Rosemary Papa · Danielle M. Eadens
Daniel W. Eadens   *Editors*

Social Justice Instruction

Empowerment on the Chalkboard

Springer

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Foreword

On a daily basis, students of color are suspended and expelled from school at a disproportionately higher level than white students. Students who speak a language other than English are placed in learning disabled classes while classroom textbooks reflect the deeply rooted historical inequities in our society. Recently, the news reported on a school where a high school chemistry teacher asked students to pay $20.00 to take the class. One student's parents could not afford the fee, so the teacher wrote that student's name on the board until she could pay. Every student who passed through that classroom would know why her name was on the board. Here, the students could be penalized for being poor. Across the country, educators implement rules and regulations that elevate finances over learning and restrict students' right to an equal education if they cannot afford a particular class or activity, as is the case in many states. These practices and policies makes this book, *Social Justice Instruction*: *Empowerment on the Chalkboard*, invaluable reading for teachers and administrative leaders.

Ideally, social justice exists when all people have the same opportunities to become empowered, enabling them to make healthy decisions for themselves in obtaining equality (Levy & Sidel, 2006). To achieve social justice, people need to get self-agency and control of their life. Self-strength, control, self-power, self-reliance, the capacity to advocate for one's rights, independence, and the assumption of responsibility for their decision-making are roots of a community's empowerment. These characteristics are embedded in local values and belief systems that unfold in the process of empowerment (Delgado Gaitan, 2001). People become empowered when they acquire the necessary skills to access the resources they need and mobilize to end their injustices.

To address social justice, educators must design a framework that emphasizes the dominance of oppressive privilege embedded in this country's history. This paradigm has enacted unequal access in power relations across socioeconomic, sexual orientation, as well as physical ability and learning aptitude.

In schools, social justice directions and programs involve critical self-reflection of students' socialization, their unequal relationships, and their implications as well

as analysis of the mechanisms of oppression. More importantly, social justice orientations must challenge these hierarchies. *Social Justice Instruction*: *Empowerment on the Chalkboard* offers a wealth of research, practices, and insights in areas of social justice in school.

Teachers and support school personnel play a central role in building equality in the learning setting. Together they partner to ensure a social justice environment. DeVos and Surmitis consider the role of professional school counselors as collaborators with teachers. The goal is to create equality in the classroom. Nevertheless, the employment of well-prepared school personnel undergirds the strength of social justice programs. Thus, the issue of whether personnel of color are better suited to address matters of social justice at the university level. In chapters by Harris, and Papa and Papa, they recognize that every professor at the university setting is responsible for creating learning environments that forward equality in academic contexts.

Regardless of their racial and cultural background, educators are responsible for creating a learning setting and providing social justice-based curriculum and instruction. Educational institutions have just as much responsibility for employing personnel that reflects the student enrollment and community population across the system.

A dynamic social justice milieu involves respecting students' diverse backgrounds through classroom practices and policies in instructional pedagogy and curricula. Schonaerts and Papa advance that the subject of literature is a medium that enables students to accept one another in a rich academic way.

Education is a political activity that mediates relationships between teachers and students and between students and their peers both in the classroom and away from school. In this way, power relations define education. Teachers have been dictated a curriculum from their respective state departments, and they are products of teacher preparation institutions. Once they become teachers, they hold the power in their classrooms to maintain existing status quo, implementing rules and policies or creating change. Language is paramount in that change process. Tooms Cypres proposes that a list of premises can be utilized in everyday leadership practices in graduate classrooms as well as in the K-12 in school systems. The importance of attention to leadership practices is a point that Eadens and Eadens also conclude.

A learning environment that operates with the fundamental premises of social justice encompasses the people in the institutions in question, curricula, and pedagogy. Educators work in more controlled environments, where they hold the power to disrupt the isolationist policies and practices at every level of the schooling system. However, students do not just play and work in the school setting. They come from and return to homes within communities that may or may not practice social justice in its policies and services for families. For this reason, educators need to engage local communities that surround the schools to play a role in maintaining a social justice way of life for students. The community needs to be a place where a safe home, clean water, and nutritious food are guaranteed for students when they return home from school. Thus, social justice policies and practices become imperative across universities and K-12 schools.

Papa, Eadens and Eadens's edited volume *Social Justice Instruction*: *Empowerment on the Chalkboard* charts important directions for educators. Leaders working in and out of the classroom, who commit themselves to interrupting archaic practices that reproduce cultural, socioeconomic, and racial injustices in schools will find this book a necessary companion.

Concha Delgado Gaitan, Ph.D.

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Part I
The Adult Learner

Chapter 1
Pedagogical Strategies for Challenging Students' World Views

Aletha M. Harven and Daniel Soodjinda

Teaching for Social Justice

Teaching for social justice is a philosophy, where educators must approach their pedagogical practice with actions anchored in respect, dignity, equity, and the ability to be open-minded. That is, educators must strive to present class material in an unbiased manner, so as to respect the unique perspectives of diverse groups of people. Also, educators must work toward cultivating a safe and inclusive classroom environment, where students' world views can be thoughtfully explored with a critical lens. In understanding and challenging the varied lenses in which students operate, educators can help students to effectively confront their biases, as well as the social injustices faced by diverse communities of people. In regards to the latter, it is imperative for educators, who seek to endorse a social justice agenda, to "move beyond simply examining difference" to exploring "the systems of power and privilege that give rise to social inequality" (Hackman, 2005, p. 104). Therefore, educators should structure their curricula to examine oppression across "institutional, cultural, and individual levels in search of opportunities for social action in the service of social change" (Hackman, 2005, p. 104). For instance, educators could build their instruction around the exploration of past and present oppressive practices that have and continue to marginalize diverse groups of people. To do this, educators must be willing to critique oppression as it relates to the distribution of wealth, opportunities, and privileges in a given society (Kaur, 2012; Ritchie, 2012;

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Sleeter, 2013). Further, educators should structure their class discussions and activities in a manner that might inspire within students a desire to become agents of social change (or advocates for marginalized communities, e.g., through service learning projects). In order to effectively carry out a social justice agenda in the classroom, educators must do the following:

- Find comfort in identifying and disrupting biases, stereotypes, and adverse value systems that encourage oppressive practices;
- Transform their classrooms into safe spaces for the free expression of opinion; and
- Reject discourse embodying deficit ideology by endorsing culturally sustaining pedagogical practices.

Identifying and Disrupting Biases, Stereotypes, and Adverse Value Systems through Critical Self-Reflection

Educators teaching for social justice must be able to identify and disrupt their own biased beliefs, stereotypes, and adverse value systems, as well as those of their students. To do this, educators must first seek to understand the ways in which their beliefs about diverse groups of people might influence their presentation of diverse perspectives in the classroom. For instance, educators who question the existence of racism might present material that favors their perspective or unknowingly minimize student narratives regarding racism and discrimination, which could invalidate and silence students. To mitigate the negative effects associated with biased beliefs, educators should *reflect* upon their implicit attitudes toward diverse people and communities (Howard, 2013) by utilizing the Implicit Association Test (IAT), which was developed by Anthony Greenwald and Mahzarin Banaji at Harvard University (Greenwald, McGhee, & Schwartz, 1998). The IAT is comprised of series of computer-based tests that assist people in uncovering their unconscious biases (Adams, Devos, Rivera, Smith, & Vega, 2014). Sample tests include the Skin-Tone IAT, which enables people to explore their preference for lighter or darker skin tones; the RACE-IAT, which allows people to examine their preference for faces of European or African descent; and the Gender-Career IAT, which enables people to explore their attitudes regarding gender and career choice. Additional tests allow people to explore their attitudes toward Asian Americans, Native Americans, sexual minorities, and other marginalized groups of people. Johnson (2013) discussed how Banaji (an IAT test developer) believed that while people might question their test results, they often engage in further test taking, as the results are useful in self-understanding. Johnson (2013) further emphasized how Banaji recognized the difficulty people faced in attempting to eliminate their biases but believed that *shifting biases* was possible if people were willing to challenge and question their beliefs. In helping students to explore their biases, educators should discuss with students how biased beliefs are derived from *subjective snapshots* (*or mental images*) of behaviors and practices observed among diverse groups of people in specific settings. Also,

educators should discuss with students how their *subjective snapshots* could negatively influence their view and treatment of people from diverse communities. Educators should encourage students to examine their biased beliefs using the IAT, so as to discuss their results in class or as part of a written assignment (Adams et al., 2014; Monteith, Voils, & Ashburn-Nardo, 2001). For instance, upon taking the RACE-IAT, students could write about their results, discussing whether or not they agree with their suggested preference for people of European or African descent, as well as goals they might have for reducing personal bias.

In sum, confronting one's biased beliefs is never easy. However, educators should do so prior to and during course instruction, in order to understand how their beliefs might lead to oppressive practices inside the classroom (Monteith et al., 2001). Also, educators should share their biases with students, while challenging their students' beliefs in a constructive manner.

Transforming Classrooms into Safe Spaces for Free Expression

To effectively address social justice issues with students, educators must transform their classrooms into *safe spaces* for the free expression of diverse thoughts and opinions. In exploring best practices for cultivating safe spaces (Holley & Steiner, 2005; see also Stambler, 2013), it seems as if students are more likely to express their thoughts and feelings in environments where educators are

1. *knowledgeable and informative* on class-related topics;
2. *good models of effective participation*, which could be demonstrated through sharing personal narratives;
3. *encouraging of student participation*, which could be demonstrated through pair sharing, group work, and the use of clickers to provide real-time feedback;
4. *supportive of all opinions*, by demonstrating a nonjudgmental stance;
5. *comfortable and calm;*
6. *able to challenge students' thinking* by raising controversial ideas and presenting opposing viewpoints; and
7. *able to maintain high expectations*, as students can become critical thinkers and agents of social change with instructor support.

Further, *non-negotiable behavior* should be reviewed and enforced with students, where they are reminded to be thoughtful of their peers lived experiences and to refrain from using inappropriate language, making rude remarks, or interrupting the personal narratives of classmates. If at any time, students express prejudiced views toward people who are different from themselves, educators should thoughtfully explore students' controversial comments as part of a larger class discussion, so as to guide all students' toward a more empathetic view of others. Moreover, educators should be *active* and *open-minded* listeners, where they *validate and utilize students' lived experiences* to guide conversational focus.

Additionally, safe spaces require the *physical seating* in a classroom to promote personal connections among learners (Holley & Steiner, 2005). As one might imagine, a traditional classroom setup, with chairs facing the instructor at the front of the room does little to foster personal connections while discussing culturally sensitive topics. Therefore, *circle seating* is suggested as an effective method for building a sense of community among students, as they are able to view one another's affective displays while sharing personal narratives on topics such as racism, sexism, homophobia and the like. Educators should feel free to sit with students or to move about the classroom during instruction, so as to be more relatable and accessible to students. In sum, transforming classrooms into *safe spaces* takes a great deal of effort but is key in helping students to actively critique oppression and inequality in a sensitive and constructive manner.

Rejecting Deficit Ideology to Endorse Culturally Sustainable Practices

Teaching for social justice requires an honest exploration of the many factors that fuel and reproduce oppression among marginalized groups of people, including the historical and contemporary practices of marginalized communities. This honest exploration is important in understanding how inequality is maintained in a variety of ways. To effectively explore inequality and oppression, educators must reject deficit ideology, and instead, endorse culturally sustaining practices. Deficit ideology is focused on people's differences rather than on their strengths and blames victims for their oppression rather than exploring the origins of oppressive practices (Ahlquist, Gorski, & Montaño, 2011; Ford & Grantham, 2003; Gorski, 2011; Howard, 2013). For instance, an educator who focuses her class discussion on the relatively low academic performance of Black and Latino students might point to poverty, a lack of motivation, and nontraditional forms of parent educational involvement as possible explanations (Hill & Torres, 2010; McGrath & Kuriloff, 1999; Noguera, 2003). To avoid placing blame solely on students and their home environments, the instructor should explore additional risk factors that hamper the academic achievement of Black and Latino youth such as racial discrimination by teachers in school (Eccles, Wong, & Peck, 2006). Additionally, the instructor should explore cultural factors that contribute to the academic success of Black and Latino youth, such as having a strong racial identity (Sellers, Copeland-Linder, Martin, & Lewis, 2006; Umana-Taylor & Guimond, 2012) and positive family support (DeGarmo & Martinez, 2006; Hill et al., 2004). By exploring both positive and negative factors that contribute to the academic performance of Black and Latino youth, educators avoid slipping into a deficit mode of thinking that is focused on students' perceived deficiencies. In this particular case, deficit thinking could lead to oppressive practices such as expressing low expectations for Black and Latino students.

In examining the many factors that contribute to both positive and negative outcomes for marginalized groups of people, scholars have called for more attention to be paid to the examination of cultural practices within communities of color. Culturally sustaining pedagogy (CSP; Paris & Alim, 2014) encourages the exploration of cultural practices that not only promote positive outcomes among diverse groups of people but that reproduce oppression and inequality (McCarty & Lee, 2014; Paris & Alim, 2014). CSP could be used to examine the traditional, evolving, and dynamic underpinnings of culturally diverse communities, so as to paint a more accurate picture of how past and current cultural norms have both positive and negative consequences for its members (Paris & Alim, 2014). To continue with the example on Black and Latino student achievement, an instructor could explore how cultural practices such as assimilation or the endorsement of an oppositional identity to the mainstream culture might influence students' psychosocial adjustment and subsequent academic functioning in very different ways (Fordham & Ogbu, 1986; Kao & Tienda, 2005). Another example related to the use of CSP could be the exploration of hip-hop culture in understanding the intersection between traditional cultural norms (or heritage practices) and contemporary demonstrations of culture. For example, while hip-hop culture has historically given voice to the injustices experienced by marginalized groups of people, it can currently be seen as promoting sexism and the oppression of women (Akom, 2009; Ladson-Billings, 2014; Petchauer, 2009). Therefore, cultural practices should be fully explored in order to understand how a particular cultural group might knowingly or unknowingly support the reproduction of oppression and inequality in a given society.

Activities related to culturally sustaining pedagogy should allow students to explore how aspects of their own cultures might contribute to their success and/or oppression. One activity might include educators assisting students in investigating their intersectional identities, where in pairs or as a class, students explore how their race, ethnicity, gender, and sexual orientation intersect to influence their psychosocial functioning within the contexts of oppression, domination, and discrimination (Ladson-Billings, 2014). For example, a Chinese American student, confronted with model minority expectations (e.g., being smart, hard-working, docile, etc.), might struggle with negotiating these expectations in relation to his/her sexuality, gender presentation, and racial identity. From here, educators could explore with students the ways in which their own intersectional identities have influenced aspects of their development and world views (Smith & Silva, 2011). In developing additional activities anchored in CSP, educators should adopt a constructivist lens (Yuen & Hau, 2006), where their goal is to guide students' construction of knowledge through inquiry-based dialogue (Koballa & Glynn, 2007). Also, educators should assist students in deconstructing texts (e.g., books, movies, television programs, ads, songs, and spoken word) that have been written and developed by people from diverse communities for messages that reproduce and reject oppression and inequality (Freire, 1970; Frey & Fisher, 2005; McLaughlin & DeVoogd, 2004).

In sum, educators' pedagogical practices should reject deficit thinking and incorporate the examination of heritage and contemporary cultural practices in the reproduction of oppression and inequality.

Practical Applications for Social Justice Teaching

Carrying out a social justice agenda in the classroom is no easy feat. In fact, exploring topics that are related to oppression and inequality can be unnerving for both educators and students, especially those unfamiliar with how to critically examine culturally sensitive topics or who feel they lack the knowledge or language necessary to engage in discourse surrounding the lived experiences of diverse groups of people. Thus, the remainder of the chapter will focus on culturally sustaining practices that enable educators to explore oppression in their classrooms, so as to prompt additional class discussions on issues related to social justice.

Critically Evaluating Oppression

There are many ways to critically evaluate oppression for social justice instruction, and to do so within the domains of racism, sexism, ableism, and classism requires a great deal of thought. When approaching the topic of oppression, educators might be faced with student responses that are grounded in denial or a defensive stance, which could trivialize the impact of injustices on marginalized groups of people and society as a whole (Anderson & Stillman, 2013; Brostrom, 2013). Given the likelihood of student resistance, especially among millennial college students (Elam, Stratton, & Gibson, 2007) who might believe that oppression is *a thing of the past*, topics related to oppression will likely consume a large portion of the curriculum, as educators must be persistent in deepening student understanding, while mitigating a disadvantageous classroom environment. In reducing the denial that might come with discussions of past oppression, educators could begin class discussions with current news events that are timely and relevant. For instance, in explaining the *straightforward and apparent nature* of oppressive practices, educators could focus class discussions on fraternity and sorority themed parties that promote racial stereotypes (Harris & Harper, 2014; Johnston & Yeung, 2014). In 2014, it was reported that a White fraternity held a party in honor of the Martin Luther King Jr. holiday, where its members drank from watermelon cups and flashed gang signs in photos (Landau, 2014). Also, in 2014, it was reported that a White sorority held a "Taco Tuesday" event, where its members wore sombreros, sarapes, and gang-related clothing (Kheel, 2014). Discussing events such as these enables educators and students to engage in deeper discussions about the historical oppression that Blacks and Latinos have experienced in the United States, as well as how contemporary manifestations of racism (e.g., race themed fraternity and sorority parties) continue to promote oppression. In explaining the *covert or less visible* forms of oppression with students, educators could discuss microaggressions, which are demeaning and subtle insults, that are often expressed through dialectic exchanges between individuals (e.g., "you're different from the others," Solorzano, Ceja, & Yosso, 2000). Also, educators could discuss the ways in which teacher expectations impact the psychological adjustment and academic achievement of diverse groups of

students (Jussim & Harber, 2005). For instance, teachers who view English Language Learners as having a linguistic deficit due to their limitations with reading, writing, and English fluency are likely to develop low expectations for these students, which could have a negative and self-fulfilling impact on students' academic ability beliefs and progress in school. Further, educators could discuss how *systemic and organized aspects of oppression* might pose a challenge in clearly understanding oppression. For example, student support resources at many higher education institutions are focused on meeting the socioemotional and academic needs of Black and Latino students, which is admirable and much needed. However, few resources are directed toward addressing the needs of Asian and Asian American students due to assumptions grounded in model minority stereotypes, where it is believed that Asian students need little to no support in their academic pursuits (Teranishi, Behringer, Grey, & Parker, 2009). Therefore, the limited resources available for Asian and Asian American students demonstrate a lack of understanding regarding the unique needs of diverse Asian ethnic groups.

To further deepen students' understanding of oppression, educators could shift the unit of focus from instructor-led discussions (e.g., using current events) to a "lived curriculum," where students' experiences become the foundation for the acquisition of knowledge. In allowing students to confront oppression through sharing their personal narratives, educators can encourage students to examine oppressive behaviors in which they have engaged, experienced, or witnessed. Educators should also share their personal narratives, so students can understand how their instructors interpret, confront, and are influenced by oppressive practices. Additionally, educators could place students in small groups to discuss multiple definitions of oppression, so as to encourage organic and meaningful dialogue at the student level. Once small group discussions have concluded educators could synthesize student comments by framing them around the concept of "interruption," where students must devise ways to interrupt and challenge oppressive practices when recognized.

In sum, a social justice curriculum that challenges students' world views should focus on oppression in its many forms, so students can understand the historical and contemporary practices that sustain it. Also, educators should help students to not only examine oppressive behaviors but to effectively address and interrupt oppressive practices.

