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# Teaching and Modeling Social Justice in University Teacher Education Programs and the Communities They Serve

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# Teaching and Modeling Social Justice in University Teacher Education Programs and the Communities They Serve

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**Teacher education faces an urgent responsibility to transform its curriculum, pedagogy, structure, and delivery to better prepare future teachers to negotiate the changing landscape in educational practices that influence K–12 classrooms.**

(Boyle-Baise & McIntyre, 2008; Darling-Hammond, 2010; Fullerton & Ruben, 2011; Grossman & McDonald, 2008).



## Social Justice One Definition

The promotion of a just society by **challenging injustice and valuing diversity**. All people sharing a common humanity and therefore have **a right to equitable treatment, support for their human rights, and a fair allocation of community resources**.

**When social justice exists, people are not discriminated against, their welfare and well-being is not constrained or prejudiced** on the basis of gender, sexuality, religion, political affiliations, age, race, belief, disability, location, social class, socioeconomic circumstances, or other characteristic of background or group membership.

## Research on Social Justice

- Honor the relationships among language, knowledge, and power both in teaching and in the preparation of teachers.
- Teaching and teacher preparation are political activities.
- These activities mediate relationships of power and privilege in social interactions, institutions, and meaning-making processes.
- Such relationships have direct implications for how we achieve equity and access outcomes in all classrooms.

# Integrating Social Justice into the Curriculum

- Enables teachers to teach all students more fairly and equitably.
- Provides all students the same opportunities for academic achievement regardless of background or acquired privilege.
- Allows educators to teach about injustice and discrimination in all its forms with regard to differences in: race, ethnicity, gender, gender expression, age, appearance, ability, national origin, language, spiritual belief, size [height and/or weight], sexual orientation, social class, economic circumstance, environment, ecology, culture, and the treatment of animals.





Two important teacher education program transformations taking place at universities across the country:

- **foci on education for social justice**
- **the role that field experiences play in support of this effort**

By enabling participation in field experiences that allow for interaction with various types of communities, teacher candidates are more likely to plan and implement academic instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

(NCTE Standard VI, Element 1)



## **Overview of Field Experiences at Kennesaw State University and the Center for Education Placements and Partnerships- CEPP**

**KSU has a centralized office for ALL placements for the EPP.**

**Typically, placements include the following:**

**Foundations Courses**

**Significant focus on meeting the needs of ALL learners.**

**EDUC 2110, 2120, 2130**



## **EDUC 2110: *Investigating Critical and Contemporary Issues in Education***

### **Candidates:**

**Analyze critical and contemporary educational issues**

**Investigate issues influencing the social and political contexts of educational settings in Georgia and the United States.**

**Examine the teaching profession from multiple vantage points both within and outside the school.**

**Against this backdrop, candidates reflect on and interpret the meaning of education and schooling in a diverse culture.**

- 
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- **The Effective Teacher**
  - **Professionalism**
  - **Educational Philosophy**
  - **Motivation & Common Needs**
  - **Learning Styles and Unique Abilities**
  - **Globalization**
  - **History of Education**
  - **Government & Finance**
  - **School Law**
  - **Ethics & End of Course Reflection**

## Ethnography Assignment

- A picture of yourself (one that allows us to clearly see your face) and a brief biography about you.
- Define your own personal culture.
- Select the most important aspects of your personal culture (ethnicity/nationality, social class, social status, sex/gender, health, age, geographic region, sexuality, religion, language, ability/disability, race) and provide definitions and personal examples.
- Describe how your cultural viewpoint impact your expectations for your students and beliefs about teaching.
- Explain how you will best learn of the varying differences between your students.



## **EDUC 2120: *Sociocultural Influences on Teaching and Learning***

Introduces candidates to fundamental knowledge of culture essential for effective teaching in increasingly diverse classrooms.

### **Course examines:**

- the nature and function of culture
- the development of individual and group cultural identity
- the definition and implications of diversity



## **EDUC 2130: *Exploring Teaching and Learning***

- Explores key aspects of learning and teaching through examining students' own learning processes and those of others**
- Candidates learn to apply their knowledge to enhance the learning of all students in a variety of educational settings and contexts.**



## Pre-Clinical Practice

### ***EDMG 3350: Planning, Instruction, and Assessment in the Middle Grades***

Introduces future middle grades teachers to the knowledge and skills necessary for effective planning, instruction, and assessment of a diverse population of middle grades learners.

