particular because she is Black and fears that people will attribute her learning disability to her race.	*Privileging voices of the marginalized (tenet 4)* – As PSGEs listened to Mrs. Johnson, they were expected to acknowledge Mariah's experience, take Mariah's perspective into account when suggesting a recommendation on how to respond to the incident, and prevent any further harm to Mariah. *Multidimensional v. Singular notions of identity (tenet 2)* – Brian's perspective of Mariah perpetuates a belief that Black people are intellectually inferior. *Whiteness and ability as property (tenet 6)* – Brian's perspective of Mariah perpetuates a belief that Black people are intellectually inferior and that as a White non-disabled student he is better/smarter than her. This issue continues to be present in the final simulation because it impacts her desire to take her accommodation in two of her general education classes. Tenet 2 and 6 overlap in these scenarios, therefore PSGEs were expected to address both issues in their recommendation.
	Although Brian is not in any of her classes, she is still bothered by what happened with Brian earlier in the school year and does not want other students to make fun of her.	*Racism & Ableism working interdependently (tenet 1)* – In the scenario, Brian equates Mariah's Blackness to intellectual inferiority, PSGEs were expected to acknowledge and indicate to Mrs. Johnson their recognition of the racist and ableist action taken by Brian.
The students that were with him were mostly White, Mariah explained, and they laughed after he said that to her. She would arrive to homeroom late so that she did not bump into him and his friends in the hallway and could find a seat away from them after all the students were seated.		*Material and psychological impacts (tenet 3)* – The impact of the incident is demonstrated in Mariah's behavior when she decided to enter homeroom late in order to avoid Brian and his friends and withdraws from participating in class. In the final simulation, this is present by Mariah's decision not to go to the testing/resource room to receive her accommodation of extended time on examinations. PSGEs were also expected to share initial steps on how to support Mariah after she experienced this ordeal.

Results

Recognizing Racism & Ableism

 Novice LoE Initial Simulation

Jeffrey, a White able-bodied male PSGE, initially struggled to provide potential solutions that attended to the racist/ableist issue shared by Mrs. Johnson. After Mrs. Johnson shares the interaction between Brian and Mariah, Jeffrey indicates that Brian's actions are unacceptable when he says, "…to the extent that I complemented you on her compassion and empathy I would like to bop the parents of Brian on the head because something is clearly wrong if a kid would do that to her." Although this may not be the most appropriate thing to say to Mrs. Johnson, Jeffrey attempted to express his disagreement with Brian's actions. After suggesting talking to Brian's parents (*see Power and Oppression* section below) Jeffrey pivots to discussing Mariah's academics and says that he is open to revisiting the conversation if Mrs. Johnson desires. Near the end of the simulation, Mrs. Johnson takes Jeffrey up on his offer to further discuss the incident between Brian and Mariah. Jeffrey responds,

> **Jeffrey:** (*Brief pause, looks down*) Okay. That is a very good question. First, I think, right away (*Jeffrey makes eye contact with Mrs. Johnson*) as in tomorrow's homeroom, I am going to have a general discussion with the whole class about, just briefly saying, "it is never alright to make fun of anyone for any reason. Whether they're Black or Chinese, or Asian, fast or slow…"

In response, he verbally recognizes the issues of race and ability, when he says that it is never alright to make fun of anyone for any reason whether they are "Black, Chinese, or Asian, fast or slow." Although he is expressing his feelings that Brian's behavior is unacceptable, his phrasing is awkward, he uses the phrase "fast or slow." These words work to reinforce the same dichotomy that Brian presented between Mariah and himself during the racist/ableist incident (Tenet 2). This may signal to Mrs. Johnson that although Jeffrey is empathetic to the harm that Mariah experienced, he struggles to genuinely understand the material and psychological impact (Tenet 3) the incident had on Mariah. His later makes a comparison between Mariah and himself and repeating Brian's phrasing of "slow," which was used to categorize Mariah, demonstrates a superficial understanding of material consequences of racism and ableism.

Proficient LoE Initial Simulation

Audrey (White, able-bodied woman), a PSGE that was in the proficient performance category in the first simulation awkwardly names her recognition of race and connects it to finding a feasible solution. When Mrs. Johnson shares the incident that took place between Mariah and Brian and explains that she would like Mariah to be placed in all general education classes, Audrey focuses on the incident first. She begins with an apology,