Impact of Privilege and Hegemony on Oppression

Privilege and hegemony are important concepts to discuss when examining oppression. *Privilege* could be introduced using a student-centered approach, where instructors pose a series of questions to spark classroom discussion (e.g., *What does it mean to be privileged*? *Who is privileged in our society and why*?). From here, educators should discuss the ways in which *capital* promotes privilege and social mobility in a given society. An emphasis should be placed on *cultural capital* (e.g., education, intellect, exposure to the arts, etc.), *social capital* (e.g., the value of

social networks in increasing social mobility), and *economic capital* (e.g., money, property, and other assets). Also, educators should explore with students how personal characteristics such as race, ethnicity, gender, and sexual orientation might further impact privilege and social stratification. For instance, educators could examine *white privilege* with students, so as to discuss how and why people of European descent continue to experience advantages that oppress marginalized groups of people. A great resource for understanding white privilege is the book, *Critical white studies: Looking behind the mirror* (Delgado & Stefancic, 1997), which includes personal narratives and reflections by a variety of scholars. Also, there are videos addressing white privilege (see Jhally, 2008) that could further provide examples on the influence of white privilege in American Society. Educators could play these videos in class or require students to view them outside of class for future discussion.

Further, discussions on *hegemony* allow students to understand how the status quo is often maintained through consensus rather than force. Italian Marxist Philosopher, Antonio Gramsci, discussed hegemony as an endorsement of the values, beliefs, and ideologies of the dominant class (see Adamson, 1983, for a full discussion). That is, the world views of the elite are often presented as common sense, where individual and group resistance are considered to be in opposition to the "norm." Similar to Gramsci, Pierre Bourdieu, a social scientist, discussed how societal consensus legitimizes privilege and power when people remain silent rather than resistant, to the *world views* of the dominant class (Swartz, 1977). Bourdiev believed that it was only when people resisted the status quo that oppressive practices decreased to create social change. Educators should examine with students past and present hegemonic forces that have and continue to reproduce oppression. For instance, the model minority stereotype is an example of a hegemonic force that was designed to silence the voices of African American and Black people during the Civil Rights Movement, but instead, silenced the voices of Asian and Asian American people (Yu, 2006). An example of resistance against the status quo would be the Civil Rights Movement and the Women's Suffrage Movement, which focused on the elimination of oppressive practices in American society. Educators should ask students to identify current ideologies, stereotypes, and practices that support and resist the status quo.

Examining hegemony is extremely important and also in line with culturally sustaining practices that are concerned with how all people perpetuate and resist inequality in a given society.

Conclusions

Educators within institutions of higher education share a common goal of supporting the development of students' full capacities, while strengthening their ability to work democratically with others. As discussed in this chapter, teaching for social justice requires educators to (a) explore personal biases that might lead to

oppressive practices (b) work toward creating safe classrooms for the free expression of opinion, and (d) utilize culturally sustaining pedagogy to promote a "lived curriculum" that critiques oppression and the reproduction of inequality. Further, educators who teach for social justice must empower themselves with the knowledge to critically engage their students in discourse and activities that promote self-reflection and individual change. Lastly, educators should allow themselves room to grow as facilitators of social change.

Key Instructional Practices and Strategies

1. **Create a "safe" classroom space.** When discussing personal biases, stereotypes, and adverse value systems, it is important for educators to create a safe classroom space for students to explore their opinions, personal narratives, and critiques of text.
2. **Utilize culturally sustainable teaching practices**. When examining oppression among diverse communities of people, educators should encourage the exploration of cultural practices found within these communities that not only promote positive outcomes but that reproduce inequality and oppression.
3. **Critique contemporary forms of oppression.** When discussing oppression, educators should discuss contemporary forms of oppression that are relatable to students' current experiences.

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Chapter 2
The Politics of "Being": Faculty of Color Teaching to Social Justice in the College Classroom

Michelle Harris

Introduction

Much attention has been paid to *social justice* within higher education in recent times even as policy makers, educational administrators, and researchers struggle to come up with a clear and cohesive definition of the term. One working definition offered by Young (1990, p. 15) is "the elimination of institutionalized domination and oppression" with the goal of including and valuing people of diverse (broadly defined) backgrounds. While some may explain what *social justice* ought to encompass differently, most would agree that operationalizing its meaning into actionable results—i.e., how to reach the end goal of a socially just educational setting or an equitable society—is a difficult endeavor and one, as educators, we struggle to both define and achieve.

Many post-secondary educators, like the above-mentioned groups, also struggle with what a socially just classroom setting may entail. We are, after all, in the business of providing an education to our college students that ultimately improves their lives (Cunningham, 1988; Teel, 2014), and in doing it in such a way that our graduates feel empowered and affirmed on the way to procuring their degrees. So while some disciplines provide few (and some may argue, no) opportunities to directly and overtly teach about social justice, the *value* of creating an inclusive and respectful classroom setting is embedded within the institution of higher education.

In this chapter, I argue that while all faculty may acknowledge the charge to create learning environments that are nondiscriminatory and respectful, Black (and other visible minority) faculty in particular, are often understood to embody values associated with social justice because of their physicality—being non-White. What comes into play is a kind of "politics of being" that highlights the larger racial social

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structure in which education takes place and in which both students and teachers alike are embedded. In other words, how we are imagined may be more important than what we are. What we (as Black faculty) are about—or want to be about—may rest not so much in our own hands, but more so in the hands of our students who work to make sense of our presence in the front of the classroom. Therefore, Black faculty, regardless of their disciplinary expertise, may be able to capitalize on parts of this reality by becoming academic activists that forward the cause of racial social justice in the classroom.

Black Identity Politics: A Very Brief Discussion

The meanings attached to race and ethnicity derive from the social structures within which individuals live (Ladson-Billings & Tate, 2014; Omi & Winant, 1994). While it is a part of how we come to know ourselves—our racial identity, specifically—it is not a solely subjective phenomenon. In other words, one's racial identity is not only salient to the self, but is also objectively salient to others, and may, in fact, have radically different meanings, significance, and "life" to the other than it does to the self.

Because racial stratification is a feature of American society, for the purposes of this argument, I want to point to two (amongst many) important phenomena that must be acknowledged in terms of how racial groups are understood both from an insider and an outsider perspective. First, people who seem, by their phenotype and skin color, to belong to a particular race come to constitute an "imagined community," not in the sense of nationalism, as Anderson (2001) introduced, but in a more essentialist way of the assumption of shared interest, experiences, or sense of affinity for and with others who look like me and who share a similar rung on the ladder of racial hierarchy. I do not suggest that a particular Black person, for instance, does not or cannot have her own complicated, flexible, or unique subjective identity category by which she comes to know herself. Rather, I am making the case that regardless of how salient (or not) race may be to a particular individual, if she is perceived to be and then categorized as Black, she will be imagined to be more like (i.e., "in a community" with) others who look like her. Let me illustrate from a personal experience in the college classroom. One semester, while teaching a course entitled Race and Ethnic Relations, a student made the comment that because I am Black, I ought to know that Blacks have "certain" values and that those values were what made them different from Whites.

The second (and related) phenomenon is that categories of racial bodies are "read" in different ways—often independent of objective cues, and these readings are inherently political in nature. By political I mean to draw our attention to the ways in which group interests are often framed around identity markers. This point could easily be illustrated by the recent highly publicized killings of innocent Black men and boys by police, in many cases because their actions—some neutral, some obviously nonthreatening, and some ambiguous—were construed as aggressive or

criminal. Examples can also be drawn from the classroom. An African American and a White colleague from a College of Education tell the story of co-teaching a course on assessing learning in the elementary classroom. The course focused on both standardized and non-standardized assessments and covered topics such as the achievement gap, bias in testing, and the hidden curriculum. Students, I was told, were taught to disaggregate standardized test results by socio-demographic variables like gender and race. Throughout the semester, one student, in particular, voiced opposition to this practice, saying that to look at data by race is to be racist. While both of these professors repeatedly addressed issues related to racial bias in testing and assessment, my White colleague was apparently much more "confrontational" in presenting data and other facts related to the topic. At the end of the course, their resistant student gave the White professor a glowing evaluation, but said of the African American that while she was a nice lady, she seemed to want to "single-handedly address topics of multicultural education and race debates." My example illustrates how individuals may be "read"—i.e., understood in terms of motives and actions as a function of race and/or ethnicity. Of course, this makes perfect sense when we again remember that we come to know the meanings attached to race because they are embedded within the cultural, structural, and political systems in our society. They are difficult to escape and they operate to impose what may seem to be "objective," though not necessarily truthful meanings on who and what we are.

Faculty-of-Color in Universities

Faculty-of-color in university classroom can represent many things to their students. True, they can represent bias (in support of other people of color and against Whites) or an overconcern for issues of multiculturalism or racial inequality. In a more positive way, I believe we also represent change and inclusion, and that we often embody what diversity means to students—meanings we can parlay into teaching for social justice. With over 79 % of the professorate being White, it means that students have only a one-in-five chance of ever seeing a person of color leading their classes (NCES, 2012). Therefore, when students enter such a setting, they have an implicit understanding that they will be experiencing something that is outside of the norm. In this sense, race—i.e., non-White status, constructs or presents a circumstance where the faculty-of-color is seen to have some social capital in the area of concern or awareness of issues around social justice.

It is important to remember that how others may make meaning of us is sometimes disconnected from how we may make meaning of or even endeavor to portray ourselves. Each player in a particular educational setting—whether student, professor, or administrator—brings with them the weight of what his or her particular physicality means in our society. As noted above, race, in particular, is a powerful physical marker, and the meanings attached to racial designations, situates individuals differently along the lines of both privilege and disadvantage by governing

access to material and ideological resources, and variously distributing power. Thus, to ignore this phenomena—that race gives varying amounts of respect, authority, credibility, and credence—sometimes independent of, but often in accordance with, other social identities and designations—is to ignore the various and multiple ways in which society is stratified.

This reality means that a Latino professor of physics, even though he has never mentioned race or gender in terms of course content, still brings with him the social and historical weight of both race and gender into the classroom. While it may be more comfortable to imagine that neither race nor gender matter in today's society, the realities of everyday life reveal that the intersection of those two designations, positions individuals very differently; a Latino teacher in front of the average college classroom is likely to command less respect and authority, and will be prone to more negative stereotyping, than a similarly trained and equally competent White teacher (McGrady & Reynolds, 2013). Additionally, that same professor is likely to be seen as more invested in issues of social justice and inclusion than his White counterpart because in our society those most affected by racism are thought to care most about issues of this nature.

Few would argue that this assumption unfairly burdens non-White faculty, and situates White faculty as uncaring, at worst or, at best, oblivious. It is clear that White professors have work to do to overcome such assumptions, but my focus here is on what Black and other professors of color can do to capitalize on (in the service of furthering a social justice agenda) the common fate assumptions that emerge as a function of their physicality and that certainly follows them into the classroom. I want to be very clear in stating that just because one is Black, for example, one is no more likely to know how to theorize, teach, or care about issues of racial injustice.

Each semester I am confronted with examples of how students tend to "read" me as a Black professor, regardless of the course I may be teaching. They, for example, routinely assume that they know my opinions on a range of matters pertaining to issues of racism, inequality, and social justice. They literally sometimes preface comments they make in class with the phrase, "…I know you think…." Some assume that I relish using the platform of my professorate to scold them about issues of inequality in our society, and they certainly sometimes take offense when some subject matters make them uncomfortable. Moreover, I believe I am "read," in part, as someone who cares about these issues because I am Black. Some years ago, a student in my Race and Ethnic Relations class made the following comment when evaluating the course, "…because she's black, all she does is talk about race." The irony was not lost to me then, or now; yes, it was a class on race. What this vignette communicates more than anything else, I believe, is that the reality of our positionality in the larger society follows all of us—both student and teacher—into the classroom. We are unable to leave it in the hallway. Since that is the case, and even if one is not an expert on issues of racism, exclusion, and inequality, faculty-of-color can parlay some of how students make sense of us into forwarding an agenda for social justice and positive change in the educational experience.

Below, I outline three strategies that all faculty—not just faculty-of-color who are already likely framed as caring more about these issues—can use in their

classrooms to teach towards social justice. They can be implemented regardless or discipline, subject area, and without ever mentioning the words race or social justice.

"Teaching" to Social Justice in the University Classroom

Create an Inclusive Classroom

Most educators would agree that a setting where students feel respected and valued is one in which learning can most easily happen. Two important and necessary elements for creating and encouraging an inclusive classroom space is to allow and encourage students to voice divergent and diverse ideas, and then to pay attention to the ways in which classroom culture and practice can oppress some students (e.g., English as a second language students who may hesitate to speak up in class). Sometimes, educators may introduce critical perspectives to everyday occurrences or present multiple scholarly views of the same topic to their students, thereby modeling the value for divergent voices. Of course, students, themselves often embody the idea of diverse and divergent experiences, understandings, and perspectives because of their various backgrounds. Insisting on an atmosphere of respect and acceptance of difference when students share ideas, question positions, or offer perspectives that may be different from the majority perspective or from the cannon, models the values of inclusiveness and respect. Disenfranchisement, says research, is bad for all of us (Brennan & Rajani, 2008; Williams, 2012). Students who, because of their race, ethnicity, or sexuality, may feel like outsiders in the educational setting, are more likely to suffer emotional distress, feelings of low self-esteem, and are less satisfied with their educational experience.

Choose Course Materials That Further the Cause of Inclusion

Since the beginning of the 1970s, colleges and universities across the country have participated in programs that highlight the importance of including women's scholarship and contributions into the cannon of disciplines. In some ways, it was a project whose success could easily be assessed—including readings by women in a syllabus, and by scanning the names of authors, one could ascertain the degree to which this was occurring. The inclusion of non-Whites, as generators of knowledge, into syllabi and course readings has been slower to occur. Some in the professorate may say that it is because fewer people of color contribute scholarship to their field; they would not be wrong. Regardless of the much smaller numbers of scholarly contributions by non-Whites in most fields (and in some fields, that number is miniscule, at best), I would contend that if one is deliberate about seeking out this

scholarship, one can and will find it. Why is it important to do? Because a syllabus that is populated be the voices of only Whites, tacitly, if not explicitly, communicates the dominance of White Knowledge. How would one go about doing so? Utilize relevant scholarship that your non-White colleagues produce. When you meet Black or other non-White colleagues at conferences, read and if pertinent, include their works on your syllabi. Tell your departmental colleagues what you are seeking to do, and ask them directly to recommend relevant works produced by non-White scholars who they know from graduate school, conferences, or research collaborations.

The next step to this strategy is one that I've used in my classes. I found that students were really interested in knowing a little about the authors they were reading and that many of the contemporary authors were people I knew personally because we attend the same conferences, were classmates in graduate school, or are research collaborators. I began to include photos and institutional affiliations of authors in my PowerPoint presentations when I lectured about their works. This became a nonintrusive and implicit mechanism of introducing students to the diversity (in terms of race/ethnicity and nationhood) of knowledge generators within my discipline. This can interrupt ethnocentrism and promote the idea that intelligence and creativity are dispersed amongst a multitude of people all over the world; it also subtly reinforces the notion of inclusion and social justice. It is a practice, I contend, that can be copied regardless of the subject matter one teaches.

Become an Academic Activist

Some may argue that the university classroom should be a space that is value free—and certainly apolitical. I do not hold such a belief, and I go one step further in saying that every person in a classroom—be they faculty or student—carries with them the residue of how they are positioned in the society at large. Privileges, deficits, and standpoints are not left outside in hallways. Education, while potentially transformative, is always political, (group interests, positions, and power are variously distributed in society) and the values and mores of the most powerful group dominate in societies. Learning, moreover, does not occur in a vacuum, but unfolds within the context of the larger social world. Therefore, professors have the opportunity to become academic activists—people who work to breakdown the artificial barrier between "education" and society, and who use the platform of the "person in the front of the room" as a way to illustrate, regardless of discipline, the interconnectedness of these structures and the ways in which they permeate life. Doing this is to put action to a socially just classroom space.

To achieve this on a practical level, one must pay attention to classroom dynamics that reflect the racial/gender/class dynamics of the society at large. Do groups form along "natural" lines in the classroom so that students of color, for instance, always work with other students of color? If so, then create groups of students instead of having students always choosing their group-mates. Do more privileged

students show resistance or indifference to issues of inequality? Address the resistance in general ways by pointing our counterarguments and why they may be fallacious. If you teach about issues of inequality, do you fear that students will perceive you as preaching about these sensitive issues? If so, then engage in pedagogy that illustrate, rather than "tell" points. Create an assignment that allows students to "discover" information they can then analyze together.

Conclusions

To understand social justice as endeavoring to include and value people of diverse backgrounds is not to oversimplify all that a socially just society should be. Rather, it is a good starting point, and one at which tertiary educators can convene to do their part in furthering this cause. Faculty-of-color have an important part to play at this historical moment—especially because we still represent a change from the status quo—an underrepresented group amongst the professoriate. Without training in the social sciences or in race theory, non-White faculty can create learning spaces that speak to the principles of social justice. Our students may understand us to be more invested in this kind of endeavor anyway, and capitalizing on this perception can actually create an environment that benefits both student and teacher alike. They, I believe, are hungry for instruction on these matters—whether through overt lectures or in subtle and implicit ways. Inclusivity, respect, and ensuring that those who are underrepresented or voiceless have a voice are important ways in which we can achieve social justice in the classroom and ultimately create better lives for all in our society.

Key Instructional Practices and Strategies

1. Create an inclusive classroom where all students feel respected and valued.
2. Choose course materials that further the cause of inclusion in that they are representative of scholars from diverse backgrounds.
3. Become an academic activist—an individual who helps students see the connections between "education" and "real life."

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Chapter 3
Social Justice: Reframing Social Justice for the Adult Learner

Jessica Papa and Rosemary Papa

Unique Individual Experience

To recognize difference is a choice. And, to make this choice seems as though you are being asked a loaded question. From the time we were small children, we have been programmed to *treat everyone the same* and not to point at or ask questions about those who are different from ourselves, or what we perceive to be the norm in our small and limited worldly existence.

The adult learner poses a unique challenge and opportunity particularly when the subject matter revolves around social justice. Each person's unique and individual experiences shape the ways in which the world is viewed. As Bell (2007) stated,

> The goal of social justice education is to enable people to develop the critical analytical tools necessary to understand oppression and their own socialization within oppressive systems, and to develop a sense of agency and capacity to interrupt and change oppressive patterns, and behaviors in themselves and in the institutions and communities of which they are a part. (Bell, 2007, p. 2)

Historical Perspectives on Education Goals

A hundred years ago, Dewey (1916) wrote that the "conception of education as a social process and function has no definite meaning until we define the kind of society we have in mind" (p. 97). Papa (2016a) has found that Dewey resonates with

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social justice in the twenty-first century as he asked teachers of adult learners to ensure ongoing inquiry in order to lead to continual revision of thought and action and not to "remain fixed in theory" (p. 219).

Ibrahim (2014) wrote about the art of pedagogy pulling from Makiguchi's fourth book, *The System of Value-Creating Pedagogy,* to ensure personal well-being and happiness are an acknowledged practice in teaching at the college/university:

> The decision to make—value creating pedagogy the theme of this book reflects the intention to pursue an organized plan of education, one that is not satisfied with the partial education of force-feeding knowledge, but education whose goal is to guide learners to a life of happiness that brings together the total experience of value, the value of beauty, gain and good. (Ibrahim, 2014, p. 108)

For pedagogy to be just, Rawls (1971) and Papa (2016b) contend that the essential goal of education at its center is for the individual "happiness of that human being as the essential goal of education and hence of schooling" (p. 3). Karl Marx's communism before "it ossified into Leninism, was humanism, an expression of democracy [where all]…were in full possession of their natural born freedom and equality" (Heffron, 2016, p. 176). Choices of freedom and equality when translated into the classroom can be keystones to self-awareness and self-identity.

The work of Fraser in relationship to Bourdieu (Lovell, 2007) described a pragmatic approach to "identify modes of intervention…in particular case[s]… likely to have some success in remedying the injustice suffered" (p. 68). Fraser (1997) suggested participatory parity for equal participation in the cultural, economic, and political fabric of democracy. Bourdieu wrote in 1987 *What makes a social class*? is that "…the capitals held by those who are unequally armed in the fight to impose their truth" (p. 11) defines unjust societies.

What is the role of the college/university instructor in inhibiting unjustness or encouraging justice in society? For the adult learner, it must begin with their unique individual experience.