### ***EDMG 3360: Classroom Management in the Middle Grades***

Prepares middle grades teacher candidates to create and manage positive, productive classroom environments, including those with a diverse population of learners.





# Funds of Knowledge Model

Many teachers fall into the trap of taking a deficit perspective of students, families, and the community.

**A teacher might think or say, “Matt doesn’t even know his basic math facts” or “I wish more families would come to conferences and help with homework.”**

These are all ways of looking at students, families, and communities in terms of what they lack (their deficits).


## Schools Emphasize a Certain Kind of Knowledge

For example, in mathematics the emphasis tends to be on decontextualized mathematical concepts-like understanding the distributive property or solving a problem using only algebraic symbols.

Families and communities may have forms of mathematical knowledge and expertise that are not valued in the classroom.

The baker who has to measure ingredients and figure out how to price his products, or

The contractor who has to account for waste/loss when buying materials, pay her workers, and make appropriate and competitive bids for jobs.



An assets perspective emphasizes the knowledge and strengths that students, families, and communities do have.

Because the educational culture in the U.S. often has such a narrow conception of what it means for a student to be smart or for families and communities to be supportive, *it can often be difficult to see people's assets unless you actively look for them and learn to value broader forms of knowledge and expertise.*

## Assignment- Learn WHO Your Learners Are- Student Interviews

- ▶ **students' interests and hobbies, including after-school and out-of-school activities they participate in**
- ▶ **important community events and/or practices**
- ▶ **locally owned businesses, major industries in the area, and common jobs that family and community members are likely to have**
- ▶ **knowledge and skills that family members have**
- ▶ **what students' lives and homes are like**
- ▶ **culturally significant activities that students and their families participate in.**

## Yearlong Clinical Practice: All in Title I, Diverse or High Needs Middle Schools

### **EDMG 4650: Yearlong Clinical Experience I**

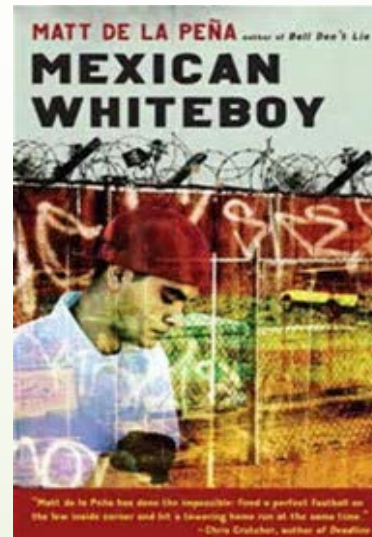
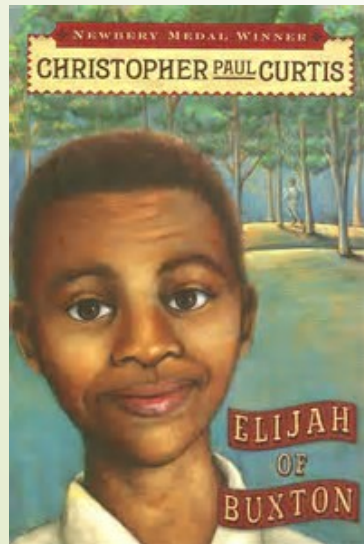
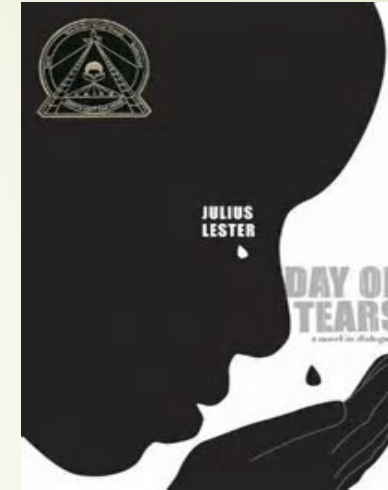
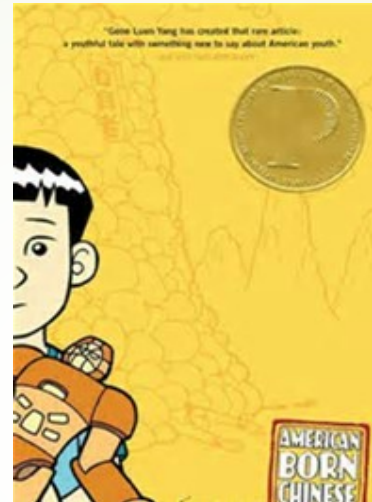
the first semester of an intensive and extensive co-teaching yearlong clinical practice in middle grades education. Under the guidance of a collaborating teacher and university supervisor, candidates practice professional competencies that impact achievement for diverse populations of learners.