Audrey: *(looking down across table)* I am very, very sorry that happened to her and that Brian, um, thought *(makes eye contact with Mrs. Johnson)* that that behavior was okay and that he could talk to any student that way, um, and to make those kinds of comments. *(looks down at sheet)* At a minimum, I will pull Brian off to the side *(makes eye contact with Mrs. Johnson)* and talk to him about that and discuss how *(looking down across the table)* those words and actions *(makes eye contact with Mrs. Johnson)* hurt Mariah and, um, in general it isn't acceptable to talk about other students that way, *(looks at sheets)* especially others that, you know, *(makes eye contact with Mrs. Johnson)* are a different color than them. So, we definitely need to address that so I apologize for that, um…[trails off]

Audrey first demonstrates empathy by apologizing for what happened to Mariah. As she begins that statement she is looking down at the table and then looks up at Mrs. Johnson when she says "...treat any student that way..." and states that it is unacceptable to talk about students that are "a different color" than them in the way he did, here Audrey is indicating that she recognizes this interaction as racialized. It is awkwardly stated and she seems to hesitate to use the word race. She also looks down at the table often. Audrey's rationale for pulling Brian aside centers on how the incident impacted Mariah. She seems attentive to the psychological impacts the incident had on Mariah (Tenet 3) because she says she wants to impart to Brian that it is unacceptable to talk to students of a different race than him in the way that he did. Audrey seems to fall somewhere in between not naming race at all and naming it explicitly. She engages with Mrs. Johnson in a conversation about the incident with Brian and does not shy away from tackling the race issue first. Even though Audrey responds to the incident between Brian and Mariah, it is unclear whether she can identify how racism and ableism are intertwined with one another (Tenet 1). From her response to the incident with Brian, she noticed how the remarks were racist, but it is unclear whether she noticed that his remarks were also ableist.

Reflecting on Racism & Ableism

Novice LoE Simulation Reflection

When responding to Jeffrey's first round of reflection, I acknowledged that he affirmed the parent's concern as well as Mariah's response. When responding to his second round of reflection I stated that he should be attentive to both similarities and differences between his and Mariah's experiences and asked, "How would Mariah's experience be different to something you may have experienced? Similar?" The purpose of presenting this question to Jeffrey was to assist him in thinking about the material and psychological impacts Brian's words had on Mariah (Tenet 3). Jeffrey responds,

Jeffrey (Reflection 3): Mariah is dealing with a learning disability that makes certain subjects difficult for her, she is African-American, and she is a *woman*. These are all

"categories (for lack this moment of a better term)" that I have not experienced and indeed cannot. I have been a teenager, on the other hand, with my own issues. As a classic "pencil-necked geek" in High School, I was many parents' dream but a wonderful target for most of the school's bullies, especially as I was quite physically and socially awkward. *These are not the same issues as Mariah and they do not have the same consequences*, but I do know that when a teenager experiences something untoward, their first instinct is not to run to a teacher or their parent, as this makes them a snitch and a whiner. Unless the culture in Mariah's school is completely different from the one I grew up in, I think my empathy and understanding of her desire to handle this by herself and not report what happened to me or another teacher are more in agreement with her experience than out of alignment due to the differences in our upbringing and experiences *(my emphasis)*.

Jeffrey acknowledges the differences in race, gender, and ability status, but describes Mariah, a 9th grade student, as a "woman" (Epstein et al., 2017). He also acknowledges that he and Mariah do not have the same issues or consequences but does not provide specifics into "how" their experiences are different, particularly considering the situation between Mariah and Brian. Instead, his response focuses on his experience in school and the similarities between their experiences. Jeffrey misses the opportunity to discuss the material and psychological impacts this situation has had on Mariah (Tenet 3) which would require him to foreground her marginalized experience over his own (Tenet 4).

Proficient LoE Simulation Reflection

Audrey reflects on how racism and ableism were working interdependently (Tenet 1) in the incident presented by Mrs. Johnson. In her initial reflection instead of naming race/racism or ability/ableism when explaining Mrs. Johnson's concern, Audrey uses the phrase "mean statements" to describe Brian's comments. She also uses the words "stereotype" and "less than" which are typically coded to imply racial and other forms of discrimination, but Audrey does not explicitly state the specific type of discrimination that occurred. She must be probed further to name the type of discrimination explicitly, but once she does so, she is willing to discuss how she might express to Mrs. Johnson that she clearly sees the issues Mrs. Johnson is presenting,-

> **Audrey (reflection 2):** As teachers, we need to recognize that race is an issue, and the phrasing was awkward and incomplete. But it also acknowledged Mrs. Johnson shared that Brian made the comment not just about slow kids but students of color too. It may (have) needed (to) be more explicit about Brian's unconscious white supremacy because the phrasing did not reflect the power Brian has compared to Mariah and other students of color or those labeled with a disability.