Methods of Instruction for Adult Learners

Examination of materials in a higher education classroom that explores social justice issues poses the need for various tools and resources to facilitate the learning process. Due to the nature of social justice, it is valuable to explore various methods of instruction. But first, one needs to consider the adult learner. A key question to ask: What are some of the challenges the adult learner might face when examining social justice issues?

The adult learner poses a unique challenge since an adult learner already has acquired a worldview, particularly a worldview that may or may not align with the topics and sensitive awareness that the subject matter requires. Since learning is the

acquisition of knowledge that is acquired through experiences, we need to first address how adults learn (Papa & Papa, 2011).

While learning is often considered a lifelong venture, when the learning involves the challenging of our personal belief systems, many of which have been so much part of who we are as individuals that we often forget to separate this from our growth in learning.

As the college/university instructor, we must ask ourselves these questions so as to ensure we are permitting a socially just classroom to become a reality.

1. What are some of the challenges the adult learner might face when examining social justice issues?
2. How does our self-identification influence our self-awareness? And how do our experiences influence our social justice lens?
3. How do we move away from the idea of the social norm of not seeing difference to preserving and appreciating difference?

Osei-Kofi (2013) wrote of the intersectional theories and arts-based pedagogies. Intersectionality represents "a threshold concept in social justice studies in that it plays an important role in understanding oppression and domination" (p. 11). She has identified for her adult learners three foundational concepts of intersectionality: to distinguish the description of intersectionality from the idea of it; to identify the complex levels and categories of intersectionality; and to differentiate intersectionality from systems of oppression. She employs an arts-based approach such as poetry, short story, photography, and collage. She describes the intersections in practice. For example:

> One way students develop a better grasp of the idea of intersections, functioning on the group and structural level is by listening to each other's work. As they listen, I ask them about recurring themes, and by looking across the multiple poems and sort stories, those who previously might not have done so begin to make the links between individual experiences and structural factors, such as patriarchy, racism, heterosexism, and classism. (Osei-Kofi, 2013, p. 19)

Grant and Engdahl (2014) "employ the politics of difference and how inappropriate teaching practices influence students' opportunities to learn" (p. 147). They argue that students cannot, especially in a socially just learning environment for adults, be defined by one aspect of their identity, such as economic class or race or sexuality or gender. Instructors of adult learners must identify missed opportunities in the adult classroom as a way to "gradually but steadily move instructors toward successful teaching of all students" (p. 161).

Dominant/Target Groups

Tatum (2013) finds that in situations of unequal power the subordinate group must focus on survival. She defines dominant groups as those that

> set the parameters within which the subordinates operate. The dominant group holds the power and authority in society relative to the subordinates and determines how that power

and authority may be acceptably used…the dominant group assigns roles that reflect the latter's devalued status, reserving the most highly valued roles in the society for themselves. (Tatum, 2013, pp. 7–8)

Identity formation described by Kirk and Okazawa-Rey (2013) is multilayered and complex given ones individual choices, community expectations, and societal classifications. As an ongoing, lifelong process they raise key questions:

- Who am I? Who do I want to be?
- Who do others think I am and want me to be?
- Who and what do societal and community institutions, such as schools, religious institutions, the media, and the law, say I am?
- Where/what/who are my "home" and "community?"
- Which social group(s) do I want to affiliate with?
- Who decides the answers to these questions, and on what basis? (Kirk & Okazawa-Rey, 2013, p. 9)

Identity formation is a lifelong process and the instructor of the adult learner must recognize both their multilayered identities and their students in order to enable them to give voice for their recognition and "recovery of the old, forgotten, or appropriated; and synthesis of the new and old" (Kirk & Okazawa-Rey, 2013, p. 10).

To formulate an understanding of the difference, we must first examine the "haves" and "have nots" of our society. We must break humans into groups that are designated by accesses and power in the social structure. Power as defined by Botkin, Jones, and Kachwaha is "the ability to act or produce an effect" (2007, p. 190).

Further, Lee Ann Bell (2007) combines the works of Gramsci and Forgacs, and Morrow and Torres in reference to hegemony and its direct correlation to the maintenance of power in that "power is maintained not only through coercion but also through the voluntary consent of those who are subjugated by it" (p. 10). (See Gransci & Forgacs, 2000; Morrow & Torres, 1995.)

Power is a sensitive subject. There are those who have it and know it. There are those who have it and don't know they have it. There are those who don't have it, but would like it. And there are those that don't have it and have perhaps tried to get it, but have given up. These four avenues influence our awareness of power in general. And we need to recognize that our understanding and access to power can be dictated by our social positions and that in different aspects of our lives or depending on our environments this power can fluctuate or change altogether.

Much of our understanding of power and our individual relationship with power begins when we are children; therefore, it becomes less obvious to us in certain ways as adults. Adult learners must be made aware of their social group memberships. Understanding one's status as an advantaged (dominant) group (Hardiman, Jackson, & Griffin, 2007) member or a target group (Hardiman et al., 2007) member helps the adult learner to gain awareness of their position as well as the position of others who are different from them.

Collins (2013) writes of a new vision: one that requires us to help students distinguish between power and privilege. For her, differences in power "constrain our ability to connect with one another even when we think we are engaged in dialogue across differences" (p. 606). In understanding differences in power, she uses the word voyeurism, meaning that from the privileged perspective a passive attitude toward the less powerful may have an entertainment value to see how "others" live. Once an adult learner is aware of their social group membership, and thus their standing in society they need to understand that each of these memberships grants them access to different levels of power within our society.

Reacquaint and Reconstruct (Our Lens) through Self-Awareness and Self-Identification

Through self-awareness and our understanding of power, students will be granted the opportunity to reacquaint and reconstruct their lens and worldview. While this can be more difficult for the adult learner, as their worldview has been a result of their life experiences up to that particular point in time, adult learners who are open to the learning process will benefit most, and potentially reshape their peers' worldviews. Students with awareness of their power often can point out their accesses to power and the resources that benefit them within society, and thus create an environment that pressurizes or challenges students with less self-awareness.

Self-awareness and self-identification comprise three main components: (1) Awareness of position; (2) Awareness of power and access to power and resources; and (3) Awareness that power is an emotionally charged topic!

Facilitating a *Just* Classroom

This realization can and must be manifested, supported, and reiterated in the classroom environment. So, how can an instructor of the adult learner facilitate the process and create a *just* classroom? Working with the adult learner to lead them to self-identification is the route to support a *just* classroom environment. Self-identification happens through:

1. Experiential Learning Practices
2. Supplemental Readings
3. Lecture
4. Open-Discussion
5. Small Group Work
6. Documentaries
7. Short Online Videos
8. Media Analysis

9. Current Event Analysis

Self-identification can expose one's personal status, but the point is to then drive it home and give a variety of examples or experiences that connect the materials to the greater picture of oppression in our society. Personal and sharing can be a way to help your adult learners to both share and grow.

Conclusions

Social injustices are all around us. It is the mission of all college/university instructors to become social justice instructors across the disciplines at the college/university level and encourage their adult learners to grow in their understanding of others, in this diverse world. Through the facilitation of growth and self-awareness, the reconstruction of a student's personal lens, by way of dominant group and target group membership recognition, a student can graduate from the seeing or not seeing difference, to appreciating and preserving difference.

In a society where we have adopted the idea of hegemonic and melting pot ideals, we have created a loophole for social inequities to exist and run rampant without true consequences. The well-being of society depends on adults transcending the cultural norms of previous generations. As citizens in this evolving global community, we have responsibilities to our communities and fellow citizens, and furthermore for the youth who has yet to learn their status within the power dynamics that create opportunities for some while limiting opportunities for others. Social justice depends heavily on the adult learner, for they are the decision-makers and thus also shape the way the youth of today deals with and battles against injustices.

Preservation of difference and diversity is key to maintaining culture in our society.

Key Instructional Practices and Strategies

1. Facilitating a sensitive environment.
   Instructors must be sensitive to the feelings and emotions of all students in the classroom.
2. Facilitating a safe environment.
   Care must be made by an instructor, as how to most responsibly navigate the said emotionally charged topics. In addition to facilitating an environment that is both sensitive to the feelings and emotions of all students in the classroom is the ability to foster and maintain the feeling of safety in the classroom environment. This is of utmost concern and priority.
3. Self-Identification
   When students self-identify their personal status, through the varied strategies of the instructor the connection to a broad picture of oppression in society is made.

Multimedia References

1. TEDxFiDiWomen: *Violence Against Women—It's a Man's Issue*

   Domestic violence and sexual abuse are often called "women's issues." But in this bold, blunt talk, Jackson Katz points out that these are intrinsically men's issues—and shows how these violent behaviors are tied to definitions of manhood. A clarion call for us all—women and men—to call out unacceptable behavior and be leaders of change.

   http://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue?language=en

2. YouTube: *Race the House We Live In*

   Uploaded on Sep 24, 2010

   To watch the entire documentary, to read background information, and to order DVDs, visit: http://newsreel.org/video/RACE-THE-PO… "The House We Live In" asks if race is not biology, what is it? This episode uncovers how race resides not in nature but in politics, economics, and culture. It reveals how our social institutions "make" race by disproportionately channeling resources, power, status, and wealth to white people.

   https://www.youtube.com/watch?v=mW764dXEI_8

3. YouTube: *It's Elementary Talking About Gay Issues in School Part 1*

   Uploaded on Oct 14, 2010

   A window into what really happens when instructors address lesbian and gay issues with their students in age-appropriate ways. With footage shot in six public and independent schools across the USA, the film takes viewers inside first through eighth grade classrooms to find out what young students have to say about a topic that often leaves adults tongue tied. Explores what children already know about gay people, the concerns and questions on their minds, and how addressing anti-gay prejudice in the classroom is connected to preventing violence, supporting families, and promoting social equality.

4. YouTube: *We Don't Stay in Camps*

   Documentary *We Don't Stay in Camps,* Executive Producers Yahya Al-Abdullah and Max Harwood. We Don't Stay in Camps is an ethnographic documentary profiling the recent arrival of innumerable Syrian street beggars in Istanbul, Turkey. As of 2015, fallout from the ongoing civil war has displaced upwards of two million Syrian refugees into Turkey alone. Though international organizations, in concert with the Turkish government, have established refugee camps on the Syrian–Turkish border, migration has pushed Syrians further west across all of Anatolia. In the winter of early 2014, large numbers of families suddenly appeared begging on the streets of central Istanbul, over a thousand kilometers from the Syrian border. Discussion should focus on self-awareness and self-identification.

We Don't Stay in Camps

We Don't Stay in Camps
View on www.youtube.com
Preview by Yahoo
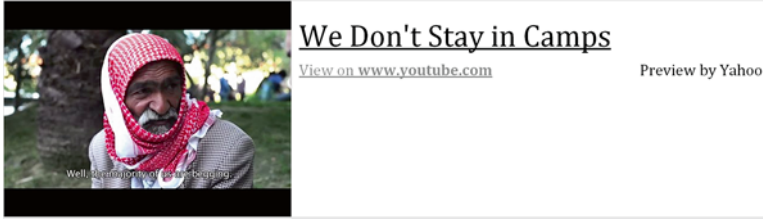
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Chapter 4
Equity in the Online Classroom: Adolescent to Adult

Mary Dereshiwsky

Introduction

Since its inception, the online classroom has been touted for its flexibility of learning opportunities. Students are no longer tied down to a fixed day, time, and place to "all study together" as in the traditional face-to-face classroom. This flexibility is a huge plus for busy working adults, as well as those with unpredictable schedules.

In addition, the online classroom is also conducive to equity of access of learning for students. This chapter will focus on how online learning promotes social equity for students in the areas of enrollment, discussion participation, collaborative peer activities, evaluation of assignments, and meeting the unique needs of students with disabilities.

Enrollment

Many of us might remember having to clear our schedules to travel to the main campus and then stand in long lines to meet with our advisors and register for our courses for the upcoming term. Doing this often created hardships, particularly for those students in distant locations, or students who work during the day.

Technology has now leveled the playing field in terms of accessibility to the enrollment process. It can be completed at any time of the day or evening to suit the student's convenience. Searching for available courses can be done in seconds and with only a few mouse clicks. Payment for enrollment can also be completed electronically.

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In the past, those students who may have faced hardships in clearing their schedules to travel to a central location to select their courses may have ended up being shut out of courses that they vitally need for their degree programs. With convenient technology-facilitated registration, they face a more equitable opportunity in gaining a seat in these courses, particularly online course offerings, which have grown in popularity to better meet students' needs.

At Northern Arizona University, we have clusters of students located in cohort groups throughout the state, often in remote, rural, or reservation locations. They can now more readily obtain the registration information they need, select their desired courses, and complete the registration process without time lost for commutes to the main campus. The end result is greater parity for accessibility to desired course enrollment for all students, regardless of location.

Discussion Participation

Much of online classroom discussion still occurs via the asynchronous discussion forum format. There are a number of ways that this asynchronous discuss fosters equity in access and participation.

The online classroom is literally accessible 24/7. Students are not required to commute to a physical location to engage in discussions with one another and with their instructor. Here at Northern Arizona University, with students in remote physical locations, the playing field is now leveled in terms of "getting to class." All it takes is a few mouse clicks instead of facing post-work rush-hour traffic, and often skipping dinner, to get to an all-evening class meeting. This means that students from all over the world can literally all be part of the same classroom. As a result, a much broader, richer diversity of viewpoints can be exchanged with this international range of classmates.

A related benefit of asynchronous discussions is that everyone can literally speak at once. We have all seen dominant students hijack live-and-in-person class discussions. This situation creates unfairness for more reserved, shy, introverted students to speak up and share their own viewpoints (Draves, 2007). Before you know it, the clock has run out during the face-to-face class session, without a chance for these other students to participate.

In contrast, the asynchronous discussion format effectively levels the playing field. Everyone can literally "speak" at once…without being impolite! Students can log in at any time of the day or night to add their thoughts without interruption or without concern about the classroom session clock running out (Boettcher & Conrad, 2010). This continual, equal access means that all students have the same opportunity to add their voice to the discussion. There is a wider platform, without boundaries of time and space, for all perspectives to be heard (Christopher, 2014). Furthermore, with only the written text communication, each student is truly being "judged" solely on what he or she has shared. There is no possibility of prejudgment and subconscious biases based on visual cues (Thorman & Zimmerman, 2012).

In addition, online students have two added benefits with regard to discussion input. The asynchronous nature of the online discussions allows them to read, reread, and reflect upon what has already been "said" in earlier postings. As a result, they can better absorb the full import of the message being conveyed by another student in his/her discussion post. Such in-depth assimilation of ideas is conducive to critical thinking. Rather than surface reactions, the online student can reflect upon these alternative viewpoints without pressure from the clock in a live-and-in-person classroom to respond immediately. This opportunity for iterative processing of discussion input may facilitate greater understanding of alternative, diverse viewpoints to one's own.

A second benefit of such online discussion relates to each student's opportunity to respond to such discussion posts. Here, too, the asynchronous nature of the online classroom allows students the opportunity to reflect, perhaps do a little additional research, draft their responses, and edit their responses before posting them. This opportunity to "edit before speaking" helps ensure that upon rereading, students can verify that their ideas are clear, substantiated, well organized, and characterized by culturally appropriate language. While admittedly we should all "think before speaking" in face-to-face discussions too, the often free-wheeling nature of some discussions, particularly on sensitive or emotionally charged topics, coupled with the pressure of the clock, often preclude such careful consideration of our choice of words. In contrast, the posted online discussion message is more likely to be characterized by clarity of thought, substantiation of assertions, and sensitivity in the wording (Means, Bakia, & Murphy, 2014).

Collaboration Peer Activities

As we know, adult learning benefits from peer-to-peer exchanges of ideas and perspectives. Top-down teacher-only input deprives students of the opportunity to benefit from each other's rich diversity of experiences and perspectives. As a result, team-based learning activities are a desirable part of adult curricula. Students are entrusted with more latitude to structure the process as well as the product of their collaborative team assignments. Granted, online team members do not have the same opportunity to meet face to face as in the traditional brick-and-mortar classroom. However, this does not preclude successful team collaboration even when the team members are located in vastly different locations. On the contrary, it also allows for a more balanced and equitable exchange of ideas (Ko & Rossen, 2015).

With team membership potentially spanning the globe, students can once again benefit from a greater diversity of viewpoints brought to the single team assignment. This greater range of perspectives will inspire deeper, critical thinking and analysis of the team subject matter at hand. The final team deliverable will reflect a diversity of cultures and backgrounds, thereby incorporating multiple perspectives in the end product. Students are far less likely to succumb to the "group-think" phenomenon that often results when learning teams are composed of friends or cliques in close physical proximity only.

Another benefit of collaborative team assignments in terms of equity is the ability of individual students to play to their respective strengths in terms of their team contributions. For example, one student may have natural leadership abilities, and therefore he or she will be voted as the team leader. Another team member may be especially skilled at keeping records and therefore serve the needs of the team in this capacity. Yet another team member may volunteer to edit and submit the final team product. Because of the possibility of wider representation on learning teams, each student has a greater opportunity to fill a role on the team commensurate with his or her perceived strengths. In comparison, the distribution of such skills may be more limited in self-selected or appointed teams in more traditional brick-and-mortar classroom settings (Dereshiwsky, 2013).

Evaluation of Assignments

How does assessment of online assignments enhance equity and justice for students? As with asynchronous discussions, in the online classroom format, the student is truly being evaluated on the merits of his or her work only. The instructor may not have seen the student and therefore is not subject to any preconceived biases based on appearance or other factors. Therefore, the student is even more likely to receive a valid, unbiased assessment of his or her assignment submission.

This equity in evaluation also extends to the medium of feedback itself. With today's technology, instructors are no longer limited to marking up papers with written feedback. They can communicate their assessment to students via such means as a Jing or Camtasia audio-enhanced file. Some online classroom platforms such as Desire2Learn (D2L) allow instructors to record a short audio and video of themselves to directly accompany their upload of annotated assignments back to students. Such multidimensional feedback approaches would accommodate students' audio as well as visual learning styles, allowing for greater equity in access of comprehension of the instructor's feedback (Papa, 2014).

Even the traditional "markup" of papers is enhanced in terms of accessibility to all students. The "insert comments" feature of Microsoft Word eliminates written markup and associated challenges of deciphering handwriting. Microsoft Word is arguably the most popularly used word-processing software. In addition, other software packages can translate files into Word. For those students who may be using earlier versions of Word where they are unable to view instructors' inserted comments, the file can be resaved for them in PDF format. They can open and view the PDF pages, which look like a literal snapshot of the Word file with inserted comments, by downloading the free Adobe Acrobat application.

These means of assignment feedback create a wider, richer platform of sharing ideas with students. They can replay the audio files and reread the inserted comments, thereby facilitating their understanding of the feedback.

The aforementioned global participation of students in team assignments also allows for a formal channel of peer feedback. As with discussions and team assignment construction, a potentially global audience creates the possibility of a broader variety of peer-to-peer input on each other's work than is possible in the time- and

space-bound traditional brick-and-mortar classroom. Such peer assessment is also a tenet of classic adult learning theories. It enables deeper student mastery of learning objectives than would be possible from traditional top-down instructor feedback alone (Boettcher & Conrad, 2010).

This greater diversity of the online classroom also creates an opportunity for instructors to coach students regarding the peer feedback process. Students can receive instruction on how to evaluate and give feedback to their peers in relevant, valid, meaningful, and culturally sensitive ways. With such broader membership on their learning teams, they have a valuable chance to see how their choice of words as well as their application of learning concepts is perceived by their fellow students. For instance, what may seem like an innocuous choice of words may turn out to be accidentally offensive to another reader of that end product. This in turn can serve as the catalyst for a teachable moment regarding cultural sensitivity in written communication.