### **EDMG 4660: Yearlong Clinical Experience II**

This course is the second semester of an intensive and extensive co-teaching yearlong clinical experience in middle grades education. Under the guidance of a collaborating teacher and university supervisor and working in a diverse environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement.



# EDRD 4409: Young Adult Literature: Cross-Curricular Approaches for Diverse Learners





# Meta-Framework Model

*Nieto and Bode (2008)*

**Supports individuals through developmental stages in becoming multi-culturally sensitive**

- 1. Critical reflection- *formerly tolerance***
- 2. Acceptance**
- 3. Respect**
- 4. Affirmation, Solidarity, and Critique**

## Critical Reflection

**Reflection-** making transitions when something isn't going well or even when extensions can be made to other topics

**Reconsider-** something might need to be changed to make a situation flow more effectively

**Refuse-** negotiate against ideas, to not actively participate, to disagree or even refuse and reject altogether.




**Reconceptualize-** to understand that there is more than one way to do or respond to something

**Rejuvenate-** “My principles about social justice matter in the context of this classroom and I will not abandon them.”

**The practice students have in methods classes should work toward stabilizing students’ belief systems, especially when they are not supported by the school environment**

**Reengage-** staying present and involved in the teaching for social justice even when students may feel that the school system seems to be unsupportive of equity for all.



Schools reinforce psychological, emotional, spiritual, educational and moral beliefs of whatever moral authority governs during a specific democracy. Unless teacher preparatory programs challenge these infrastructures, the same type of moral authority is likely to have long-standing efficacy.

**Create a classroom environment where participants are willing to open up to critical reflection of themselves and others. This means critically reflecting on one's past and present as it relates to one's habitus.**

**By unveiling possible prejudices and actions that might be interpreted as oppressive toward self and others, students prepare themselves to advance through the other stages.**

## English Language Arts Methods Example

**Code switching**- the practice of moving back and forth between two languages, or between two dialects or registers of the same language. Also called *code-mixing* and *style shifting*.

- **occurs far more often in conversation than in writing.**
- is used to mark switching from informal situations (using native languages) to formal situations (using second language).
- **is used to exert control, especially between parents and children.**
- is used to align speakers with others in specific situations (e.g., defining oneself as a member of an ethnic group).



**Code-switching also “functions to announce specific identities, create certain meanings, and facilitate particular interpersonal relationships”**

(Johnson, 2000, p. 184)

**In careful consideration of how to address moral agency with preservice teachers, English educators must not exude a proselytizing (try to convert) stance.**

**“Moral agency must avoid assumptions of certainty” and must be a voluntary, non-forced or coercive act.**


Applebaum (2004)



## The 6 “R”s Applied to an ELA Teacher Education Model


**Reflection-** Have students describe their belief systems and principles in terms of how they teach English, e.g., grammar. Ask them how they arrived at these beliefs and how they came to terms with them? Have them recall a time when they felt oppressed or when they oppressed someone else.

**Reconsider-** Have students discuss stories from field experiences that relate to social justice. Engage students in discussions with their classmates as to how they responded and how they might have responded differently in each situation. Reconsider how particular bias may affect how one teaches.



**Refuse-** Ask students to support their disagreements by backing up their perspectives with specific examples. Teacher should provide multiple points of view and elicit feedback from students. If students are resistant to sharing, allow for that. **Refusal is a position**—invite them to explore their resistance. Invite students who refuse to unpack some of the reasoning for their positions.

**Reconceptualize-** Discuss the impact of the specific standards that shape and direct their teaching. Elicit rationales for change. Have students review the ELA curriculum in the school districts where they are interning and ask them to consider what they can do to enhance teaching about social justice.



**Rejuvenate-** Encourage discussion about current injustices and give students space to voice them. Ask students to role play scenes that involve something unjust i.e., discrimination or bullying in school based on actual or perceived looks, social class, age, sexual orientation, ability, national origin, language, ethnicity, against someone and then describe how to problem solve the situation.