When probed about her phrasing, Audrey identified that it was "awkward and incomplete." In her reflection she names both race and ability, although this did not come through in her statement

during the simulation. She mentions that she may have needed to be more explicit about white supremacy/power during the simulation. In response to her second reflection, I ask Audrey to listen to the portion of Mrs. Johnson's explanation again. I explain that Mrs. Johnson brings up "two intersecting/interrelated issues concerning the incident between Mariah and Brian." I ask her to name these two issues more explicitly, she responds,

> **Audrey (reflection 3):** The two related issues are Brian making an ugly comment saying that the biology class *was all black kids and isn't that the slow class*. First, it is a *racist comment assuming that all black kids need a special class where they go slower than the other classes*, i.e., classes for *white kids*. The second is that *special education students are slow and have nothing to contribute*. Brian's *racist/ableist comment* may also demonstrate a larger cultural problem at the school of segregating students of color and those diagnosed with a disability.

In response, Audrey names racism and ableism explicitly describing how these two issues intersect in Mariah's situation. By naming that Brian's comment is racist for "assuming that all black kids need a special class…" and "special education students are slow…" indicates that she beginning to articulate how racism and ableism circulate interdependently (Tenet 1), she continues, Brian's comment may "demonstrate a larger cultural problem…segregating students of color and those diagnosed with a disability." Her statement indicates a larger cultural issue within the school that needs to be addressed. She expresses why what Brian says to Mariah is both racist and ableist. Audrey is also willing to revise her approach and think about how to more clearly state that she sees the intersecting issues and communicate that to Mrs. Johnson. Audrey also names the interdependent ways that racism and ableism exist in schools. She raises issues that directly impact the work of teaching, the need to think deliberately about bias when analyzing why Mariah is placed in separate (small) classes and whether Brian's behavior is a symptom of a larger cultural problem in the school related to racism and ableism. Her comments demonstrate an awareness of "the material and psychological impacts of being labeled as raced or (dis)abled" (Tenet 1) (Annamma et al., 2016, p. 11).

Revisiting Issues of Racism & Ableism

Novice LoE Final Simulation

After the special educator opens the meeting for Jeffrey to make his comments during the final simulation, Jeffrey begins with addressing the issue about Brian, which was the focus of discussion at the previous IEP meeting. He explains that they made sure that Mariah and Brian would not sit near each other and they are glad to do that. Jeffrey provides no additional information, although there is a thorough discussion about homeroom in the simulation materials, therefore he misses an opportunity to share knowledge of Mariah that is illustrative. In the materials PSGEs received in preparation for the simulation, there were multiple examples of activities they engaged in homeroom because of the interaction between Brian and Mariah. For example,

You also engaged students in a social identities activity, where they filled out a graphic organizer about their various social identities and chose which identities they would like to share with the group. You noticed that during that activity in particular, Mariah was engaged and enjoyed sharing aspects of her Caribbean-American identity. She shared with the class that she often visits Trinidad with her family and is proud of her Caribbean roots. On another day, you engaged students in an activity around stereotypes and implicit bias, using examples that spanned the intersection of multiple identities and led a class discussion about how our assumptions based on stereotypes can lead to biased actions against others (you included [dis]ability in your discussion). Over the course of these activities Mariah seemed to open up a bit more in homeroom.

Instead of sharing examples that highlight uplifting Mariah (and other students') multidimensional identities (Tenet 2), Jeffrey moves on to ask about Mariah joining the debate team. Near the end of the simulation, Mrs. Johnson revisits the issue with Brian, specifically bringing up the issue of race. She asks for more clarity on the ways that he has been dealing with the issue. It is not until Mrs. Johnson probes that Jeffrey provides additional details,

> **Jeffrey:** We've brought in both specific, we've tried to have *extra classes* and *extra talks* in the homeroom (*hand gestures*) about learning about diverse students and diverse groups and how we all, you know, both special and individual and we all have to get along and we think we're making progress with that. These are kids, you know, there is always one step forward and then some lost ground but we're hopeful that that kind of targeted but not specific education and awareness training has had an impact. (*Turns to the special educator*) Have you seen anything? Um, you might not see it from my homeroom *(my emphasis)*.

Jeffrey shares a bit of the information provided in the materials: dedicating homeroom time for discussion about diverse groups. He also states that they have had discussions around everyone being special and individual and that everyone has to get along. He hopes that that specific awareness training has had an impact. Jeffrey seems to avoid engaging in the discussion of race. Jeffrey describes the work that he has been doing with his students as "extra," which may signal that he does not see this work as integral to building community in his homeroom. Jeffrey missed the opportunity to highlight what he was learning about Mariah's multiple identities (Tenet 2), how the activities helped to support Mariah's reengagement in homeroom, and how these activities specifically responded to the incident that occurred between Mariah and Brian and attended to the psychological impacts the incident had on Mariah (Tenet 3). The activities and discussions that were outlined in the materials seem to be a mismatch with Jeffrey's own orientations toward responding to racism and ableism (which also is apparent in his class discussion throughout the semester, Perouse-Harvey, 2022).