Students with Disabilities

The final area of opportunity for equity in the online classroom relates to students with disabilities. Several specific categories of such disabilities will be discussed. Please also see Multimedia Reference #11, CAST for Universal Design for Learning (http://www.cast.org/our-work/about-udl.html#.Ve3Pf86ewSU) for examples of how such instructional experiences can be custom tailored to meet the needs of students with various types of disabilities. In addition, the Council for Exceptional Children (CEC) offers a variety of publications, such as ebooks, journals, professional development activities, and specialized journals (http://www.cec.sped.org/Publications/CEC-Journals). Specific resources include a Tool of the Week hyperlink and access to updates on regional and national policy related to special needs students.

Students with hearing impairments often find the text-only asynchronous format of online communication to be real plus. No longer do they have to make arrangements for a signer to accompany them to a live-and-in-person class lecture. Now, the playing field has been leveled for them in terms of the written format of lectures and instructions. Audio enhancements to the course are easily translated for them into text files that can be uploaded into the classroom so that they can read along with what is spoken in these audios.

Contrary to initial assumption, students with visual impairments can also benefit from online instruction. Screen magnifiers and screen readers are readily available and of high quality. Such visually impaired students can also learn flexibly without having to commute to a live-and-in-person classroom.

The same benefits of convenient equity of access hold true for students who may have a physical impairment. Students can learn from the comfort of their homes without having to travel to a face-to-face class meeting.

As has been mentioned earlier, students do not have to be concerned with being judged on the basis of appearance, with all of the attendant risks of subconscious biases that tend to go along with such visual impressions. Should the student choose to do so, he or she can comfortably maintain the confidentiality of their disability

while interacting with their classmates and instructor strictly on the merits of their ideas (Smith & Basham, 2014).

In the section on discussion participation, we noted the benefits of asynchronous for shy students. They have more latitude to speak up without concerns about being shut out by more dominant students and/or the live classroom meeting clock running out before they have had a chance to share ideas. This leads into a related category of disability: social anxiety disorder. Students with various forms of this disability have found it very challenging to participate in traditional face-to-face discussions. Here, too, the asynchronous, 24/7 nature of online participation greatly increases their comfort zones. The ability to think through their thoughts and share them whenever they are ready, without feeling like they are "being watched" in a real-time group setting, enables them to feel more comfortable. As a result, they can better formulate and express their thoughts (Tempelaar, Niculescu, Rienties, Gijselaers, & Giesbers, 2012).

Conclusions

The changing demographic of college students necessitates attention to meeting the needs of adult learners. The online classroom offers unique opportunities for equity of access and participation. Technology has facilitated convenience of registration, thereby granting access to students regardless of location. This in turn has created a truly international classroom, where students from around the globe can exchange ideas and perspectives in the same single online classroom. The result is a richer sharing of perspectives and diversity of input into online discussions. In like manner, students from diverse locations and backgrounds can be part of the same work group online, regardless of location, thereby offering another avenue of collaboration and communication. Feedback from instructor and peers are also more closely tailored to the individual needs of each online learner. Finally, students with disabilities can participate more equitably with their classmates. These features make the online classroom an ideal venue for accommodating the needs of adult learners in a maximally equitable and accessible manner.

Key Instructional Practices and Strategies

1. Inform students of advance technology-enhanced registration processes well in advance of deadlines.
2. Disseminate FAQs (frequently asked questions), as well as Jing files that walk students through the steps to search available courses and register online both visually and via audio.
3. Create and disseminate a PDF file with screenshots of the Jing content of where and how they can access available course offerings online.
4. Set up a toll-free 800 number for students to call for help in locating available courses or registering long distance. For those students who live in the United States, setting up a Google voice number would be a convenient way to do this.

5. Create a Facebook page monitored by the registrar's office, and checked by department chairs, to facilitate students' posted questions and concerns regarding the registration process.

6. Create a registrar's Twitter account to share tweets with registration tips and reminders of registration deadlines.

7. Create a visually user-friendly outline of registration tips to post on Instagram.

8. Create an opportunity for a live chat session via the university's web page to field student questions and resolve concerns regarding the registration process.

9. Create instructor-designed FAQs regarding the online course, and email them to students along with a copy of the syllabus a week or so prior to the course start date.

10. Create a private, class-members-only Facebook page for the online course as an addendum to the traditional asynchronous Questions and Answers forum, where students can also post comments and questions concerning the course. Also upload a copy of the course FAQ and syllabus (please see Comment 9) on this Facebook page.

11. Create a Twitter account for the course. Send instructor tweets to share quick tips such as how to get comfortably started in the online course, as well as reminders of upcoming due dates. Also post copies of these tweets on the course Facebook page.

12. Create a YouTube video where the instructor welcomes the students to the online course. Post the link in the course room, as well as on the course Facebook page and in a tweet.

13. Create a Jing or Camtasia video to visually and verbally walk students through such key start-up activities as locating their syllabus and learning modules in the online course, and how to post their self-introduction.

14. Hold a live chat session for students during the first week as a sort of open office hours to enable them to ask any start-up questions or share any challenges they might be experiencing. Capture the content of this live session via a recording. Post the link to the audio and video recording for students to access if they were unable to attend the live chat session.

15. Consider inviting a member of your school's technical support team to this live chat session as well, to help troubleshoot any student connectivity issues on the spot, in real time.

16. Disseminate handouts from technical support on how to get set up in the course via email and course Facebook page, as well as uploading them to the course room.

17. Create a one-page bullet-point list of tips for getting started on the right foot in the course to upload to Instagram.

18. Create a tip sheet of discussion participation do's and don'ts to share with students in the classroom. Include coaching on culturally appropriate and sensitive language, as well as netiquette tips. Post copies to the course Facebook page and Instagram.

19. Send periodic tweets "catching students doing something right" such as continual engagement in discussions.

20. Offer periodic live chat sessions to share pre-exam review strategies, or to help students with particularly challenging course concepts that seem to be troublesome for them. Capture the content of this live session via a recording. Post the link to the audio and video recording for students to access if they were unable to attend the live chat session.
21. Invite students to contribute ideas for current or future discussion topics that incorporate their cultural and social perspectives.
22. Create guidelines for students to develop a group contract prior to starting on group work. Suggest that such a mutually negotiated group contract should include, but not necessarily be limited to such issues as: who will take responsibility for which parts of the group assignment; how often each member of the group will check in with fellow group members; how long to allow for a response from a team member to a posted or emailed message; and what initial strategies the team will implement to attempt to resolve any intragroup conflict that may arise in good faith, before asking you to step in and intervene.
23. Create and suggest alternative means for group members to communicate with one another, e.g., asynchronous discussion posting forums accessible only to the members of each group and to the instructor; group-only email listservs, live chat (most online classroom software will allow students to sign up and reserve chat rooms), twitter, Facebook, telephone, or in-person if feasible. Raise students' awareness of the variety of communication options available to accommodate group members in different locations.
24. Coach students on methods of offering effective, valid, and culturally sensitive peer feedback on assignments and group work in progress. Share hypothetical examples of do's and don'ts of such effective peer feedback (e.g., going beyond "great job" only and offering constructive suggestions to a peer in a considerate, helpful manner). Post copies in the classroom, as well on the course Facebook page.
25. Allow for partial credit mastery learning redos of assignments, enabling students to apply your initial feedback and make corrections.
26. Create instant messenger office hours for students at distant locations to be able to communicate with you privately and individually about any questions they might have on your earlier assignment feedback. Create a related sign-up sheet posted in the course room and on the course Facebook page where students can reserve such blocks of time to contact you via instant messenger to discuss the feedback they have received.
27. With prior student permission and with all names and identifiers removed, share examples of exemplary discussion posts and assignments on the course Facebook page, as well as in the online classroom, so that students get a sense of what you are looking for in these assignments and discussion posts.
28. Raise your visibility and accessibility as the end of the term draws near, offering students additional alternative means to contact you (e.g., virtual office hours by live chat and/or instant messenger) as the end of the term draws near and as students might need a little additional help.
29. Work actively and continually with your school's disability officer to ensure that your course materials are fully ADA (Americans with Disabilities Act)

compliant. Ensure that you have a good understanding regarding the needs of any student who presents an accommodation letter to you at the start of class.

30. Consider holding a final live session at the end of the term to thank students for their participation in your course and to solicit their suggestions regarding any changes or improvements they might suggest for this course in the future. Post a recording of the final live farewell session on the course Facebook page. Also send a final tweet to wish students well in the future and to invite them to stay in touch with you via your university contact information.

Multimedia References

1. Accommodating Students with Disabilities in Online Courses (https://www.youtube.com/watch?v=6vhvDbhhi1Y)
   This video discusses the barriers faced by students with disabilities in traditional classroom instruction. It offers suggestions for design and implementation of online instruction to meet the needs of these students.
2. Online Course Accommodations for Students with Disabilities (https://www.youtube.com/watch?v=ylHACQEKeak)
   This video identifies a variety of available software and teaching strategies used to meet the needs of disabled students in online courses.
3. Assigning Group Activities in an Online Course (https://www.youtube.com/watch?v=3pdL75Wv_MY)
   This video discusses strategies to facilitate maximum student engagement in group learning activities. It offers suggestions for optimal group assignment design to encourage active student engagement.
4. Strategies for Online Group Assignments (https://www.youtube.com/watch?v=kzVj77zCRrw)
   This video identifies some of the challenges of group work in the online classroom. It features strategies for effective engagement of all students in group work online.
5. Teaching with Online Discussion Forums (https://www.youtube.com/watch?v=p3xo1RipS-c)
   This video explains the higher order learning benefits to students of participation in discussion forums. Strategies for effective formation of peer learning communities are discussed.
6. Effective Prompts for Online Discussion Boards (https://www.youtube.com/watch?v=hj5HPtYMqtA)
   This video contains valuable tips for online instructors to use in interacting with students in discussion forums in order to encourage maximum student engagement.
7. How to Use Multimedia Tools in an Online Class (https://www.youtube.com/watch?v=cL_L1EBa5TE)
   This video identifies a number of ways that online teachers can individualize and personalize their feedback to students using audio and video tools.

8. Incorporating Multimedia and Field Trip Experiences in the Online Classroom (https://www.youtube.com/watch?v=iv958PsZZvY)

   This video discusses how to incorporate virtual field trips into an online class.

9. Using Facebook to Improve Critical Thinking in an Online Course (https://www.youtube.com/watch?v=V5KAGBZsNSE)

   This video contains tips on how to maximize the potential of Facebook as a teaching tool for online students.

10. Live Online Peer-to-Peer Social Skills Classes for Students with Anxiety Disorders

    (https://www.youtube.com/watch?v=3mfopktvzDg)

    This video discusses how students with autism, Asperger's syndrome, ADHD, and anxiety can benefit from online coaching.

11. CAST for Universal Design for Learning

    (http://www.cast.org/our-work/about-udl.html#.Ve3Pf86ewSU)

    This video explains how Universal Design for Learning (UDL) principles can be applied to develop individualized learning experiences for students with disabilities.

12. Council for Exceptional Children (CEC)

    (http://www.cec.sped.org/Publications/CEC-Journals)

    The Council for Exceptional Children (CEC) offers a variety of publications, such as ebooks, journals, professional development activities, and specialized journals. Specific resources include a Tool of the Week hyperlink and access to updates on regional and national policy related to special needs students.

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Chapter 5
Dear White Teacher…Instructional Strategies to Inform Pre-service Teachers Regarding Equitable Practices in the K-12 Classroom

Sharon F. Gooding

Introduction

Fairness is the backdrop of the k-12 experience. "That's not fair!" can be heard echoing throughout hallways and playgrounds galore in schools throughout the United States. Consistently on the hearts and minds of our youth, it is also an invisible veil that hovers over our nation's educational system as well as the individuals employed in these systems. More specifically, whether our education system is fulfilling the constitutional requirement to provide a free and equal education to every single individual student nationwide is a passionately debated topic in the discourse among practitioners and policy makers alike.

Why? Well, statistics nationwide paint an educational system that does not appear to meet the needs of all of each individual student. In fact, despite targeted efforts over the years, a litany of reports, research, and data continue to evolve depicting a system that is laden with inequities. The disproportionate representation of students of color being suspended and expelled at alarming rates continues to plague our system. Similarly, the disproportionate number of students of color identified as having cognitive disabilities and emotional impairments as well as being placed in restrictive placements has remained a national concern for decades. Moreover, Rodriguez and its progeny is evidence that school financing litigation continues to be a source of ongoing conflict and contradiction of a system capable of equitable resource distribution. Finally, renowned scholars have continued to analyze nationwide school data trends to identify evidence that strongly supports the conclusion that our nation's schools are suffering from resegregation (Orfield & Yun, 1999). So, when the larger context of social justice is addressed, framing the discussion on equity is significant… especially since the writing is on our nation's chalkboard.

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Given this national picture and the current administration's commitment to providing "a world-class education" to every child in America, preparedness of pre-service teachers regarding the inequities of the system is essential to achieving this goal (BluePrint for Education Reform, 2010). While the National Education Association (NEA) offers an online diversity toolkit to members and encourages educators not to be colorblind in an increasingly diverse school system, the fact remains that many teacher preparation programs do not require coursework on diversity and social justice issues. Thus, many first year teachers will graduate from college or university teacher preparation programs not having been exposed to significant education policy and social justice issues such as the "achievement gap," the "opportunity gap," "the school to prison pipeline," "equitable school funding," and "culturally responsive teaching" to name a few. Such social justice issues specifically related to the field of education are essential to understanding the culture of schools—beyond that of the curriculum expectations, standardized tests, and performance measures. Therefore, this article attempts to lay the foundation for future educators to build their cultural proficiency (Lindsay, Robins, & Terrell, 2009) in this regard.

Connecting Existing Beliefs and Attitudes with Current Social Justice Issues

An essential step to exposing pre-service teachers about principles of educational inequities is providing a space for them to connect individual beliefs to broader social justice concepts. Such a connection is vital to understanding current social justice issues impacting the children they serve. It is not uncommon for pre-service teachers to have a grandiose vision of their future classrooms. Many are incited by pure excitement at the prospects of their own classroom. They visualize a colorful rainbow of billboards, vibrant nametags, and sounds of laughter harmonizing a room full of cherub-faced youngsters exchanging pleasantries. This fantasy of the first day and beyond is the belief that energizes and propels an individual into the profession. Therefore, to dispel this belief and temper expectations warrants a strategic trip back into reality—their k-12 experience.

In her writings, Sonia Nieto (2003) reminds us that this initial idealism quickly evaporates due in part to a failure of teacher preparation programs to adequately provide training and resources for teachers who end up working in diverse school environments. This lack of preparation is arguably a contributing factor to the fallacies of our education system. As such, enhancing the cultural proficiency of pre-service teachers is essential to the success of the individual educator but the system as a whole.

Strategy 1: Journey with Future Educators Back to Their K-12 School Experiences

Creating a space for a conversation that allows future educators to critically analyze their own k-12 experiences is an excellent starting point for the conversation on social justice. More specifically, a discussion surrounding prior teachers who have negatively and positively impacted the student proves valuable. Why? This connection allows the educator to reflect on his/her experiences and how it has impacted them personally as well as their individual views on education and teacher expectations. For example, negative experiences may conjure up feelings of resentment or distrust but may also be the impetus for this individual's entre into the profession. Therefore, this individual may be striving to counteract the negativity they endured by committing to uplifting the profession with their presence.

Likewise, there may be the individual who is attracted to the profession because they want to emulate an educator who was a driving force in their lives. This perspective is equally as significant. Such positivity, having propelled this individual into the profession, speaks of the power that such a connection has been a transformative force. Either way, a conversation that brings these reflections to the forefront can help set the stage for issues of social justice by connecting the memory with the current day. This connection highlights the inherent power dynamic between the teacher and student as well as the enormous potential that student–teacher connections have on the academic achievement of students (Noguera, 2012).

Strategy 2: Assess Prior Knowledge regarding Social Justice Concepts and Theories

A valuable teaching strategy espoused in many teacher preparation programs is that of assessing background and/or prior knowledge regarding the topic being addressed. In the context of cultural proficiency and diversity training for educators, this practice is equally important. In essence, it is highly advantageous to encourage pre-service teachers to identify and connect with their existing beliefs and attitudes relating to current social justice issues. Such an assessment is necessary to determine whether any misconceptions, misunderstandings, or preconceived notions exist.

It is also beneficial to assess whether certain core concepts and principles must be addressed before engaging in substantive conversations regarding significant social justice issues impacting education. While most prospective teachers can generally agree to love all children, teach all children, and can agree that diversity is a good thing, this is only a surface discussion. Meaningful conversations concerning individual educator beliefs and attitudes have the potential to uncover deeper ideas,

beliefs, and opinions, regarding principles of hegemony, meritocracy, and equity concerning educational issues. Such self-reflection is essential to raise awareness regarding social justice issues that impact our classrooms (Gay & Kirkland, 2003).

Many years ago, the Supreme Court eloquently stated that students do not leave their constitutional rights at the schoolhouse doors, the same must be thought of regarding teacher bias. Teachers are individuals raised in a society ridden with inequities. As such, there is a high probability that these individuals not only represent a vast array of thoughts, ideas, and opinions, but also a spectrum of experiences which led them to have biased beliefs, thoughts, and opinions of another group or groups. While this is a reality many may find difficult to accept, if pre-service teachers are provided the space to explore and discuss their experiences and opinions, then there is a higher likelihood that they can begin the internal reflection and discourse that is one of the precursors to cultural proficiency in the k-12 classroom.

Strategy 3: Confront and Examine Current Social Justice Controversies

Introducing pre-service teachers to the array of issues that may be experienced by the diverse student body is key to engaging critical race discourse on these issues. Discussing and debating historical concepts of racism, discrimination, privilege, and oppression of marginalized groups is essential to critical analysis of current controversies and social justice issues. Not only are the concepts important for pre-service teachers to understand, this also gives them the appropriate vocabulary and language to identify and address the issues being discussed. Having the appropriate frame of reference in these discussions is essential for conducting a meaningful analysis of the policies and procedures impacting the academic achievement of their students.

Schools are a microcosm of society at large (Baldwin, 1963). Thus, social justice issues occurring in society are also reflected in our schools. For example, the harassment and bullying of transgender students is emerging as a national concern. Research indicates that this type of bullying leads to teen suicide and significant mental health issues. Similarly, students across the country are voicing concerns regarding the perceived censoring of curriculum. The recent protests in Colorado and banning of ethnic studies in Tucson, Arizona demonstrate a sampling of such recent controversies. Lastly, technology has continued to create challenges regarding school violence as well as teacher tenure and discipline. For example, amidst the protests regarding police brutality in NYC, conflict erupted between teachers union and those teachers who decided to take a bold stance/statement by wearing T-shirts that show support of NYPD to schools filled with predominantly African-American and Latino students and posting them on Facebook. Nowhere, however, is there a substantive analysis on how this debate might impact the students of color—especially male—in light of Eric Garner's recent death.

In sum, providing pre-service teachers with the opportunity to connect with their past school experiences is a key impetus to future change. Understanding the inherent power and potential in student–teacher relationships enhances understandings regarding the power of individual beliefs and opinions regarding topics of cultural relevance in the field of education. Moreover, critically analyzing these cultural conflicts with pre-service teachers is essential to understanding the ways in which our societal conflicts have the potential to impact and influence our classrooms. Finally, connecting these concepts to current community and national issues not only reconnects the individual with a broader understanding of underlying issues but also helps him or her garner the courage to hopefully address and confront such issues in the future.

Challenging Practitioners with Honest Discourse regarding Cultural Conflicts in the Classroom

Engaging in courageous conversations (Singleton & Linton, 2006) about race and cultural conflicts is essential to enhancing and addressing inequities in the nation's education system. The art of discussion is an experiential learning strategy that provides an opportunity for individuals to meaningfully discuss a topic, dissect its significance as well as create a forum to share and hear from diverse perspectives. Such exchanges help enhance the experience of adult learners by creating a space to engage in intellectual discourse that will ultimately assist with an individual's personal growth and cultural proficiency.