**Reengage-** Projects that encourage students to become active in the community. Authentic audiences.



DRIVE · SACRIFICE · GENEROSITY · INTEGRITY

# *Up To You*

- Students are introduced to international injustices such as world hunger, poverty, lack of clean water, and human trafficking
- **Goal is to champion the young generation to prolifically serve others and use the time they are given to leave this world better than they found it.**
- The lens of introduction will shift toward a plan of action.
- **Students will participate in brainstorming, planning, and implementing ideas to provide resources for nonprofits and charitable causes.**



BE > GOOD



# Up To You

## BE > GOOD

- Goal is to champion the young generation to prolifically serve others and use the time they are given to leave this world better than they found it.

### “YOU, US, WORLD”

- Students will develop their own personal stories and recognize a sphere of influence.
- Students will create action plans to recognize and serve community.
- The hope is to see students use club experience and classroom content to lead the next generation with *integrity, drive, sacrifice, and generosity.*



The END IT Movement is an organization focused on spreading awareness of human trafficking. The club students are responsible for carrying this movement throughout the middle school.

2016: \$150+ raised

2017: \$210+ raised





Students suggested T-shirts to help raised funds for Wellspring Living projects.

“The Penny Story” necklaces were manufactured, marketed, and sold by the club kids.



### **Wellspring Living:**

To help domestic sex trafficking victims and the 'at risk' develop the courage to move forward and confidence to succeed.

Club students sponsor projects and participate in service days. END IT photo proceeds support these action plans.





## Resource Walk:

-Club students spent a meeting in the shoes of those who walk miles upon miles every single day for the simple necessity of food, water, and shelter.

-Boxes are filled with food donations from the students.







### **Warehouse of Hope:**

Local food bank who services over 500 families each week. Club kids donated all of the resources from the walk activity to WOH and continue to serve them throughout the year.





Local generosity projects include blankets for local organizations.



Blessing bags for the local police department.





You, Us, World. We challenge the club students to really focus on “You” and “Us” before fixing their focus on the world. The best global perspective starts with recognizing and investing into who and what you see every day.

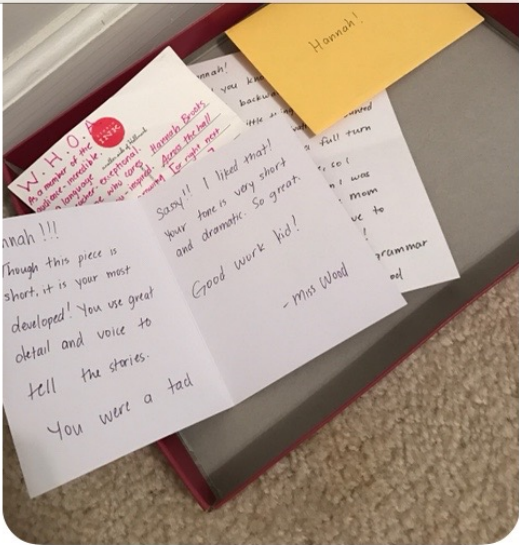
From cafeteria staff appreciation to staff appreciation dinners, these kids have and will continue to leave their mark at East Paulding Middle School.





The most important resource these students can give is their personal story. Throughout the year, speakers are invited to speak at club about real life struggles, how they survived, and how they use their story for the greater good. Students are charged with the same task. Discover yourself, build good community, and go out and pursue the greater good.





when you first introduced the Feather Circle to us, i never thought the thank you notes would mean something to me. here i am two years later reading them & realizing just how much they mean to me and have impacted my life. thank you.