Proficient (to Advanced) LoE Initial Simulation

In her final simulation, Audrey provides a thorough explanation of what has transpired in her homeroom since the last simulated IEP meeting. She updates Mrs. Johnson on Mariah's engagement in class, separating Mariah and Brian, and working with the administration and the school social worker to engage her homeroom class in activities that tackle social identity,

> **Audrey:** First of all, as always *(makes eye contact with Mrs. Johnson, they both smile)* Mariah, I really enjoy having her in my class. *(Picks up sheets)* It seems like for the most part, in our last meeting we were talking about, um, the *(makes eye contact with Mrs. Johnson)* comment that Brian made…Mariah asked that she not be teamed up with Brian when we did those group activities, um, fair enough, and I understood why *(hand gestures)* we did not. *(Looks down)* But that seemed to help her do okay in homeroom, she is still a little bit quiet, *(makes eye contact with Mrs. Johnson)* she's not talking to Brian, um, but seems to be doing okay with that… We worked actually with the social worker because I went to administration and said, without naming names *(Mrs. Johnson: mmm hmm, nods)*, what happened and this is something that we would like to work on in homeroom and the social worker and administration were very supportive. *(looks down)* And the social worker came a couple times to view the class *(looks at Ms. Smith then Mrs. Johnson)* and also help us provide some activities. One of the highlights *(smiles)* of it is that Mariah is very proud of her Caribbean-American heritage. She really opened up during all of these activities especially during that time and shared with the class that she traveled to Trinidad on several occasions *(Mr. Johnson and Audrey smile)…*

Audrey begins with an asset-based comment when she says that she enjoys having Mariah in class, she does not provide any concrete examples in the beginning of her report but mentions at the end she was learning about Mariah's Caribbean heritage. By foregrounding this, Audrey is sharing her recognition of Mariah's multidimensionality (Tenet 2). Early in her statement, Audrey mentions "the comment that Brian made," this indicates that she is responding to the negative impacts that the comment had on Mariah (Tenet 3). She followed up with explaining that she kept Mariah and Brian separated, as per Mariah's request (Tenet 4). She shares the actions that she has taken in homeroom to support Mariah by helping to develop her students' understanding of social identities. She also mentions that she has followed Mariah's wish not to be partnered with Brian and although she and Brian are not interacting (Tenet 7), Mariah is interacting with other students. Audrey follows the materials closely, although she does not name all the activities specifically. She described activities, Mariah and Brian's relationship, and working with administration. Audrey's explanation was very detailed, and she spoke directly to Mrs. Johnson.

Making a Recommendation That Takes Up Issues of Power & Oppression

By the final simulation, Jeffrey, the PSGE within the novice LoE refrains from using language that promotes the normal/abnormal dichotomy, collaborates with the members of the team, and demonstrates flexibility when his recommendation does not fully attend to Mariah's needs. By the final simulation, Audrey immediately takes up both aspects of Mrs. Johnson's concern to develop a recommendation that fits Mariah's needs. This section focuses on the way students in the levels of engagement of novice and proficient during the initial simulations attended to issues of power and oppression, their reflections, and final simulation.

Novice LoE Initial Simulation

When Mrs. Johnson shared the incident that occurred between Brian and Mariah (*see* Table 2), Jeffrey listens attentively and then responds,

> **Jeffrey:** Uh hum, (*looks down at paper*) okay, well, you know it's interesting, (*makes eye contact with parent*) I can understand why she took that approach and it is not…my gut reaction is if I were a kid at that age and something like that happened, that might be how I would approach it, but I am very glad she spoke to you and I am very glad you are speaking to us about it because to the extent I complimented you on her compassion and empathy – (there) is clearly (something) wrong if a kid would do that to her…um (*looks down at paper*)…
>
> I don't have a fixed answer yet, you know, I just heard it. But my initial inclination given her understandable reluctance to confront that particular person is that I need to meet with him and his parents, perhaps first with the parents and perhaps then with the child because that is simply not acceptable…um…and it's very hurtful and so we need to address that, need to address that quite soon (*looks down at paper*)…um…let's see…in terms of, I had a couple of quick questions, you know, with your (*turns head to special educator*)…(*turns back to Mrs. Johnson*) I, I don't mean, I am not underplaying that at all, you know, I don't see that as a finished answer (*Mrs. Johnson says "okay"),* I see that as just my initial reaction (*Mrs. Johnson nods*). If you wanna come back to that and ask me anything about that I will be more than…if you think that sounds reasonable (*makes hand gesture to open conversation to parent*). If you had any suggest… (*Jeffrey laughs*).