Strategy 1: Challenge Curriculum Practices and Perspectives

Currently, the Common Core Standards have been adopted by most states. However, each state has been charged with developing specific curriculum objectives to align with these federal standards. As curriculum is developed, it is equally as important to review and analyze perspectives as it relates to curriculum content. If color and culture are not addressed in the curriculum delivery models, the curriculum ends up being one of the dominant cultures (Derman-Sparks, 1995). Many pre-service teachers are not exposed to the concept of cultural dominance as it relates to curriculum development and content delivery; thus, it is a strategy that encourages exploration of variable approaches to curriculum development.

Equally as important as dissecting the curriculum by identifying and analyzing any deficits is also supplementing content with any relevant and necessary information. Geneva Gay (2002) emphasizes the importance of an educator's commitment not only to corroborating materials in curriculum but supplementing with additional perspectives. Such supplemental material not only enhances the educational experiences of the diverse learner but also demonstrates competence as a culturally responsive teacher.

A lack of diverse perspectives in the curriculum has the potential to create a cultural clash in the classroom. Imagine a Native American student being asked to complete a worksheet for homework that focuses on the voyages of Christopher Columbus and discovery of America. Still a part of many textbooks nationwide, it is highly likely that such a homework exercise will be assigned in many of our schools. However, taking time to address the perspective of Native Americans and perhaps adapting the assignment or readings to incorporate different aspects of history during this time or multiple perspectives regarding the discovery of America exemplifies a simple yet meaningful way to address curriculum deficits.

Strategy 2: Employ Critical Consciousness and Critical Race Theory (CRT) Perspective

Developing cultural critical consciousness is challenging to teacher education students (Gay & Kirkland, 2003), however, an absolute necessity for developing cultural proficiency in the k-12 classroom. It has been repeatedly reported over the past decades that the majority of teachers in the k-12 classrooms hover between 80 and 90 % White female. While this statistic, in and of itself does not evidence a racist system, it does however, warrant a critical reflection of isolated cultural interactions in conjunction with the data points relating to students of color.

White female teachers are in the position of having the power of choice to combat institutional and individual racism and conferred dominance in schools, yet continuously articulate hesitancy to intervene on an inequitable structure or cultural conflict due to a level of discomfort, perceived fear and lack of skill (Brazaitis, 2004; Kalin, 1999). Thus, strongly encouraging pre-service teachers to employ critical consciousness in the discussions concerning their future classrooms is imperative for change.

Such discourse is necessary in the pre-service programs because of the litany of studies which surmise that White teachers not only avoid issues of race (Sleeter, 2000) but despite having a pattern of *negative* misconceptions about students of color prefer not to engage because in part, some believe that our nation's education system provides an equal opportunity for all children (McDonough, 2007). Consequently, the general belief becomes that data points and statistics being shared are reflective of and a true depiction of the family dynamics and deficits of the children being educated.

Such a shift in perspective is important to analyzing and identifying ways in which individuals are being treated unequally in schools as well as systemic policies that are having a discriminatory impact on students of color. If this shift does not occur, it is highly likely that educators will continue to observe a broad display of microaggressions (Sue, Lin, Torino, Capodilupo, & Rivera, 2009).

From repeatedly failing to say names correctly or changing names entirely (Kohli & Solorzano, 2012), to questioning placement in AP classes (Cammarota, 2014), and presumption of social deviant (Allen, 2012), students of color continuously

report the existence of these experiences in their learning environments (Henfeld, 2011). These subtle inflictions of psychological injury harms students in ways that cannot be quantified yet the impact can be profound (Sue et al., 2009). The frequency of these microinsults, microassaults, and microinvalidations in k-12 classroom go unnoticed by many partially due to the fact that they are engrained in the psyche of our education system but also because students of color have learned to developing coping strategies partially due to a lack of adult intervention. It is time that our educators adopt a Culturally Responsive Teaching (CRT) lens to analyze the pattern of behaviors that are having a cumulative effect on the academic achievement and alienation of many students of color.

A similar approach is also important for a critical analysis of local and national data points and educational research (DeCuir & Dixon, 2004). As school systems, educators are constantly reviewing a multitude of data points for the purpose of assessing progress on a particular goal, objective, or identified commitment. As such, when such data is reviewed, educators should be asking critical questions regarding the information being presented. Are reports offering or suggesting comparative analysis in and among subgroups? Is the data being aggregated in different formats and using a continuum of variables. Most importantly, are educators taking time to ask and analyze certain patterns that evolve as well as questioning possible contributory factors versus an approach that just accepts the data at face value and essentially adopts the "blame the victim" approach the particular issue being discussed? Thus, engaging in critical reflective practice (Irving, 2006), is a necessary introspection that will enhance the process of creating a culturally engaging classroom environment as this will assist with identifying and changing necessary policies and practices.

Strategy 3: Actively Engage in Cross-Cultural Communications

Educators actively engaging in meaningful cultural exchanges with students, parents, administrators, and colleagues is another essential strategy that can be employed to address social justice issues. To be clear, active does not mean attending the superficial Navajo Taco Sale or the yearly Black History Month Event. Rather, it is being a genuine and active contributor of the support system for students of color who exhibit such a need. It is also educating other colleagues and community members regarding these needs as well as social justice issues. It is being an ally without being intrusive. It is a true reflection of our ability to be human and empathize with others (Freire, 1970).

In her Liberal Lakeview Study, Judy Kalin (1999) conducted empirical research to engage current teachers in discourse regarding diversity and equity issues in their sufficiently diverse urban school district. The result was that many of the White teachers engaged in passive discourse and did very little to engage their colleagues, administrators, or students in discourse regarding cultural issues. As a result, offensive behaviors continued to occur unaddressed by educators. By educators not engaging in

cross-cultural dialogue about the issues, the end result was that the students experiencing such transgressions felt further marginalized and invisible in a system that is supposedly in place for their equality and benefit.

As such, pre-service teachers should practice this skill during the course of their teacher preparation program. Creating a space to reflect and dialogue about social justice issues (Lynn & Smith-Maddox, 2007) is equally as important as learning how to deliver content. Inquiring about social justice issues and pedagogical beliefs in a safe space is key to creating systemic change. This also allows the future educator to learn additional strategies to address social justice issues in the classroom.

Strategies such as study circles, racial reconciliation collaborations, mediations, and facilitations are ways in which individuals can engage in honest and in depth and courageous conversations (Singleton & Linton, 2006), about equity issues in education. The more venues that are available and encouraged as a space to conduct these interpersonal communications, the higher the likelihood that pre-service teachers will mediate cultural exchanges between and among colleagues as well as with their own students.

Constructing a New Framework of Teaching and Learning

Increasing attempts efforts of pre-services to evolve their racial consciousness in order to meaningfully discuss issues of power, racial identity is also necessary to help engage in individual and systems change (McDonough, 2007). Thus, having experienced the opportunities to connect with social justice issues by engaging in challenging work—both as an individual and as a group, the goal of constructing a new framework for thinking, teaching, and learning is imperative. This changed perspective, which incorporates a social justice lens, is required for sustainability and meaningful progress in the field.

Similarly, any deficit thinking about the students and families of color has to be reversed in order for pre-service teachers to gain meaningful skills to address multicultural issues in their teacher preparation programs as well as their future classrooms (Cochran-Smith, Davis, & Fries, 2004; Solorzano & Yosso, 2001). The existence of such thinking has the potential to gravely skew any change and a meaningful cultural exchange. Therefore, by helping future teachers create a new framework to analyze culture is quite important to this notion.

Strategy 1: Develop a Renewed Pedagogical Outlook on Teaching and Learning

Pedagogy has been defined as the instructor's own philosophical beliefs regarding theories and practice of education. In other words, how best to approach the idea of teaching a particular topic. Having enhanced the pre-service teacher experience

with new perspectives regarding the dominant structures engrained in the policies and practices of the current educational system, it is almost essential that a new pedagogical framework be devised in order to accurately reflect the new approaches adopted by the future teachers of our system. In fact, in Teaching to Transgress, bell hooks reminds us that because traditional educational systems have resulted in certain systemic inequalities, therefore requiring educators to use their power as a practice of freeing the minds and souls of their students (Hooks, 1994).

Thus, within that context, the individual educator must be encouraged to construct a new definition of teacher as well as the discipline of teaching. While many are committed and loyal to traditional and arguably antiquated notions of education that revolved simply around the academic concepts of reading, writing and arithmetic have been the center and focus of the profession for decades. This requires a shift in philosophical thinking and therefore a shift in technical approaches to learning and instruction. It also challenges the perceived ignorance and sometimes resistance on the part of certain individuals (Garrett & Segal, 2003). Thus, it becomes quite a complicated task because while being trained to enter a system, one is also being encouraged to challenge that same system by reconstructing a philosophical approach that may be contrary to others training for and those leading in the profession.

Despite these challenges, it is nonetheless important that pre-service teachers being exposed to ideas of cultural competency and social justice theories, take ownership and devise their own strategies to address these issues. Not only is this approach important for their own personal growth, it is necessary to address the discrepant academic achievement of the diverse learners.

Strategy 2: Construct a Culturally Responsive Approach to Classroom Climate

In her research on student-teacher relationships, Maria Allodi, (2010) determined that social climate is an essential factor in the learning environment. In fact, Daniel Goleman is credited with taking the stance that Emotional Intelligence (EQ) should be added to Gardner's Multiple Intelligence Theory in the context of educational environments. This argument is significant because it indicates that the discipline is recognizing more and more that the social/emotional needs of the student is equally as important as instructional strategies and curriculum development (Justice & Espinoza, 2007). In essence, the delivery of instruction, as well as the content, means nothing if the education has not created a culturally inclusive setting that feels inviting to all.

While many refer to this ideal state of cultural proficiency within a classroom by a differently phrased but similarly based concept (Garrett & Segal, 2003), the basic premise is that educators are aware of the impact of culture in the curriculum, classroom climate, and connections with their students. As such, in order to create a learning environment that reflects a level of cultural competence, the educator must not only be trained in concepts but also exercise and genuinely apply these concepts

within his or her classrooms. This includes analyzing curriculum focus, building individual relationships, and employing equitable classroom practices. The end result becomes a culturally responsive learning environment, which delivers a multicultural education to the individual needs of the diverse learner.

Strategy 3: Compile a Variety of Resources to Enhance Cultural Proficiency

Because programs are varied across the country and the extent to which multicultural education and issues of equity are addressed in pre-service programs remains questionable, it is essential to provide and identify meaningful supports for the individuals in the process of preparing for the diverse learner. Since many teacher preparation programs may not require the incorporation of social justice coursework to supplement core course requirements, it is essential to equip students with the appropriate resources to address the social justice issues raised both globally and locally.

Ensuring pre-service teachers that the accessibility of such resources is readily available as a support is a key factor. It is a practical desire for pre-service teachers to request further resources and training to address diversity and equity issues in the classroom. The notion of equitable practices has been an evolving area of research and with each individual situation, there will be a variety of ways to possibly address and resolve an issue. As such, it is imperative to emphasize to pre-service teachers that situations will occur and that this is a continuous reflection and evaluation process aimed at long-term change. Emphasize that silence or nonaction and passivity is not an option and that there are a variety of resources and experts available to assist with intervention and further education regarding these matters. The key is to ensure that these matters are not ignored, but placed in situations that they are addressed immediately.

Moreover, there are a plethora of organizations that are committed to supplement the ongoing training and professional development of educators regarding diversity and equity issues. Such organizations provide periodic trainings, Internet resources such as lesson plans or activities as well as consulting. A quality group will have such information available for little to no cost for current educators.

Conclusions

As previously stated, future educators are the poster children for care, love, and concern for tomorrow's teacher. Scholars such as Sonia Nieto (2008) and Richard Milner (2006) reminds us that such intentions, while noble, admirable, and somewhat necessary, are simply not good enough. What is needed is a strategic and critical approach to addressing the inequities of the education systems. By constructing a new framework aimed at cultural proficiency and challenging practitioners with honest

discourse regarding their individual perspectives as well as current cultural conflicts, pre-service teachers have the potential to reach desired cultural proficiency.

In the 1800s, Horace Mann described our nation's education system as "the great equalizer" and with each administration efforts have been focused on delivering such a product. Unfortunately, however, today's academic discourse and policy debates are simultaneously indicative of what some might define as minimal progress and a clear indication that the struggle continues for equity among students and schools. Thus, while these inequities continue to reign upon the experiences of students of color, it is incumbent upon teacher preparation programs to expose its constituents to these challenges of the discipline. This transformative approach to social justice will hopefully propel pre-service teachers into their new profession equipped with tactical precision and a ballooned heart positioned strategically to bring the discipline and diverse learner to new heights.

Key Instructional Practices and Strategies

1. Journey with Future Educators Back to Their K-12 School Experiences
2. Assess Prior Knowledge regarding Social Justice Concepts and Theories
3. Confront and Examine Current Social Justice Controversies
4. Challenge Curriculum Practices and Perspectives
5. Employ Critical Consciousness and Critical Race Theory (CRT) Perspective
6. Actively Engage in Cross-Cultural Communications
7. Develop a Renewed Pedagogical Outlook on Teaching and Learning
8. Construct a Culturally Responsive Approach to Classroom Climate
9. Compile a Variety of Resources to Enhance Cultural Proficiency

Multimedia References

1. *The Equity Alliance at ASU*
   www.equityallianceatasu.org/
   The mission of Equity Alliance is to promote access, participation, and positive outcomes for all students by engaging educational stakeholders, reframing and advancing the discourse on educational equity and transforming public education, locally, nationally, and internationally. The Equity Alliance is devoted to research and school reform efforts that promote equity, access, participation, and outcomes for all students.
2. *National Association of Multicultural Education (N.A.M.E.)*
   http://nameorg.org/
   Founded in 1990, NAME has become the premier national and international organization that is committed to issues of equity, inclusion, diversity, and justice in schooling. The website provides information about the organization, resources

available to assist practitioners and others in their efforts to diversify education, and opportunities to learn more about all aspects of education that is multicultural.

3. *National Education Association Diversity Toolkit*:

   http://www.nea.org/tools/diversity-toolkit.html

   This online toolkit provides an introduction to the multiple facets of diversity. It offers basic information, a short list of strategies and tools, and suggestions for how to find out more. Neither the short list of topics in this toolkit nor the content within each topic is meant to be exhaustive.

4. *Rethinking Schools*

   www.rethinkingschools.org

   Rethinking Schools is a nonprofit publisher and advocacy organization dedicated to sustaining and strengthening public education through social justice teaching and education activism. Its magazine, books, and other resources promote equity and racial justice in the classroom. The founders encourage grassroots efforts in our schools and communities to enhance the learning and well-being of our children, and to build broad democratic movements for social and environmental justice.

5. The Civil Rights Project/*Proyecto Derechos Civiles* at UCLA

   http://civilrightsproject.ucla.edu/

   The mission of the *Civil Rights Project/Proyecto Derechos Civiles* is to help renew the civil rights movement by bridging the worlds of ideas and action, to be a preeminent source of intellectual capital within that movement, and to deepen the understanding of the issues that must be resolved to achieve racial and ethnic equity as society moves through the great transformation of the twenty-first century. The website offers a plethora of information regarding equity in schools.

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Chapter 6
Classroom Instruction on Social Justice in the Nigerian Context: The Re-Constructionist Instructional Approach

Okpete Roseline Kanu and Alfred Obianasor

> *Every race has a soul and the soul of the race finds expression in its institutions …No people can profit by or be helped under institutions which are not the outcome of their own character.*

> Edward Wilmot Blyden (1903)

Introduction

Among the problems that have continued to plaque education in Nigeria are those that were identified by the Phelps-stokes commission on Education in British Tropical Africa (1920–1922). These historical problems are today being compounded by new challenges most of which center around the irrelevance of much of the curriculum contents of education to the lived-environmental needs of the people and the inefficacy of the instructional approaches being used in the classrooms. Change in behavior or learning by the target of instruction is a function of both the relevance of the contents being taught to the operating realities and felt needs of the taught as well as the appropriateness of the instructional strategies being used (Encyclopedia of Education, 2002). In Nigeria, the school is the latest arrival into the enterprise of education, the home, and wider society being the established agencies of education prior to the introduction of schooling in the late nineteenth century. Social justice, as perceived in the Nigerian society was taught effectively by strategies that are ignored in the school as it operates and the moral health of communities was then maintained. It is no longer the case in Nigeria today that the

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school has become the preeminent institution for education. The key relevant concepts requiring explication in this chapter are Social justice, Reconstructionism, and Reconstructionist instruction.

Social justice is a value and like all values, it is derived from a society's perception of virtues and vices and society's judgment of social behavior that are acceptable to it. As Rokeach (1973) opines, "*a value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence.*" The end-state of existence and modes of conduct to which Rokeach refers include such things as honesty/dishonesty, truthfulness/falsehood, and justice/injustice. As a society, Nigeria prefers the virtues of truthfulness, honesty, and justice to their opposites. The various ethnic groups that have inhabited the Nigerian geographical space for centuries before the introduction of the school largely held a number of values which include justice and fair play, truthfulness, honesty, respect for others, hospitality, inclusiveness, and respect for authority.

Education in pre-schooling Nigerian societies developed in individuals the above-mentioned values which were collectively known as moral excellence which conduce to social justice. Among the Igbo, for example, moral excellence was expressed as "Ofo n'Ogu" which Nduka (1965) explains as standing for truth, justice, and the highest principle of morality. Thus when in a given issue, an Igbo claims to hold "Ofo n'ogu," he/she is saying and meaning every word of it that he/she has observed all that should normally be expected of anyone within the limits of Igbo law as mystically and ethically formulated. Parallels to the Igbo "Ofo n'ogu" in Hausa and Yoruba are "du abundemukechewamunadeferinha nu akamnwanna Magana" and "owo mi mo motiseIwotimole se," respectively. By these expressions, both the Yoruba and the Hausa are saying exactly what the Igbo is saying when the latter claims to hold "ofo n'ogu." These Yoruba and Hausa expressions mean that the individual has observed all that should normally be expected of anyone within the limits of Yoruba and Hausa laws as mystically and ethically formulated.

The school and its curriculum contents—the total actual and potential experiences, structured and presented to children according to the symbols and customs of the disciplines of knowledge each expressing as partial, precise, and adult view of reality as derived from the culture of the Western world—lacks the capacity to effectively induct young Nigerians into their cultural values. The inability of the school to effectively teach values in the Nigerian environment is due to the fact that conventional methods used in school teaching are not effective in bringing about learning of values. The concept "social justice" is not known to feature as a theme in curriculum provisions in Nigerian Education but the overall philosophy and aims of Education in the country presuppose that Education results in the existence of social justice. The Nigerian National policy on Education (FRN, 2004) states the following, among others, as foundation of National Education development the building of:

1. A free and democratic society
2. A just and egalitarian society

The policy document goes on to state that instruction (in Nigerian schools) should be "learner centered and oriented towards inculcating, among others," "respect for the worth and dignity of the individual." This is an element of social justice. It is thus safe to assume that social justice is a curriculum content, albeit a hidden one, in the Nigerian Education system. Both egalitarianism and justice are manifestations of social justice with every individual and group, within the society receiving opportunities and resources in necessary measures. These values—justice and egalitarianism—presuppose that people understand, accept, and practice democratic perception of "Justice." The reality on the ground in Nigeria of today is that most people hold a view of "justice" that is similar to that of the character in Plato's book "The Republic" who defines justice as that which is in the interest of the stronger party, leaving hardly any room to consider respecting "the worth and dignity of the individual." In such an environment, the school and its clients live and see social injustice on a regular basis and as the way of life in respect of all issues from gender through ethnicity to socioeconomic status.

Respect for the worth and dignity of the individual and other manifestations of social justice such as social inclusiveness and fairness are worthwhile values much cherished and longed for in the Nigerian society and which her Education system is expected to transmit to younger people. Efficacious teaching of these values has defied conventional instructional approaches such as "talk and chalk" which, as Kanu (1989) shows, is the dominant method of teaching in Nigerian classrooms. The inefficacy of prevailing classroom instructional approaches is a major cause of the prevailing breakdown in values in present day Nigerian society. The National Policy on Education (2004) provides that Life-long Education shall be the basis of all education activities in the education system. In pedagogic terms, Life-long Education has been shown by Dave (1975) to refer to learner-centered instruction as evident in instructions that make use of storytelling, drama, and role-playing approaches. Such instructional strategies are the pedagogic manifestations of "Reconstructionism."