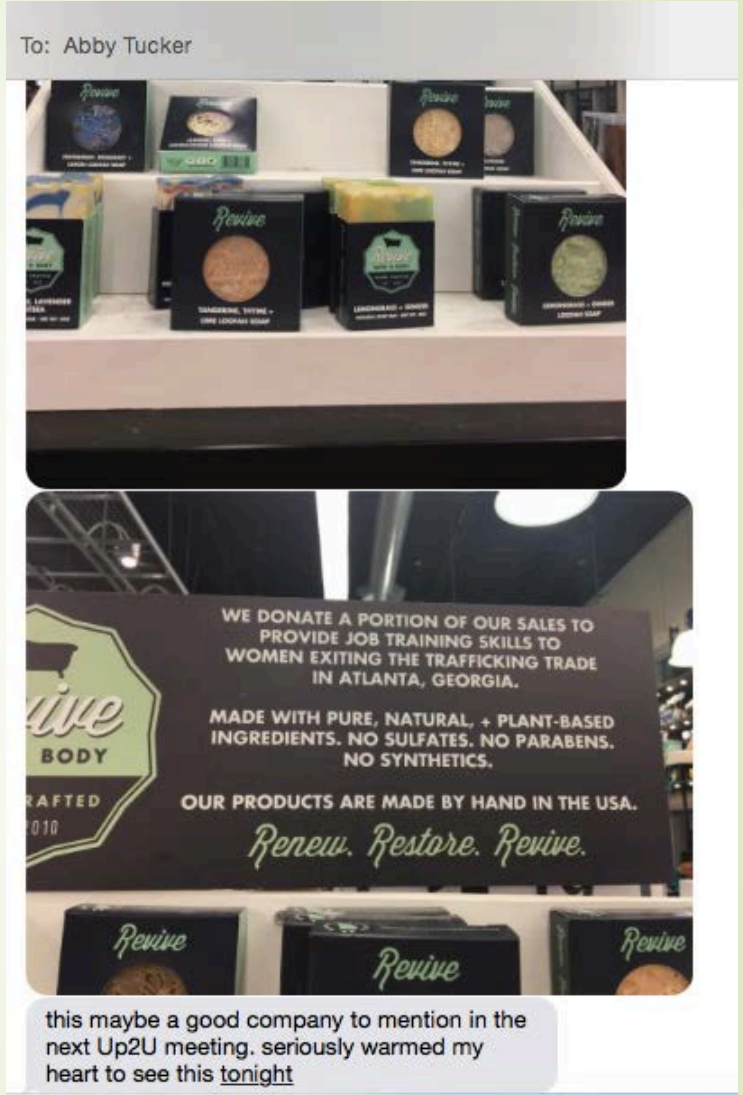
Right!!!! That's so awesome  
 🙌🙌🙌🙌🙌🙌🙌  
 Delivered

Hannah Hogan  
 Be>good//EPMS//Psalm 129:14//End it✖  
[vSCO.co/hannahogann](https://vSCO.co/hannahogann)

Followed by cat\_basch02, bethsarah521, laurenpariss + 9 more



♥ britney19, felecia\_celeste, gabby\_couick, hroseg, allieeeeeeee\_, creekmoreryan, softbluegaze, that\_one\_asian, \_\_.kerstinn.\_\_, chelsea\_wood22 daayyllee  
 While we were volunteering at warehouse of hope today, kerstin and i were helping a family and their little girl who was telling us all about her school and her uniform. after she was talking to us for a bit she went over and picked up a little easter egg kit, and once the guy working with us said she could have it the look on her face was filled with joy over the smallest little toy. and it just goes to show that even the smallest thing that we would take forgranted would bring someone so much joy.



this maybe a good company to mention in the next Up2U meeting. seriously warmed my heart to see this tonight





*drive - sacrifice - integrity - generosity*

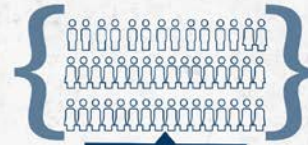
UpToYou is a service driven movement at East Paulding Middle School bringing awareness to problems in the world and challenging students to do something about it. The team will be introduced to international injustices such as world hunger, poverty, lack of clean water, and human trafficking. Our goal as teachers is quite simple: champion the young generation to prolifically serve others and use the time they are given to leave this world better than they found it. The lens of introduction will shift toward a plan of action. Students brainstorm, plan, and will implement ideas to act as agents of change for the people of the world. Together we are a force for greater good.



Students have connected with stories from around the globe.

Stories of people continue to inspire them to do something for the greater good of others.

Their actions have impacted numerous in the school, community, and all over the world.



46 7th and 8th grade members in the first year.



A few 2015-2016 projects include:



**200+**

END IT MOVEMENT photos taken in one morning at the middle school to raise awareness for human trafficking.



**Over 100**

Operation Christmas Child boxes stuffed.



**1st**

Student led teacher appreciation dinner at EPMS



**SERVE**

Games and materials donated to a children's room renovation at Cobb Street Ministries



**15**

Soccer gear bags for kids sent to Belize to the organization KK4J