Jeffrey is honest with Mrs. Johnson when stating that he does not have a fully formed response but states that his initial inclination is to speak to Brian and his parents. He emphasizes his recognition that Brian's behavior is unacceptable. He expresses empathy by saying that it is hurtful and that it needs to be addressed "quite soon." Jeffrey's response demonstrates that he sees this as an instance of bullying and that what Brian did was hurtful to Mariah, but he does not attend to the fact that Mariah must negotiate marginalization she is experiencing at the intersection of her race and ability status (Tenet 1) where she is viewed based solely on her marginalized identities (Tenet 2). Also,

by saying that if the situation happened to him, he would respond the same way, seems to ignore that this was a racist and ableist incident that would not happen to him as White able-bodied man and that Mariah was being bullied because she is Black and in special education. Jeffrey seems to continue to struggle with seeing the intersection between racial and ability marginalization (Tenet 1).

After Jeffrey's above comment, Mrs. Johnson reiterates that they do not want their child to be made fun of because she is Black or has a learning disability. Even though the parent describes an experience that highlights an instance of racism and ableism working in "tandem to marginalize" her daughter (Tenet 1) (Annamma et al., 2016), Jeffrey's response to the issue of race and ability is superficial. In seeming exasperation, Jeffrey says, "woooo" later in the conversation, possibly signifying that this is a monumental task. After this exchange regarding bullying at the intersection of race and ability, Jeffrey pivots to an academic recommendation for Mariah. When Mrs. Johnson revisits the interaction between Brian and Mariah, Jeffrey also adds making a general announcement in homeroom. His recommendations, both near the beginning and end of the simulation, did not incorporate Mariah's perspective (Tenet 4) into helping him think about next steps to approach Brian and his family or make the announcement in homeroom. Jeffrey expressed his trepidation about calling the incident out and drawing attention to Mariah and Brian specifically. He attempted to take up the material and psychological impact this situation had on Mariah (Tenet 1) when he provided the recommendation of speaking to the class more generally, but his recommendation did not consider that students could connect his discussion with them to the incident between Mariah and Brian since the incident happened in public.

Proficient LoE Initial Simulation

When Mrs. Johnson shared the incident that took place between Mariah and Brian and explained that she would like Mariah to be placed in all general education classes, Audrey focused on the incident first. After demonstrating empathy, she explained,

> **Audrey:** *(makes eye contact Mrs. Johnson)* It will happen immediately *(Mrs. Johnson: oh, okay).* Next time that I see Brian *(looks down across the table)* I'll pull him off to the side and we'll talk about it and eventually, if you're okay with it I would like Brian and Mariah to come back together, um, *(Mrs. Johnson: nods; Audrey makes eye contact)* and if Mariah's comfortable sharing her feelings in this situation and also Brian getting the opportunity to apologize and understand, see the hurt that he caused *(Mrs. Johnson: Okay; Mrs. Johnson and Audrey nod, Audrey looks at the special educator)*.

Audrey responded that she would speak to Brian immediately, demonstrating that she recognized the urgency in attending to the incident. She did not consider when making this recommendation the decision to pull Brian aside to talk to him had the potential to further escalate the situation; however, this is not brought up by Mrs. Johnson during the simulation. Audrey suggested Mariah

sharing her feelings with Brian, her rationale being that she would like Brian to see the hurt he has caused. Audrey demonstrated awareness that Mariah may not be comfortable speaking to Brian and offers it only if both Mrs. Johnson and Mariah were comfortable. Audrey demonstrates an awareness that Mariah and Mrs. Johnson may choose to resist the marginalization that Mariah experienced (Tenet 7) in different way than she suggests. The only aspect of Audrey's suggestion that involved Mariah was bringing both Mariah and Brian together to discuss what took place and for Brian to apologize. Like some of her colleagues, Audrey provided a recommendation that had the potential to escalate the incident between Brian and Mariah further and she did not consider learning more about Mariah's perspective directly from Mariah. In contrast to her peers, Audrey also recommended that she would only execute if she had Mariah and Mrs. Johnson's approval. Based on her response to Mrs. Johnson, Audrey was working to attend to the psychological impacts of the incident (Tenet 3) and privilege Mariah's voice (Tenet 7) but only part of her recommendation does this well. She provides adequate recommendations by attending to some of the relevant information provided but her explanation of her rationale for each required more clarity.