Social justice is a value, and like all values it does not respond to conventional teaching approaches such as lecturing method but to teaching approaches that involve learners at the level of their individual perceptions. The Reconstructionist teaching approach is known to involve learners of all ages at the level of individual perception and is therefore an approach that can effect learning of values. This chapter presents a report based on review of some related literature and several years of teaching and learning on effective classroom instruction on values. Specifically, the chapter reports answers to questions as to

1. What is social justice?
2. What is the Reconstructionist Approach to classroom instruction?
3. What is a practical example of Reconstructionist classroom instruction in the Nigerian context?

The Concept of Social Justice

"Social Justice" is a concept used to describe actions and movements of people and social groups directed towards ensuring a socially just relationship. It is made manifest in fair or even distribution of opportunities, privileges, and wealth within society. The term "social justice" may also be used to refer to a set of institutions or practices set up within society with a view to enabling people live fulfilling life and be active contributors to their communities (Rawls, 1971). Targeted institutions of social justice as here perceived include education, health care, social security, labor rights as well as the broader systems of public services pertaining to progressive taxation, regulation of markets to ensure fair distribution of wealth, among others. This application of the concept of social justice derives essentially from the concepts of human rights and human equality. It is from this perspective that "social justice" can be seen as the way in which human rights and equality of human beings are manifested in the day-to-day lives of people at every level of society.

Picower (2012) defined elements of social justice curriculum design and implementation. These include self-love, respect for others, some issues of social justice, social movements and social change, awareness raising, and finally social action. Walmsley and Walp (1990) attempt practical illustrations of the application of modeling in classroom instruction of social justice. Various models have been invented by scholars for efficacious teaching of social justice in the classroom. One of these models is illustrated as follows:

Difference-Injustice-Justice Model derived from which they present as:

- Recognize and value difference.
- Identify and name injustice.
- Talk about and plan to address injustice.

This model is seen by some people as one of the most basic frameworks for teaching social justice issues and values in the classroom.

Reconstructionism and Reconstructionist Instructional Approaches

Reconstructionism is an education doctrine that emerged out of the search for strategies of teaching if the school is to significantly influence the bringing about of progressive or innovative change in all cultural contexts. The doctrine is predicated on the view that because traditional values exert demonstrable influence in determining adaptation to change along foreign-induced practices, the school as one of such foreign-induced innovations could effectively serve as instrument of change only by adopting the Reconstructionist instructional approach. This is because Reconstructionist instructional approach focuses on prevailing situations in the

environment, deconstruct stereotypes, tap into students' cultural orientations, and reshape students' perceptions in line with given central innovative messages such as social justice in its various manifestations. Understanding is key to change and improvement of people's attitudes. It is predicated on accurate and comprehensive perception of situations. Reconstructionist instructional approaches ensure understanding of issues at the level of personal perception, enabling what is learned to be transferred to life situations. The doctrine of Reconstructionism made waves as social reconstructions in the USA during the 1920s and early 1930s. It found powerful devotees among modernizers in Spain and Portugal in the 1960s. On the African continent, the Republic of Tanzania provided the best illustration of its practical application and pedagogic manifestations as learner-centered pedagogy.

Learner-involved pedagogy found its way into Nigeria's National Education Policy document in the mid 1970s based on Dave's (1975) explication of its practical manifestations. What has been shown to work in teaching values such as social justice in the Nigerian situation is the appropriate use of Reconstructionist instructional strategies.

The Reconstructionist instructional approaches were the tools used in shaping children's values in line with the moral and ethical principles of particular societies in precolonial Nigerian societies. As Obiechina (1994) shows, education in the cultures of the various peoples of Nigeria was given through folktales and legends told to children in moonlight or around mothers' hearths. Folktales embody morals such as the evil in being haughty, envious, covetous, and dishonest or in maltreating the underprivileged such as orphans and widows. Telling and retelling folktales also teach and stimulate empathy. The use of these approaches ensures that the central message of a value such as "respect for the worth and dignity of the individual," honesty, truthfulness, for example, is communicated to students to the extent that they are able to "get into the situation" as it were.

A Practical Application of Role-Playing in Teaching "Respect for the Worth of the Individual"

In classroom interaction on say "Respect for others" by role-play, students are set to play different roles in a play designed to convey the central message, namely, respect for the worth of the individual. A teacher asks one of the students in the class to act the role of the teachers trying to get everyone in the class to respect each other because he/she reasons that such attitude is a manifestation of justice, freedom, and democratic coexistence which are necessary for peace, learning, and progress in their educational endeavors.

Another student plays the role of the rest of the students who believe and love the prevailing view that justice is that which is in the interest of the stronger. This is because they have all heard and notice daily that the successful members of the society are those who ride rough shed over others. A third student acting the role of

the parents of the majority of the students expresses the stand (which the student are expected to adopt) that most of them tried to be respectful of the rights of others earlier in their lives only to be trampled upon and landed in trouble by the same people whose rights they respected. They were yet to reassert themselves and now believe that respecting the rights of others is simply shooting oneself in the foot.

The teacher informs all three role-players that the scene includes the entire class and their parents at a PTA meeting. The teacher also asks the role-players to act their assigned roles by talking and reacting in the way the teacher and students and their parents would have talked and behaved (in a real situation) with the rest of the class watching and listening, noting down what each role-player does well, as well as what each role-player does poorly. The rest of the students should also reflect how and where they would have talked and behaved differently. A discussion of the role-play should follow after a few minutes. This may begin with the teacher asking a few of the students how they would have spoken or acted if they were participating in the role-play. Comments should be extracted from the entire class on how each of the characters, that is, the teacher, the students, and the parents, behaved. The teacher asks how the role-players themselves felt. He/she specifically asks the role-players such questions as: would bullying them into accepting what was contrary to the wishes of their parents amount to social justice? Would the parents have felt that the teacher was instigating their children to disregard parental opinion and advice? (i.e., if the views of the teacher runs contrary to the views and experiences of the parents on social justice), among others. The responses and reactions to these questions constitute the "Discussion part" of the role-play, and it is the most important part of this instructional approach.

This is because it provides the necessary opportunity for critical and reflective thinking about the central message being conveyed which, in this case is "Respect for others." This central message is a core component of social justice, and it is a value that is seriously lacking in present day Nigerian society.

It is worthwhile to emphasize here that this central message like all values cannot be taught in an enabling manner by verbal instructions, which are the major aspects of the conventional methods of teaching, as evident in the Lecture method. It can, however, be efficaciously taught only by the Reconstructionist instructional approach as exemplified here. It is important to note that developing positive attitudes to aspects of social justice in the Nigerian classroom, as indicated here, requires that full and balanced information should be provided on all social justice issues bordering on ethnicity, gender, disability, among others. The cultural differences among the various Nigerian ethnic groups as well as how such differences can be used to build a more viable nation-state should be laid bare. Following the above guidelines, other elements of social justice that constitutes the values seriously sought by the Nigerian society can be taught in an enabling manner. These include equity, fairness, inclusiveness, respect for others, and respect for due process. These can be efficaciously taught in the Nigerian classroom only when values inherent in social justice become the inalienable habits of individuals and society.

Conclusions

In this chapter, attempt has been made to show that although social justice is not a specific curriculum content in Nigerian education, Nigeria National Policy on Education expresses the expectation that the practice of social justice should an expected outcome of education at all levels of the education system. Social justice as a value cannot be effectively taught by the conventional teaching method such as "Talk-Chalk." Accordingly, the policy documents provide efficacious classroom instructional approaches for teaching values such as social justice as was practised in the traditional education of precolonial Nigerian peoples. These approaches fall in line with what has been referred to as Reconstructionist instructional approach. A practical example of effective classroom instructional strategy for teaching social justice in the Nigerian context has been presented in the foregoing pages.

Key Instructional Practices and Strategies

The following are key Reconstructionist instructional practices and strategies that can be used for social justice instruction:

1. *Think-pair-share*

   Think-pair-share is a cooperative learning technique designed to give student/ time to think a given topic and share their insights with another student. This provides students with necessary think time.
2. *Jigsaw*

   Jigsaw is a cooperative learning technique intended to reduce racial conflict, promote academic achievement, and improve student motivation. Students learn to listen to each other and appreciate each other as a resource for learning. The use of Jigsaw results in increase in role taking and has a positive effect on liking for school.
3. *Simulation, Storytelling, Dramatization, and Role-playing*

   These involve students playing roles in simulated situations in order to learn skills attitudes and concept transferable to real life. They afford students the opportunity to make decision and learn from successes and failures. Simulation is grounded in a branch of behavioral psychology called "cybernetics" which holds the perspective that learning occurs in an environment in which the learners receive immediate feedback on the outcome of learning simulations. They are effective for teaching complex skills and concepts. Simulations can be used to practice skills such as driving and to teach concepts such as how political, social, and economic systems work or to discern scientific principles through simulated experiment (Encyclopedia of Education, 2002).

4. *Problem-Based Instruction/Learning*

   In problem-based instruction students are presented with authentic, meaningful problems as a basis for inquiry and investigation. Sometimes called project-based instruction, inquiry learning, or authentic investigation, this strategy is designed to promote problem-solving skill (Encyclopedia of Education, 2002).

5. *Instructional Conversations and Reciprocal Teaching*

   Instructional conversations and reciprocal teaching help students focus on the structure and meaning of texts. Reciprocal teaching, which was developed to improve the reading skills of students in elementary and intermediate grades, is basically a dialogue between teachers and students about a text. As shown below, some of its manifestations are evident in Reconstructionist instructional approaches that have been effective in the Nigerian context. Kanu (2005) has shown how these approaches are utilized in classroom instruction. The remaining part of this chapter presents a practical example of how role-play may be and has been effectively used to teach an aspect of social justice, namely, "respect for the worth of the individual."

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Chapter 7
Leading *Is Teaching*: Real-Life Ways to Connect Theory to Practice and Address Issues of Social Injustice in School Culture

Autumn Tooms Cyprès

Introduction

Anthony Annunziato is a school superintendent who currently works as a faculty member for a large university in New York City. That means he has invested a considerable amount of work building bridges between those who prepare educators and those who are serving as educators in large, metropolitan systems. Arguably, he understands what it means to maintain a safe and orderly learning environment and hold teachers accountable in a sea of ever changing student performance standards. In sum, Dr. Annunziato understands the pragmatic world of schools as well as the not so pragmatic ivory tower of higher education. I know this is true because he asked me if I believed that information was actually bridging the gap between those who study leadership in schools and those doing the actual work of leading schools.

Thing number two is the kind of inquiry often avoided in higher education circles because it speaks to questions of self-preservation and legitimacy: Are academics' endless hours of thinking, writing, and talking actually manifesting into something useful for educators in the field? Are those who prepare school leaders relevant in the current sea of hyper-politicized student achievement standards? Like Dr. Annunziato, I have dedicated my entire career in academia to building bridges between the ivory tower and the real world by translating theory into everyday practice. I am embarrassed to say that when Dr. Annunziato asked his profound question, my answer was an all too terse "no" followed by the observation that the gap between universities and school systems exists because there are varied motivations for different kinds of work within the field of education. For example, a junior faculty member in a research-intensive institution is very, VERY focused on publishing as many manuscripts as possible because his or her career trajectory depends on a

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focused production of research. Why? Because this is the capital that secures tenure. Ultimately, this means acts of research and publishing are more valuable to those in higher education than service to schools. What this also means is that there are many academics who write and think about school leadership who have never served as school leaders; thus they have no experiential context.

Within the last several years, conservative and neoliberal groups (Kumashiro, 2008; Ravtich, 2013) in the United States have ensured that the definition of success continues to change in nonsensical iterations that affect the profession itself. And while it is currently chic to talk about social justice in nearly every facet of education, the everyday work centered on changing inequities in school remains out of focus for many leadership preparation programs throughout the United States.

This chapter is an attempt to honor the integrity of Dr. Annunziato's "Bridge the gap" question by examining specific andragogies that translate theory into practice for those who prepare school leaders as well as those who lead schools. This discussion opens by defining social justice through understandings of the literature. Next, strategies to address uncomfortable dynamics inside graduate classroom discussions of social justice issues are unpacked. Woven throughout this discussion are suggested *key instructional practices or strategies* for those who prepare school leaders. The chapter concludes with a list of axioms that can be used in everyday leadership practice in both graduate classroom and in schools.

Social Justice, Language, and Meaning

Social justice is a term used frequently in the literature and in large societal discussions; unfortunately, the term can be ambiguous. Scholars in the field of educational leadership typically write about social justice work that pertains to the process of leveraging change in schools (and thus society) relative to widespread injustice. Generally speaking, when scholars refer to "social justice issues" or "critical discussions" they are talking about human rights, the debilitating effects of poverty, racism and sexism, homophobia, equity, equality of opportunity, the value of diverse opinions and of cultures, and the increased consciousness of the relations of power (Grogan, 2010).

Using this definition of social justice, consider for a moment a wider lens dedicated to the utilization of language. When we use language, we are doing something more than speaking; we are acting (Austin, 1962; Butler, 1997, 1999; Lakoff, 2004; Yoshino, 2006a, 2006b). Scholars of discourse explain that these acts of speech can be described as *constantive speech acts* while others are known as *performative speech acts* (Butler, 1997). Constantive speech acts are concrete and can be proven true or false. For example, if a man having lunch al fresco with his wife said, "The car is on rolling up the curb," the wife might turn her head to look at what was being described. If the man said, "THE CAR IS ROLLING UP THE CURB!" the wife would probably get out of her chair quickly and move. The second announcement is a performative speech act as it informs the listener (in this case the wife) that there is imminent danger. While the words are the same, the intent, delivery, impact (and thus the meaning) are different.

The problem often found in communication cycles that the creator of a message and the listener are both responsible for engaging in a discursive dance. In this dance, both parties are responsible for creating an opus that is woven by the threads of performative and constantive speech acts. As with all dancing partners, sometimes a toe is stepped on. When a sentence is heard, we are responsible for deciding if the sentence is performative, constantive, or both. Problems arise in communication because of the messiness encountered in the interpretation of constantive and performative speech. Thus, these discursive missteps happen because the two parties involved do not always understand if they are receiving a performative statement (in which there is a new reality insinuated) or if the statement is misinterpreted as a constantive statement (a statement that simply describes what is). Furthermore, constantive and performative statements are not always exclusionary, a dynamic which only adds to the turbulence surrounding discursive attempts to negotiate reality. In other words, how we understand reality is based on how we describe it to each other. A theory primarily concerned with relationships as the central site of the construction of reality is known as Social Constructionism (Gergen, 1999; p. 8). The term *Social Constructionism* was first coined by the sociologists Berger and Luckman in their seminal work *The Social Construction of Reality* (1966). Constructionists believe that the generation of what is "good" comes from *within a tradition*; one that already has accepted constructions of what is real and good (Gergen, 1999, p. 50). Specifically, this dynamic plays out in schools in terms of what is "good" or "appropriate" practice: What was tradition becomes the norm. What is normed becomes appropriate and acceptable because that is the way it has "always been done." Consider that before the civil rights era in the United States, appropriate practice in schools included racial and gender segregation. In the 1990s, (and even today) many schools find it appropriate practice to segregate schools by the primary language spoken by students. Ultimately, social constructionism invites us to reconsider the nature of school leadership in a way that relentlessly considers the blinding potential of "common sense" knowledge and the mundane routines of school. The tension between the socially constructed rules of leadership and a leader's decision to observe, subvert, or transcend these rules determines how we assess a leader's fit. Thus, the social construction of what a leader *is* can be based on skill sets as well as *visceral perceptions of what a leader looks and acts like* (Tooms, Lugg, & Bogotch, 2010).

Language Games, Social Justice, and School

All schools (both public and private) not only inculcate members of society in terms of *how to be*; more importantly, they constrain members of society by teaching and reinforcing *how not to be* (Foucault, 1975). This is accomplished through language games. The characterization is based literally on Austrian philosopher Ludwig Wittgenstein's theory of *Language Games* (1965, p. 71). He explained that reality is formed and reformed through the use of the language games, which he defined as a series or cycle of interactions that contain covert and overt rules. People use

language games to understand these rules, as well as honor, break, or change them. In school administration, words that play a part in power structures and language games include "professional, collaborative" and "appropriate." In sum, language games are embedded in nearly every discursive interaction we have including those interactions that unpack social justice issues. Foucault (1982) contributed to this line of thinking by noting that reality (or "truth") is created by both language and symbols. His seminal work on the topic is the book *Ceci n'est pas une pipe*. The English translation of the title is "This is not a pipe" and was based on Renee Magritte's painting of the same name.

Magritte's painting has the words "Ceci n'est pas un pipe" ("this is not a pipe") written across the canvas. Of course, the work is not a pipe. Rather, it is painting of a pipe. So the painting is an extension of a language game. The painting asks the viewer to understand reality in a new way. How do we know this is a painting of a pipe? Because the image reminds us of a pipe more than it reminds us of an actress such as Meryl Streep, a toaster, or an automobile (Porter, 1986). In its totality, the painting reminds us of a pipe because of *how our brain interprets* its shape and its colors. It is our brain that creates the truth of what we witness. Foucault argued (1982) that periods of history possess certain underlying conditions of truth that constitute what is acceptable. These conditions are ever present and change over time from one episteme to another just as periods of history change over time. This argument extends to education systems, economics, or any other arena.

When objects (be they ideas, paintings, or statements) are involved in discourses, we must realize that they are arranged in a kind of uncharted dimension in which surrounding constellations of meanings glitter separately and at different frequencies of brightness in a lawless fashion (Foucault, 1982, p. 5). We individually put priority, order, and meaning into these arrangements. Sometimes, it is impossible to find meaning that connects all the objects (Foucault, 1982, p. 4). In other words, we can somewhat agree on what is truth, but not mostly and certainly not totally. Such is the work of the language games that play out regularly in the discourses of topics relevant to our profession, including social justice.

So why has this chapter dedicated so much effort to the somewhat lofty and esoteric discussion about reality? Because it is a logical starting place for students to consider what social justice *is* and *is not*. What follows are suggestions for classroom activities that help students internalize the somewhat abstract concept of reality formation into more accessible everyday event and encounters.

Key Instructional Practice 1: How Do We Identify Social Justice Issues?

Invite students to brainstorm a list of exclusionary practices that schools have engaged in and then changed over time. Do these practices differ geographically? Are there any other themes found in the student-generated list?

Key Instructional Practice 2: How Do We Understand Reality?

Show students an image of Magritte's painting, *Ceci n'est pas un pipe*. Next, show them the Rebel flag and ask them to make a list of all the messages and meanings it conveys. Task students with reflecting on how they learned about those meanings associated with the flag. What does this say about how knowledge is transferred? Lastly, ask students to brainstorm other "pipes" (i.e., symbols that have multiple interpretations) in schools.

Key Instructional Practice 3: What Language Games Do We Observe?

Ask students attend two school board meetings and identify examples of constantive/performative speech and language games within the context of the meeting.

Encourage them to look for language games between school board members and also in between members of the audience during the meeting. Lastly, ask students to observe the behavior or conversations that take place after the meeting and during breaks. Who is talking to whom? Why? Students can then look for patterns and themes in their observations and share with other members in the class.

Addressing the Unspeakable in Graduate Classroom Discussions

While some topics of equity are often discussed in university classrooms, others remain slippery terrain because of their perceived level of societal conformity or fit (Tooms et al., 2010). For professors, this plays out in terms of the politics of classrooms instruction. In my own career, I have witnessed more than one untenured faculty member cringe at a vengeful classroom teaching evaluation from a student (or students) who felt that the professor was biased in his or her instruction. Such is the price of pushing minds.

