Social Justice

1. Understanding/Power
   a) Understands the political and economic structures of domination and oppression.
   b) Develops an understanding of social justice and respect for and support of diversity in education.
   c) Identifies the sources of power, recognizes ones’ own position in relation to power, and understands the political nature of what we teach and learn.
   d) Asks and answers important ideological questions regarding education for social justice. What is the purpose of schooling? What is the role of public education in a democratic society? What historically has been the role of schooling in maintaining or changing the economic and social structure of society?
   e) Appreciates the knowledge and life experiences that students bring into the classroom.
   f) Sees the significance of poverty as it relates to issues of power in and out of the classroom for both students and parents.

2. Advocacy
   a) Develops tools for change.
   b) Exposes the forces that prevent individuals and groups from making decisions.
   c) Analyzes competing power interests between groups and individuals within a society.

3. Social
   a) Pays explicit attention to social relations within the classroom.
   b) Ensures input from all stakeholders and generates opportunities for everyone to be co-owners.
   c) Teaches the social skills necessary to actively participate in an inclusive democratic community.

4. Instruction/Assessment
   a) Uses assessments fairly and appropriately in ways that allow diverse students to demonstrate what they know, value, and can achieve.
   b) Differentiates classroom management based on the needs of the students leading to successful classroom community membership.
   c) Addresses both the emotional and cognitive components of the learning process.
   d) Helps students identify who gains and who loses in specific situations.
   e) Helps students understand and analyze power relations.
   f) Provides students with equitable access to knowledge and an understanding of the realities of their lives.
   g) Acknowledges and supports the personal and individual dimensions of experiences, while making connections to and illuminating the systemic dimensions of social group interaction.
h) Develops effective strategies for managing classroom situations of discrimination or cultural conflict.