Reflection: Power & Oppression

Novice LoE Simulation Reflection

In his first simulation reflection, Jeffrey describes the second part of his recommendation to address the racist/ableist issue presented by the Mrs. Johnson:

> **Jeffrey (Reflection 1):** I offered to talk to the entire homeroom about how unacceptable any mockery of anyone for things they cannot change about themselves is. I also suggested that I will make sure that Brian and Mariah do not interact and that I will do everything I can to expedite the meeting with Brian's parents and then talk with Brian. Further action and suggestions will follow those meetings… *I think my proposed course of action, especially with reference to the whole class, was sound…* As regards dealing with Brian, I think my suggestions were sound but it is possible the school has a defined procedure for how to deal with incidents of bullying and I did not even think of that possibility during the simulation *(emphasis mine)*.

Jeffrey shares that he thinks he made a sound recommendation in response to issues with Brian and Mariah. He does not explain why he believes his proposed action is a sound choice. In this reflection, his focus continues to be on responding to Brian. Throughout his reflection, Jeffrey superficially takes up race and ability, in that he states that Mariah is Black, and identified with a learning disability, but does not use this knowledge to inform his decision-making. Therefore, for the most part, Mariah's well-being and perspective is left out of Jeffrey's next steps toward a solution. Jeffrey is either struggling or refusing to acknowledge the material and psychological

impacts this experience had on Mariah (Tenet 3) and the interdependence of racism and ableism (Tenet 1) in any substantive way.

Proficient LoE Simulation Reflection

When reflecting, Audrey was willing to revise her recommendation. I also pushed her to reflect on issues that were not directly brought up by Mrs. Johnson but had to be inferred, I asked, "What might be the impetus for (Mariah) avoiding Brian and his friends? How might this impact your decision on what you say to Brian? What if Mariah is not comfortable with you speaking directly to Brian because it may lead to further mistreatment, how might you attend to this as well?" She responded,

> **Audrey (reflection 3):** Could Mariah have internalized the comments of Brian and believe that they are true? Therefore, she questions her multiple identities as a caring, vibrant person who likes school and learning with various interests. *She may have thought all people see her the way she sees herself and now questions if they only see her as her race and disability.* She also does not want to continue to be seen that way and my talking to Brian about those two very things just reinforce the prejudices he has of her. If she can avoid him and be invisible to him, then *she can maintain a level of power/resistance against his negative attitude.* Although Mariah fears further mistreatment, in some ways, Brian is continuing to mistreat her as she avoids the classroom and allows him to *feel comfortable in a classroom where his attitudes are not checked…*

Audrey takes ownership of responding to the situation in her reflection. She considered the possible harm caused by Brian and how that interaction could potentially impact Mariah's concerns about how others view her. She also recognizes Mariah's actions as a form of resistance (Tenet 7) but is mindful that not addressing the situation, "allows him (Brian) to feel comfortable in a classroom where his attitudes are not checked." Audrey recognized the tension created by this incident. The balance of her statement provided a multi-layered plan to address the situation, she suggested engagement in classroom activities, separating Mariah and Brian, allowing Mariah to arrive to homeroom early, speaking with Mariah and the Johnsons about her next steps, speaking to Brian, and providing an opportunity for a discussion between students. The plan that she presented in her reflection is more robust than during the simulation and took up the psychological impacts the situation has had on Mariah (Tenet 3) and attentiveness to Mariah's perspective (Tenet 4). She also recognized Mariah's actions as a form of resistance and protection and does not negate it as a valid way to respond to harm (Tenet 7). Although not directly asked, she is thinking more fully about Mariah and Brian and their engagement in homeroom, she discussed integrating socio-emotional learning and issues of bias as a class.

Revisiting Power & Oppression

Novice to Advanced Beginner Final Simulation

During the final simulation, after Mrs. Johnson shared why Mariah has not been taking her accommodations in two of her classes (*see* Table 1), Jeffrey asked if it is possible to switch around Mariah's classes but states that it is perhaps not the best option. He asked if there is another section of the class where there would be other students taking the extra time so that she would not feel so singled out. He provided a rationale that acknowledges but does not fully attend to Mrs. Johnson's fear of Mariah being singled out. This first response may suggest that Mariah does not belong in her current classes because she needs accommodations, although there was no indication that she was unable to do the work in that class, only that she was not completing her exams. Also, this recommendation did not attend to Mrs. Johnson stating that Mariah is the only Black student in the class and this is the reason she did not want to take her accommodations. Although Jeffrey posed his question to the special educator, Mrs. Johnson stated that she does not want Mariah to switch classes because of the large shift they have already made moving Mariah from having some to all general education classes. Jeffrey paused to hear Mrs. Johnson's perspective and took it up immediately when he began formulating a new option,

> **Jeffrey**: A second thought is, is there any way, and again I need to defer to you on this (*looks over at the special educator and make hand gesture*), is there any way that she can be in her class, take the test and then kind of after (*glances at Mrs. Johnson*) the class ends go to the resource room and continue the test then, is that (*glances at Mrs. Johnson*) at all feasible?