Once I began serving higher education in administrative roles, I was responsible for talking to my colleagues about their student teaching evaluations and I found myself again thinking with Magritte and his questions of reality: Are these evaluations reflective of a professor acting with prejudice toward students whose politics are different than his or her own? Or are they punishment doled out by students who could not stand to self-reflect on a lifetime of privileged and oppressive worldviews? Is this a pipe or is this a painting of a pipe? The politics of such considerations in relation to the quest for tenure are at the heart of the professoriate

(Tooms-Cyprès, 2014). It would be naive to think that an instructor has not thought more than once about the risks of confronting students about their own biases.

What that said, how does one strategically inspire students to push their own boundaries of what is thinkable when it comes to social justice issues and the purpose of school in society? What follows is a set of key instructional strategies focused on managing group dynamics and unpacking topics of equity, access, and (in)justice. It is important to note that these strategies should not only be used by the academic but passed on to students (as appropriate) as a repertoire of skill sets for facilitating discussions in their roles as school leaders.

Key Instructional Strategy 1: The Preemptive Conversation

A thoughtful and planned conversation with your supervisor about your teaching goals along and understandings of group dynamics related to critical discussions is a wise investment to make before you begin exploring controversial topics with critical group discussions. The savvy academic, leader, or facilitator includes in their preparation of social justice discussions a moment to share with a supervisor the methods used to explore potentially volatile topics along with an understanding of how discourse can inflame tensions. Doing this before a series of discussions takes place provides the opportunity to explain and anticipate discursive missteps, group management, and the ethic dedicated to transforming understandings. A "heads up meeting" is also an excellent starting point for personal documentation of the process. Creating a "safe space" is a term often used in social justice dialogs. This typically refers to setting into place structures that allow students to feel comfortable in expressing themselves. I argue that "creating a safe space" begins with efforts to ensure supervisory understandings of the facilitator's intent, skills, and credibility in terms of group management.

Key Instructional Strategy 2: Document, Document, Document

Education is a political profession (Spring, 2004). As such, it is an endeavor linked to one's identity and values. Discursive missteps (i.e., people interpreting constantive statements as performative ones or vice versa) can escalate and wound participants in unexpected ways. When a discussion facilitator takes the time to keep a running journal (including date and time) of planning and classroom/group discussions, an invaluable resource is made. This allows for reflection on the process of teaching and leveraging group transformation. It is also a useful record to have in case of student complaints. The journal should be written in formal, professional language that includes the names of people involved in an event and a running timeline. The journal should be written in such a way that it could be on the national news without any regret of the author. In other words, a journal of this type allows

you to explain to anyone if this is a pipe, or if this is a painting of a pipe. It is a way to defend your actions in the classroom as thoughtful, fair, and free from malice.

Key Instructional Strategy 3: Focus on Intent

Often, we consider the voice of authority about the dynamics of marginalization as one belonging solely to those in the groups being marginalized. However, there are scholars of women in leadership who are not women (Biddix, 2010), scholars of critical race theory who are members of a privileged ethnicity (i.e., Anglo), (Okun, 2010); and there are scholars who write about transgender issues who identify as heterosexual and not transgendered (Thomas & Riedthaler, 2006). Is their scholarship less valued or less relevant because they lack membership in the group they are discussing? Some scholars such as Foucault (1975, 1980) argue that a researchers' identity plays a significant part in how they are valued, negated, or embraced. These questions lead to the more important considerations of intent, identity, and who decides what reality is (Apple, 2001; Gramsci, 1971; and Spring, 2004). Perhaps what is most frustrating for those doing the real work of serving schools and universities everyday is that they are charged not only with discerning what is reality, but also with attempting to understand the *intent that undergirds the action of people*. For the most part, we live in a world where we simply cannot know the truth relative to intention. So we are brought again to the question of what is real in terms of how people communicate: Is this a pipe, or is it a painting of a pipe?

The space of *not knowing* is the most uncomfortable of all relative to discourse centered on marginalization, equity, and a myriad of other topics under the vast umbrella of social justice. This space is dangerous territory because in the heat of a discursive moment, we can jump to conclusions, act out to protect a bruised ego, or engage in behaviors meant to ensure our fit/job security. Ultimately, when it comes to the politics of discourse and the messy conversations of social justice, sometimes we simply do not know what the truth is, despite our suspicions or convictions. No matter how much we want our version of the truth to be understood by another person, it simply cannot be because of the difference in arrangement of the constellations (i.e., our own histories, baggage, frameworks) around the object or idea that we are looking at. And that is why discussions about social justice will always be difficult: Because the politics of society becomes personal, and for many volatile.

Building Bridges Through the Annunziato Axioms

If a professor has done their job correctly, the classroom is a relatively safe space free of judgment in which students are empowered to decide for themselves the reality of school's role in society, and their role as educators. But what happens

when students leave the security of the classroom and enter into the more high stakes world of their employment? What happens when social justice advocacy becomes real and rooted in the everyday political work of school leadership? What tools and strategies can educators lean on to authentically leverage equity in their roles as teachers, teacher leaders, and administrators? This discussion closes with a list of Annunziato Axioms: They are named as such to honor the scholar who gave voice to the question few want to ask: Is knowledge bridging the gap between the academia and pk-12 school systems? In an effort to build those bridges, this section closes with a list of axioms intended to support leadership efforts to make schools, and therefore society, places of empowerment rather than places of constriction.

Annunziato Axioms

1. The unspoken covenant we make as educators and graduates of academia is to translate the very complex ideas we have learned into assessable, teachable moments for those we serve in schools.
2. Be mindful that education is both a political arena and profession.
3. Teaching is an act that serves students, their families, the faculty of a school, members of a community, and colleagues in a school district.
4. Teaching and leadership are intertwined and are the heart of moving communities of people toward more equitable practices.
5. People often don't understand how they are perceived because they are unaware of the differences between performative and constantive language.
6. Critical conversations can escalate quickly into dysfunction because participants are not given rules of engagement ahead of time.
7. Critical conversations can escalate into dysfunction without a facilitator who is vigilantly focused on the topic at hand while allowing everyone to feel heard.
8. It is not possible to transform everyone into caring compassionate individuals, but educators have a duty to try.
9. Creating environments where people can reflect requires a facilitator with a vigilant eye toward ensuring that group members do not feel judged when they are honest.
10. Documentation in the form of a teaching/facilitating journal is a wise investment.

Conclusions

Members of the professoriate are duty bound to serve society by producing, translating, and disseminating knowledge. This chapter opened with the recognition of power structures that can sometimes blur the priorities of the professoriate because translating theory into everyday practice does not carry as much professional capital

as producing (e.g., publishing) knowledge. We must do more that call for the inter-ruption and disruption of hegemonic structures. We must identify and work hard to share the pragmatic tools necessary to empower leaders to leverage schools and their communities forward. We cannot shy away from critical conversations about social justice issues. However, we can, in the heat of discourse, take heed of Dr. Annunziato's "Bridge the gap" question and commit deeply to the duty we owe to society to both produce and disseminate knowledge.

Key Instructional Practices and Strategies

Practice 1. How Do We Identify Social Justice Issues? Strategy: The Preemptive Conversation

Practice 2. How Do We Understand Reality? Strategy: Document, Document, Document

Practice 3. What Language Games Do We Observe? Strategy: Focus on Intent

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Chapter 8
Excellence for All: How US Schools Can Ensure Student Success

Donald Scott Groves

Roadblocks to Effective Governance, Leadership, and Funding

The education of our nation's students is not only a national priority, it is the purist expression of social justice. We are obligated to ensure the success of each and every student. Ernest Boyer in his book, The Basic School: A Community for Learning (1995) asserts "the shared vision of the Basic School is excellence for all" (pp. 18–19). He explains "the school affirms, as its central mission, that every child has the right to a quality education, that higher academic standards must be set and that every child can and will succeed in ways that reflect his or her own unique aptitude and interests" (pp. 18–19).

The United States is blessed with an abundance of human potential. Its *can do* attitude, entrepreneurial spirit, and drive for exploration and innovation are deeply imbedded in our cultural DNA. The economy is the world's largest, the recovery from the Great Recession continues its momentum, and the dollar remains strong. So why are the nation's K-12 public schools unable to deliver an excellent education for all students?

The answer lies in certain roadblocks that must be removed and a variety of factors, which must be in place if we are to authentically create an ethos of "Excellence for All" in our schools. To succeed, we must be relentless in our resolve to make the necessary changes. If we simply set aside our personal, political, and territorial egos, we will succeed in setting the United States into a positive trajectory to provide an excellent education for all students.

The major roadblocks preventing equality of educational opportunity seem more formidable today than they were 50 years ago. They are:

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1. Identifying, training, compensating, and retaining top-notch teachers.
2. Creating supportive and responsive models of governance and leadership.
3. Providing viable and sustainable funding.

On the positive side of the ledger, there are pathways to student success being utilized in some classrooms around the country. The first section of this chapter will address the roadblocks while the pathways to student success will be discussed in section two.

"The problem with education is that it is stuck in the Muck. You've got teacher unions blocking any change in the hiring structure. You've got local school districts ready to ban coloring books and Washington dictates what color of crayon" (The West Wing, 2005, episode 121).

At times, the gridlock in America's educational system seems equal to the gridlock in Congress. In many ways, they are interrelated. It is also related to the current membership of local school boards and the priority we place on investing in the intellectual development of our students, our greatest national resource. It is time for us to rotate our optics 180° and view education as an investment rather than an expense. This is an investment not only in human and economic capital, but more importantly in a society that authentically sustains equal opportunity for all of its citizens.

Historically and constitutionally education has been the responsibility of the states. Early in our history, this made sense as it provided a more nimble and responsible delivery system to address local needs of a very diverse population. Over time, the world and our nation have evolved demanding that our students be equipped to participate, compete, and lead in an interdependent global economy and ecosystem.

This challenge calls for cooperation among the states to mount a national campaign to enable every student to master common skills and acquire a deep knowledge of subject matter. The United States will not succeed and will definitely restrict equal educational opportunities for its students if it continues to operate under separate sets of educational standards. Fortunately, 43 states, the District of Columbia, four territories, and the Department of Defense Education Activity (DoDEA) have adopted common standards which are based on the Common Core Standards developed by the National Governors Association and the Council of Chief State School Officers (corestandards.org). This is quite a bipartisan achievement when you think about it. All 50 governors in collaboration with educators initiated a transformative measure—a perfect model of cooperation and compromise. Unfortunately, the misconception that the federal government developed the standards rather than the grassroots approach has been promulgated by some politicians. It has been portrayed by them as intrusion into state control of education.

Research on academic achievement is clear: Teacher effectiveness is the school-related factor that most affects student performance. To ensure that we have the most effective teachers, we must increase the status and prestige of teaching as it exists in Finland and Singapore (Ripley, 2013). It is imperative that we attract our best university undergraduates (with a degree in an academic subject) to enter a master's degree program in teaching and learning, which includes an internship and

residency (teacher candidates working directly with students while taking coursework) similar to preparing physicians. Joel Klein, former Chancellor of the New York City Schools (our nation's largest school system), advocates this. In Lessons of Hope: How to Fix Our Schools (2014), he proposes that we draw teacher candidates from the top one-third of college graduates. If we are to transform the equality and quality of the education our students receive, it is imperative that we aggressively develop a pool of highly effective teachers.

In order for school districts to retain top quality teachers, they must be compensated with salary and benefits commensurate to professionals in the private sector with the same level of education and professional experience. "Public school teachers earned on an average 15 % less than comparable workers in 2006 but had slightly better than average fringe benefits than other professionals, making up close to 2 % points of the pay gap" (Allegreto & Tojerow, 2014, p. 2). The opportunity cost of being a teacher rather than choosing another profession is thus relatively high when a 13 % salary gap is compounded over a long-term career.

According to the 2014 Digest of Education Statistics, in 2011 the annual amount spent on teachers' salaries in US public schools was close to $321 billion. If we use that figure and multiply by 13 %, it equals $363 billion. This represents the annual amount required to fund teacher salaries so they are equal to other comparable professionals—a $42 billion gap.

To address this salary disparity, I propose a national salary and benefits plan. David Allardice, Ph.D. retired Senior Vice President of the Federal Reserve Bank of Chicago believes the $42 billion needed to fund a national salary and benefits plan can be accommodated within the current tax revenue structure. (Property tax, sales tax, lottery) within each state. (D. Allardice, personal communication, August 26, 2015).

State legislatures would be responsible for making funding decisions to ensure that tax revenues produce the required amount to meet a national salary and benefits plan, taking into consideration regional and local cost of living expenses. Dr. Allardice recommends a gradual 3–5 year implementation of the plan, as he views it as "practical, digestible, and sellable" (D. Allardice, personal communication, August 26, 2015).

If we resolve to make an equal, high-quality education for each student a national priority, then it is imperative to exhibit the political will to establish a national salary and benefits plan. Under this plan, teachers will be paid for 200 instructional days and ten planning and student/parent/teacher conference days.

With the adoption of the Common Core Standards and a national teacher compensation plan, the United States has a prime opportunity to evolve into an educational governance structure which will remove the roadblocks that have impeded this country's progress in public school education. Federal and state governments as well as local school boards must shift their sole focus to supporting teaching and learning environments, which will ensure that all students meet or exceed high standards. This model extends local control to individual schools, the most knowledgeable groups of professionals to decide how to optimize teaching and learning for each student. Additionally, the private sector will be required to contribute resources.

Some businesses are already doing so. This will be discussed later in this section and in the second section of this chapter.

Within this new governance model, the most effective roles for the U.S. Department of Education are threefold:

1. Monitor progress of the Common Core Standards and provide annual reports to local school districts and schools on the achievement of their students. The reports should be specific and include an item analysis of each skill.
2. Award research grants to Schools of Education to study and develop best practices for implementation of the standards. The major emphasis of the research must be placed upon reaching and motivating a wide variety of learners so that all students have the chance to succeed.
3. Administer, in conjunction with Schools of Education, a national educator licensing examination. This would become the valid credential to teach in and manage schools in all 50 states. This will result in administrative cost savings to state departments of education. These funds can be reallocated for the continual professional development of teachers.

A separate federally sponsored component of the new governance model is the establishment of an Education Facilities Construction Bank (Ed. Bank). According to economist H.P. Blechmann (H.P. Blechmann, personal communication, March 12, 2015), this entity would be created by congressional law. The Ed. Bank would supply low interest loans to school districts for the construction and renovation of educational facilities directly related to teaching and learning of the Common Core Standards. Administration and auxiliary service buildings would not qualify for a loan. Funding would be created through the issuance of agency bonds to the private sector.

This new financial institution would be run by the private sector with oversight from the federal government. It would be governed by a Board of Directors comprising leaders from the private sector, U.S. Department of Education officials and members of the banking industry.

One of the major responsibilities of the State Departments of Education is having authority to ensure schools are accountable for increasing student learning and monitoring their progress. Each state will be led by a Commissioner of Education employed and supervised by the State Board of Education whose members are appointed by the Governor. The role of the Commissioner is not simply the chief compliance officer. Instead he or she should be hired for his or her leadership skills to inspire, motivate, and actively support their fellow educators in optimizing teaching and learning in their classrooms.

With the federal Department of Education assuming the responsibility of publishing annual progress reports on the Common Core Standards, awarding research grants and managing the credentialing of teachers and administrators, it will no longer be necessary for the states to allocate funds for these functions. Education Departments at the state level are better poised to provide direct training support due to knowledge of unique regional issues and closer proximity to the school districts they serve. As more effective teaching practices are developed, it is essential that

ongoing retraining be a priority. The perfect role of the downsized State Department of Education will be to focus upon the continuing professional development of teachers and administrators. Professional development courses will carry university credit and coordinate with advanced degree programs. They will also meet relicensure requirements.

In further fleshing out this new model of governance, local school districts, and their boards metamorphose into different entities to better support teaching and learning. Local public schools are the cornerstone of our democracy. They were founded upon the premise of providing a free, quality education for all, regardless of a family's economic status. Currently, this has been impeded by local politics. As a result in many communities, there is a continual shift in school board membership influenced by the *issue du jour that* seems to gain traction at the time.

Local school district governance deserves a more thoughtful approach. It must acknowledge that students, teachers, administrators, support staff, parents, and the business community are assets in developing truly great schools. By including these stakeholder groups into local board membership, school boards will make better-informed decisions. In particular, professionals from the private sector could add their expertise to assist in developing cost-effective business models.

Members would be required to successfully complete a training program. To provide for continuity of Board leadership, Board Presidents would serve at least 1 year as Vice President/President Elect, no more than two years as President and 1 year as Past President. When Board members retire from membership, they participate in an exit interview to share their perspective and knowledge to be recorded for future reference. Boards will be annually evaluated on their performance by all stakeholder groups. The feedback will be used to improve governance effectiveness.

Local school boards would remain responsible for employing and supervising the Superintendent of Schools. Talented, experienced, and dedicated educational leaders in US schools have been subject to constant pressure from teacher unions, community activists, and private agenda-driven foundations. This has led to a perpetual turnover in school district leadership. It will be incumbent upon local boards to recruit and retain top quality executives to lead and manage the school district. No longer can our schools afford the trauma that is created by "revolving door" leadership. In contrast to the model that has been used in the past, it is vital to the health of the school district for the board to sustain a productive partnership with its Superintendent. Having stability of board membership should help facilitate this type of relationship.

Decisions by school boards would be based upon a business plan, strategic plan, and policies. The business plan would incorporate all educational and auxiliary services and all parties would strictly adhered to it. The strategic plan will focus on the optimization of the achievement of all its students and will be accommodated within the business plan. School district policies will provide transparent operational structure for all school district stakeholders.

In order to implement the policies, a procedures manual will accompany the policy book. It will provide detailed steps of how each policy will be implemented. With the inevitability of staffing changes, the manual will provide a consistent oper-

ation throughout the school district. An electronic copy of the policy book and the procedures manual will be available on the district's intranet so that it can be easily accessed and updated. A printed copy of each volume will also be available in the office and library of each school and district building.

Local boards would continue developing operational budgets based upon the business plan. Funding would come from the traditional revenue sources of appropriations from the State Legislature and local property taxes. Since teacher salaries are accommodated via the special state sales tax and lower cost loans for construction are available through the Ed. Bank, this allows more funding for operational expenses (e.g., books, supplies, equipment, transportation, and other salaries). However, it is imperative that districts must have competent leadership and make wise decisions to spread funds on resources that have the greatest impact on student achievement. As an efficiency measure, neighboring school districts will be encouraged to combine common services such as human resources, purchasing, warehouse, and transportation. This could not only reduce the amount spent for nonteaching salaries, but also result in savings on buildings, utilities, and vehicles.

Within this new governance model, the most important educational decisions are developed by the individuals closest to the student: the students themselves, teachers, parents, administrative staff, and community members. This firmly establishes an ethos of *excellence for all*, the way of school life and within the larger community.

Each school will operate a school council which is responsible for establishing and monitoring goals and action plans that support student's mastery of the Common Core Standards. A progress report will be submitted to the school district and the federal and state Departments of Education at the end of the school year. Council membership will be comprising the previously listed stakeholder groups. Members will be required to successfully complete a training program to acquire skills to set goals, to ask insightful questions, to listen effectively, to make decisions, and to put aside personal agendas. The council will be advisory to the principal, who will ultimately be accountable for student and school success. This will require a strong collaborative leadership style from the principal in order for the school council to be successful. In addition, the council will benefit from continuity of membership.

Pathways to Student Success

"We're stronger as a nation when everyone is afforded a pathway to success."
Howard Shultz
Chairman and CEO, Starbucks

Dedicated to Student Success. This is the motto of a school for which the author had the great fortune to serve. This simple but powerful phrase reflected the mindset of the faculty and permeated every aspect of school life. As a result, students displayed confidence in their role as learners.