Instead of signaling that Mariah did not belong in her current class, this suggestion attended directly to the comment the teacher made in the progress report, that Mariah needed to take her accommodations so that she can complete her exams. Jeffrey turned to Mrs. Johnson and asked, "Do you think that would address the primary concern?" He explained that Mariah wouldn't be singled out because she would be going to another class like the other students. He revoiced Mrs. Johnson and Mariah's concern. He then explained how he thought the solutions would work and how it attended to Mariah's concern about being singled out (Tenet 4). Jeffrey connects the reports provided by the special educator and Mrs. Johnson's concerns to develop this solution. He was able to provide a clear rationale that takes up Mariah's concern of being "singled out," and attended to both the material and psychological impacts on Mariah (Tenet 3) that were expressed by Mrs. Johnson, although he avoided naming race and ability directly. Additionally, when he received resistance (Tenet 7) from Mrs. Johnson on his suggestion, he responded thoughtfully by taking up her concern and leveraging his knowledge to suggest a new solution.

Proficient to Advanced Final Simulation

Audrey's recommendation in the final simulation immediately considered Mariah's concern of not being singled out in her Algebra and Global History classes. This is distinct from Jeffrey in that Audrey was able to immediately identify Mrs. Johnson's concern holistically to provide a strong initial recommendation. Her initial recommendation was in the form of a question that she presents to Mrs. Smith (the special educator),

> **Audrey:** I don't know if this is allowed or not, would it be feasible, Mrs. Smith, for her to go ahead and take the tests in Algebra and Global History and finish them in the resource room?

She opened with an idea that she says, "she is not sure if this is allowed or not," then asked, and suggested that Mariah begin her test in class and complete the examination in the resource room. Audrey is directly responding to Mrs. Johnson's previous comment, but Audrey does not verbally state her rationale, it is implied. The special educator confirmed that this was a feasible alternative. Here, Audrey is incorporating the information that was provided by Mrs. Johnson in making her recommendation by suggesting a solution where Mariah can remain in the classroom (Tenet 4). Audrey's recommendation immediately responds to Mariah's desire not to be "singled out" because of her race and ability status (Tenet 1) and to diminish the negative psychological impacts Mariah has experienced (Tenet 3). Although she was uncertain, she leaned on the special educator's expertise to develop a 'creative' solution to the issue.

Discussion

Instructors play a critical role in providing differentiated instruction for PSGEs through leveraging simulations *and* individual reflection – this helps mitigate the challenge of attending to the different knowledge bases and levels of equity practices that are revealed during initial assessments, reflections, and class discussions. With multiple simulations, feedback is translated into action. The partnership of instructor-supported reflections, class discussions, and practice-based opportunities capture both PSGE's articulation of concepts and *application* of what they learn to their practice. Simulations can be leveraged as both formative and summative assessments to inform teacher educator practice and refinement of pedagogy to fit the unique student group they are teaching.

Shifting from Novice to Advanced Beginner

Gay and Kirkland (2003) discuss specific obstacles to developing pre-service teacher critical consciousness and self-reflection, they explain, "Rather than reflecting critically on the race related and culturally diverse situations presented, they merely offer descriptions, evaluations, or justifications for actions taken or predicted" (p. 183). Jeffrey provides a justification for his actions in his simulation reflection instead of reflecting and presenting alternative actions. One example

is when asked to account for the differences between his experience and Mariah's, in addition to the similarities, he responded,

> I think my empathy and understanding of her desire to handle this by herself and not report what happened to me or another teacher are more in agreement with her experience than out of alignment due to the differences in our upbringing and experiences.

Jeffrey's action of pivoting away from critical analysis of his own actions is a common maneuver: diversion (Gay & Kirkland, 2003). In this case, Jeffrey "divert(s) or diffuse(s) attention away from the targeted topic" of racism and ableism by avoiding the discussion and pivoting the conversation in another direction (p. 183). Jeffrey also engaged in diversion during class discussions (Perouse-Harvey, 2022).

Jeffrey moved from novice to advanced beginner because he demonstrated flexibility in the final simulation when his recommendation did not fully attend to Mrs. Johnson's concern. He worked to collaborate with the parent and special educator to develop a feasible solution that took up Mariah's concern of being singled out and Mrs. Johnson's concern that Mariah is not taking her accommodations (Tenet 4). In the final simulation, Jeffrey struggled with taking ownership of classroom-based activities that supported growing students' multidimensional understandings of each other (Tenet 2). Jeffrey also struggled with naming race/racism and ability/ableism but avoided using ableist language in his final simulation which demonstrated growth (Tenet 1). In his initial simulation he struggled with privileging the voice of the marginalized (Tenet 4), Mariah, by focusing solely on Brian when making his recommendation. By the final simulation, Jeffrey was willing to provide multiple suggestions until he attended to both Mariah and Mrs. Johnson's concerns (Tenet 4).

Shifting from Proficient to Advanced

In the initial simulation, Audrey attended to the racist/ableist issue first, she provided a possible solution but had to be nudged to provide detail and a timeline. Audrey named race awkwardly and did not make a connection to ability during the initial simulation. Like PSGEs within the advanced beginners LoE she did not attend to Mariah, except for having Brian apologize. She did, however, ask for Mrs. Johnson and Mariah's approval before engaging in that aspect of the recommendation (Tenet 4). Where Audrey distinguished herself from the advanced beginners is that she provided clear rationales for her recommendations that take up – although imperfectly – these interrelated issues. When probed to name the type of discrimination Mariah experienced explicitly, Audrey did this and recognized her execution as both awkward and incomplete. In her reflection she preliminarily discussed white supremacy and power and was willing to revise her approach to these issues more directly. Additionally, in her reflection she recognized that the incident between Brian and Mariah could potentially connect to larger cultural issues within the school (Tenet 6). In her final simulation, Audrey provided a descriptive response to Mrs. Johnson, particularly around how she partnered with administration and social workers, attended to Mariah's request, and what

she has learned about Mariah (Tenet 2). Her initial recommendation and rationale took up both Mrs. Johnson and Mariah's concerns (Tenet 4) and she leveraged the special educator for her expertise in executing her recommendation. Audrey moved from proficient to advanced (for a beginning teacher) because she was able to holistically assess the parent's concerns, immediately took up the concerns of the parent, her recommendation and rationale were clear, and she leveraged the special educator's expertise when appropriate.

Findings of my research reiterate the need for deliberate engagement with PSGEs on issues of race and its intersection with other marginalized identities to provide them with the tools to articulate their thinking, question previously held assumptions and develop practices to disrupt inequity as noted by various scholars that study both racism and ableism (Gay & Kirkland, 2003; Harry & Ocasio-Stoutenburg, 2021; Khasnabis et al., 2018; Lalvani & Broderick, 2013; Sleeter, 2008). As a member of the IEP team, general educators are expected to collaborate with parents and colleagues. Simulations provide an opportunity for PSGEs (and other pre-service practitioners) to respond to an authentic problem of practice, reflect on their individual engagement, and *apply* their learning.

This study reveals that continued professional development throughout their teacher preparation programs and when they enter schools is important for teachers to move from dysconscious racist and ableist to critically conscious perspectives and practices (Broderick and Lalvani, 2017; King, 1991; Perouse-Harvey, 2022). For the simulations in this study, PSGEs were assigned as homeroom teachers because the course brought together PSGEs across various content areas. Although this allowed for similar experiences across PSGEs, it also opened the opportunity for some PSGEs to detach from making recommendations or reflecting on their practice and relinquish responsibility for Mariah's academic and social progress. This highlights the importance of instructor-guided reflection *paired with* simulations in supporting PSGEs with unpacking avoidant behaviors connected to tackling issues of racism/ableism. Future simulations should incorporate PSGEs content areas by leveraging student work (Khasnabis et al., 2019).

This study also highlights the importances of multiple opportunities for PSGEs to practice a pedagogical/collaborative skill or technique. This allows PSGEs to refine their practice over time. The interconnected work of engaging critical frameworks, teacher educator supported reflection, and practice-based pedagogy that helps provide PSGEs with language, alternative perspectives, and opportunities to *implement* equity practices. At the end of the course, PSGEs' levels of enactment were at different points along the spectrum. Jeffrey's initial simulation engagement highlighted that Jeffrey struggled to see how racism and ableism work interdependently in society and schools (Tenet 1), how this has a psychological and material impact on people/students (Tenet 3), and how whiteness and ability as property can impact the interpersonal experiences of students (Tenet 6). Audrey, a student that was proficient from the initial simulation, had the opportunity to deepen her reflection, her understanding of intersectional oppression (Tenet 1), and by the final simulation approach a different but related issue with more refined thinking. This practice-based

opportunity allowed me, as the teacher educator, to understand both Jeffrey's and Audrey's approach to racism/ableism and their reflections allowed me to understand their perspectives. By the final simulation, I was able to identify Audrey's and Jeffrey's areas of growth and areas that required additional intervention. Practice-based opportunities, like simulations, that provide multiple opportunities to refine PSGEs' teaching/collaborative skills are a powerful pedagogical tool to support practitioner learning and development.

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