Among countries in the developed world, the United States has the largest disparity between the highest and lowest performing students. Some educators and parents believe that rigorous standards must be sacrificed if the emphasis is on equal learning opportunities for all students. In other words, the target would be to teach to the middle. In a democracy, quality and excellence are not mutually exclusive. In addition to a pervasive attitude among staff that each student can succeed, there are other factors and steps that make it possible for all students to be "afforded a pathway to success." One is the appropriate use of technology.

No longer do we have to rely on the "one size fits all" educational delivery system we have used since the mid-nineteenth century. Ideally, personalizing lessons for students (which can be part of differentiated instruction) is the best method to meet their learning needs. In the past, unless one-on-one tutoring was available it was next to impossible. Recently, advances in technology software and hardware as well as widespread broadband have made what is now called "adaptive learning" possible.

A successful application was developed by Salman Khan, the originator of Khan Academy. His mission is a "free world-class education for anyone anywhere" (mission statement, khanacademy.org), and it is delivered via online video. Khan's methodology is especially effective in knowledge acquisition in math and some aspects of science, languages, and social studies. Khan Academy has developed over 3400 video lessons from which students can master skills and knowledge. Many are accompanied by tools like interactive quizzes, which can track student progress.

New software developed by Jose Ferreira and Knewton.com can extend tracking student progress. It is designed to data-mine each student's performance and learning habits. It then custom designs lessons for the student. The software also provides powerful diagnostic and predictive performance data. This gives the teacher the opportunity to engage in specific tutoring, if necessary, with the student or small groups of students.

In the early 2000s, Jonathan Bergman and Aaron Sams, then chemistry teachers at Woodland Park High School, outside of Colorado Springs, Colorado, developed what they dubbed as the "Flipped Classroom." The term refers to flipping what the students did in class (listening to a lecture) to time spent at home watching content lectures recorded on You Tube. When the students returned to class the next day, they were involved in guided practice exercises (formerly assigned as homework) supervised by the teacher. This allowed the teacher to directly follow up with each student, reteaching concepts to all or just a few students as needed. Bergman and Sams found this method of instruction not only increased their personal contact with students, but consequently improved the students' knowledge and skills.

When integrated into a seamless system, these technological enhancements to the teaching and learning process become a powerful motivational methodology. Each student is given equal opportunity to meet the basic standard while students with more aptitude and/or interest in the subject can achieve at a higher level. In either case, all students have the benefit of individual attention from the teacher.

The next step along the pathway is for students to deepen their understanding of subject matter. In a 2008, advertisement that appeared in the Wall Street Journal "Knowledge is vital. But knowledge is nothing without understanding." Understanding is more than regurgitating information. It is a dynamic process. When students mature into adults, they are expected to integrate knowledge to solve problems. This involves thinking flexibly using information from various disciplines. It may require putting a concept such as the protection of coastlines into action by comparing and contrasting with similar concepts, making predictions, and/or inventing new ways to solve a problem. The teacher plays a critical role in this step by designing learning activities that stimulate deepened understanding.

In the school which adopted "Dedicated to Student Success" as their motto, a portion of the professional development program was devoted to four online courses offered through Wide World (https://learnweb.harvard.edu/wide) the Harvard Graduate School of Education online and onsite teacher training department. All teachers participated in Teaching for Understanding (TFU) one and two while the administrators and curriculum coordinator took Leading for Understanding. Another course, Making Learning Visible (MLV), was optional but as the teachers completed both TFU courses they enthusiastically signed up for MLV. TFU and MLV strongly reinforced criterion referenced assessment and the use of data as feedback to the learner. Students grew in their critical and analytical thinking skills and demonstrated a deeper understanding of subject matter.

In the online courses, each teacher was assigned to a group of three to four teachers from all over the world. Each was facilitated by a coach from Harvard. On a weekly basis, group members posted unit plans that included *performances of understanding* that required students to demonstrate how well they understood newly acquired knowledge and how well they could apply it to solve interdisciplinary problems. The group members and the coach would critique one another's unit plans. The teacher brought the feedback from the online group to a weekly school meeting where it was discussed by about 20 colleagues from various disciplines and grade levels.

As a result, the culture of the school transformed into a genuine learning community. The conversations became more collaborative and included staff across the grade levels and subject areas. These discussions focused upon developing teaching strategies to promote deepening the understanding of information as opposed to simply acquiring knowledge and skills. The teachers became more critical and analytical in designing assessments that accurately probed the depth of student understanding. The energy of the faculty became palpable and their morale continued to rise.

Caution! One of the stumbling blocks along the pathway to student success is the lack of coherent use of measurement of academic progress. Metrics are an essential ingredient to ensure student success. Each teacher should have measureable goals and so should each student. The use of immediate/diagnostic data available through Khan Academy, Knewton.com, and the Flipped Classroom make it possible for the teacher to instantly detect which students need additional reinforcement. Formative data (ongoing assessments), summative data (quarterly and semester exams), and

formal data (standardized tests) must be actively used to improve the quality of instruction (Groves & Groves, 2015). Measurement also matters to the community, private sector, and state and federal Departments of Education. They need to know so they can better invest time and resources to assist schools in creating clear and measureable plans for improvement.

And now the pathway becomes bifurcated routes in high school. With an emphasis on career counseling in middle school, students and their parents are able to explore the two routes: career/technical education and college-prep studies. This opportunity prepares the family to make an informed decision based upon the student's interests, aptitudes, and aspirations. To be successful in life, students must be able to read proficiently, communicate thoughts well, both orally and in writing, think critically and creatively, analyze data, and use it to solve problems, appreciate the visual and performing arts, know history, and understand how economic systems work. This requires that liberal arts be an integral part of both educational routes.

With 14 million additional jobs expected in the next 10 years and newly created careers continually emerging, it is imperative that curriculum and careers become aligned. One way to accomplish this is for school districts and the private sector to form partnerships to offer apprenticeships for students on either career route to further explore career options and earn college credit before graduating from high school. In other words, educators and job creators, as the recipients of a trained workforce, must be connected. Employees from the companies sponsoring the apprenticeships could work with the teachers to jointly develop curriculum links.

Being a successful part of the educational system in many European countries, salaried apprenticeships in the United States are now in operation in such locations as Chicago, New York City, Michigan, and Massachusetts with a variety of corporations, such as IBM, Microsoft, Verizon, Cisco, Caterpillar, and Siemens. In the future, it is important for apprenticeships to be developed in education, medicine, finance, marketing, journalism, architecture, construction management, engineering, law, and other professions.

Other elements of a high-quality education are essential:

1. Developing curriculum that stimulates inquiry and develops a capacity within students to analyze information arrive at creative solutions, make complex decisions, and accomplish a deep understanding of concepts. It should be centered upon intercultural appreciation and stress the importance of living peacefully in the world as positive, productive, and ethical citizens.
2. Teaching students to use effective learning strategies and to manage their time wisely, knowing that hard work, not high ability is the key to life's successes.
3. Reinforcing the value of quality work rather than being satisfied with work that is merely acceptable.
4. Teaching and learning without walls. The formal classroom is only one place where learning can take place. Without actively applying concepts in real world situations, students remain stagnant and inert. Interdisciplinary extended field studies and service learning projects stimulate enduring learning experiences.

5. Placing students working in collaborative learning environments similar to the ones in which they will work as adults.
6. Providing frequent, timely, and specific feedback to students and parents on the students' performance.
7. Developing rubric report cards. Graphics and descriptions of student progress in relationship to mastery of skills and acquisition, understanding, and use of knowledge.
8. Differentiating teaching roles. Teachers work cooperatively in playing various roles at different times with students (i.e., content expert, tutor, academic monitor).
9. Teaching additional languages in early grade levels to stimulate flexible thinking and reasoning, faster assimilation of complex ideas, and the ability to multitask.
10. Establishing biweekly student review meetings among all grade level and subject area teachers to monitor each student's progress and prescribe interventions as appropriate.
11. Using error as a normal learning experience. Errors in assignments and exams should be regarded as steps in the process of discovery. This approach is compatible with our penchant for innovation that is an integral part of our national genetic code.
12. Providing universal access to high-quality early childhood (prekindergarten) programs. Children at the poverty level without this experience perform up to a year behind their classmates.
13. Designing school facilities with flexible spaces to accommodate a variety of learning activities: group work; individual quiet study; interdisciplinary projects; technology-based learning.
    Expecting consistent involvement of parents in their student's instruction and support of the school's values and teaching methodology.

The foundation for these pathways is the provision for continual growth and training of teachers. As described earlier, teachers will be carefully selected from top college graduates to enter a teacher preparation master's degree program. But the training does not stop there. Training is a dynamic process that continues throughout the teacher's career. We must develop reflective practitioners who end up being the most critical of their own practice. The transformational effect of reflective practice establishes the faculty as a professional learning community always seeking better ways to improve teaching and learning.

Teachers should be given the opportunity to continue their professional growth through a deliberate and stimulating professional development program. This includes weekly topical seminars, off-campus workshops, peer observations, and consistent support from a faculty development coach employed in each school. A performance appraisal system geared toward critical reflection will enable the teacher to reflect and grow throughout the school year. Based upon continual feedback from students, peers, the faculty development coach, as well as diagnostic,

formative, summative, and formal student achievement data, teachers can nimbly and quickly make interventions which will improve their performance, thus making a positive impact upon the quality of learning for each student. An additional impact upon the academic performance will result when teachers are scheduled to have time to meet, plan, and revise curriculum together on a weekly basis.

If we draw teacher candidates for entrance into a newly designed master's degree training program from the top one-third college graduates, provide continual staff development, establish a reflective oriented performance appraisal, and compensate teachers commensurate with professionals with the same level of education and experience, then tenure will not be necessary. Based upon recent academic research as well as 28 years in schools with tenure and 15 years in schools without it, I believe, allowing substandard teachers to be in the classroom, prevents the student from receiving equal educational opportunities. The quality of the teacher matters most in ensuring that all students receive a quality education.

Conclusions: What Will Be Our Legacy?

Throughout history past civilizations have made significant positive contributions to humankind. These were subsequently improved upon by later civilizations. The Egyptians developed written language (hieroglyphics), the Phoenicians were the first to originate an alphabet and the Chinese came up with a system for printing. The Islamic culture invented our current numbering system, the Mayans introduced the concept of zero, and the early Indus Valley civilization (present day India) created a uniform system of weights and measures. The Athenians brought us democracy while the Romans contributed the Justinian Code—the basis for the justice system in many countries today. The Persians were the first to replace the barter economy with a money economy by introducing an exchange for goods using coins. And don't forget the discoveries in astronomy by the Dogon people of Mali in West Africa, which provided the foundation for modern day astronomy.

So what will be the American legacy? Our military might? Our innovations or entrepreneurial achievements? The exploration of outer space? What about our system of public school education? One that provides equal opportunity for any student, regardless of social status or income level, to achieve high academic standards. In order to transform this vision into reality, we must put aside political ideologies and unite to remove roadblocks to effective governance, leadership, and funding and pave the pathways to student success by creating super highways of academic achievement. Let us create an educational model that invests in our human capital and guarantees *Excellence for All*. Now that legacy that would truly be positive and make an enduring contribution to humankind!

Key Instructional Practices and Strategies

1. A curriculum that stimulates inquiry and develops a capacity within students to analyze information, arrive at creative solutions, make complex decisions, and accomplish a deep understanding of identified concepts. It should be centered upon intercultural appreciation and stress the importance of living peacefully in the world as a positive, productive, and ethical citizen.
2. Use of technology to personalize lessons (Differentiated instruction).
3. Teaching students to use effective learning strategies and manage their time wisely, knowing that hard work, not high ability is the key to life's successes.
4. Reinforcing the value of quality work rather than being satisfied with work that is acceptable.
5. Teaching and learning without walls (Interdisciplinary extended field studies and service learning projects).
6. Students working in collaborative learning environments similar to the ones in which they will work as adults.
7. Constant use of immediate/diagnostic data, formative data, summative data, and formal data to improve student learning.
8. Frequent, timely, and specific feedback to students and parents on the students' performance.
9. Rubric report cards. Graphics and descriptions of student progress in relationship to mastery of skills and acquisition, understanding, and use of knowledge.
10. Differentiated teaching roles. Teachers work cooperatively in playing different roles at different times with students (i.e., content expert, tutor, academic monitor).
11. Teaching additional languages in early grade levels to stimulate flexible thinking and reasoning, faster assimilation of complex ideas, and the ability to multitask.
12. Biweekly student review meetings among all grade level and subject area teachers to monitor each student's progress and prescribe interventions as appropriate.
13. Using error as a normal learning experience. Errors in assignments and exams should be regarded as steps in the process of discovery.
14. Expectation for consistent involvement of parents in their student's instruction and support of the school's values and teaching methodology.
15. Apprenticeships through partnerships among school districts and the private sector.

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Chapter 9
Partners in Justice: School Counselors and Teachers Creating Classrooms for Social Justice

Joyce A. DeVoss and Kendra A. Surmitis

Vignette/Introduction

Javier is a freshman who transferred to his current school in the middle of the second quarter. He was referred to the counselor as an "at risk" student with poor attendance, low engagement, and failing grades. He has missed at least 1 day each week of the current academic quarter, and when he does attend school, he arrives at least 1 h after the start of the school day. He typically presents a note from his father who provides excuses. Javier is generally emotionally and cognitively exhausted. When his teacher asks, "Why are *you* late to class again?," Javier mutters, "I'm sorry. I just can't keep up with everyone else." Many students experience a similar start to their school day: a morning filled with consequences stemming from family, personal, and societal challenges that each impacts school arrival. Consider the following questions:

- What circumstances might be impacting Javier and other students' engagement?
- In what ways might challenges associated with poverty, legal issues, health, domestic discord, culturally based family obligations, and safety impact students' success?

In this chapter, we encourage you to consider questions that inform the ways in which teachers and PSC positively impact the students who, like Javier, may suffer from consequences rooted in familial, personal, and societal challenges. Additionally,

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we will introduce a collaboration model for professional PSCs and teachers who are confronting these issues daily. As you venture into this endeavor as *partners in justice*, we encourage you to build a supportive relationship as PSCs and teachers, which draws upon your professional skillsets and expertise, as multiculturally informed advocates for student success. Consider the chapter objectives:

- Objective 1: Readers will become familiar with the benefits of effective collaborative relationships between teachers and PSCs in promoting social justice.
- Objective 2: Readers will learn one practical example of teacher/PSC collaboration as a method to work towards teaching social justice in the classroom.
- Objective 3: Readers will gain insight into professional opportunities as change agents.

Challenges That Impact Student Success

Despite the focus on improving schools within the past decade, students of color and students facing issues related to poverty continue to be marginalized at school (Noguera, 2008). In fact, students from low income families being four times more likely to drop out of school than students from high-income families (Laird, Lew, DeBell, & Chapman, 2006). While the reasons for such alarming numbers vary across individuals, families, and communities, students face common challenges due to poverty, homelessness, family distress, violence, and issues related to discriminations that negatively impact achievement (Flowers & Flowers, 2008).

In their work to minimize the adverse impact of personal, familial, and community-based challenges, advocates for student well-being continue to face obstacles. As they rely on their personalities, values, beliefs, and experience to create change (Paisley & McMahon, 2001), they must do so in collaboration with stakeholders, utilizing a systemic approach. School-based variables that negatively impact important opportunities for change include excessive turnover rates of principals and central office administrators (Porter & Soper, 2003), negative school climates, low morale, poor support of teachers, limited family involvement (Gregory, Skiba, & Noguera, 2010), and questions concerning who holds the responsibility for oversight of programs and outcomes (White & Kelly, 2010). Challenges seem to surround the student, their families, schools, communities, and even, PSCs and teachers, who work as their advocates within this context.

What Works in Meeting Student Needs

"Unfortunately, some ninth-graders do not realize the importance of the ninth-grade year. When asked, students who fail one or more classes during the ninth grade wish they better understood the importance of the freshman year on graduation." (MacCallumore & Sparapani, 2010, p. 449). Formulating an approach to student needs ought to begin with *what works* in social justice programming and PSC/

teacher efforts for meeting the needs of all students. So, we ask, what works? Schools that are successful in meeting the complex needs of all children directly acknowledge the variables related to these issues by assisting children in exploring both internal and external factors (Steen & Noguera, 2010). School-based professionals who support change processes use collaboration skills in their approach to addressing educational inequities (Kiselica & Robinson, 2001), while using political savvy methods to navigate power structures, raising consciousness, initiating difficult discussions, and teaching students self-advocacy (Singh, Urbano, Haston, & McMahan, 2010).

The many skillsets needed for school-based agents for change can be overwhelming. Narrowing your list of tasks to strategies can provide you with a productive beginning. Griffin and Steen (2011) provide a list of action strategies. Some of these strategies include: (a) first develop an understanding of cultural differences that may exist in your school population; (b) facilitate dialogue that encourages direct, open, and honest two-way communications about critical issues; (c) use data to support your work; (d) speak up using focus groups, town hall meetings, or written letters; (e) educate and empower parents and families; and (f) stay resilient by being bold and persistent.

Truancy is a complex issue, with many underlying reasons (Skola & Williamson, 2012). Effective intervention strategies suggested by Prevatt and Kelly (2003) include a variety of ways in which PSCs and teachers can address protective factors in response to the issue of truancy. These protective factors and their aligning methods include:

(a) Increased social support by means of peer mentoring systems, buddy systems, academic mentoring/coaching from a higher achieving student for a lower achieving student, the development of a helping culture, and peer support groups.
(b) Monitoring and mentoring by assigning PSC and/or teacher mentors or advocates to identified "at risk" students to track progress and follow-up with parents.
(c) Facilitating skill development by means of teaching relevant problem-solving skills (e.g., time management) and implementation of service-learning.

Utilizing these methodologies for addressing both protective and risk factors, a partnership between PSC and teacher will provide a team that promotes a comprehensive approach to student issues related to poverty and marginalization, and specific to Javier's case, truancy and engagement.

Collaboration: Getting Started

In addition to implementation of proven strategies for addressing protective factors, you and your potential partner in justice ought to consider the following questions:

• As collaborators, how will we know that our goal(s) have been accomplished?
• What strengths do each of us bring to the partnership?
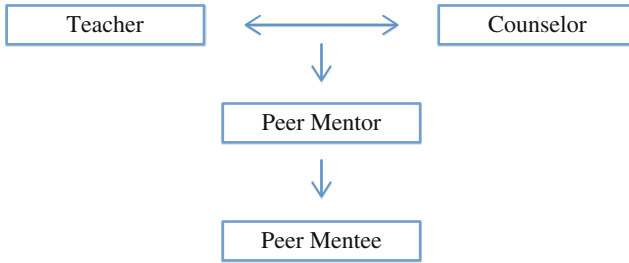
Fig. 9.1 A developmental framework for peer mentorship

Conoley and Conoley (2010) remind us that collaboration is a venue through which both parties receive social support, thus increasing feelings of trust and availability of tools partial to successful outcomes. Collaborators feel more productive under trusting relational conditions, especially when this support is provided by organizational leadership, including the principal and administration. Thus, the most effective partnerships require multiple layers of support (see Fig. 9.1).

Partners in Justice: Critical Roles for Change

As fellow collaborators, *partners in justice*, each draws from his or her professional expertise and personal values for the purpose of facilitating success for all students. This task can be broken into three roles, each played by both PSC and teacher. These critical roles in the partnership for justice include (a) change agents, (b) advocates, and (c) reflective practitioners.

First, as social justice **change agents**, *partners in justice* must first establish the mutual belief that all students are equally valuable and deserve to have respect as they set out to accomplish equal educational opportunities (Ratts, DeKruyf, & Chen-Hayes, 2007). They work together to identify educational inequalities that exist, and then take responsibility for eradicating barriers that thwart student success. Second, *partners in justice* work together as **advocates** using a variety of methods, on a variety of levels (i.e., student, class, school, family, or community). For example, while one student's concerns may benefit from individualized self-advocacy skills training to occur within a counseling relationship, another student's experience may require a teacher's expertise in providing a culturally informative lesson. Whether we respond on a client, school/community, or the public arena, the role of advocate should be practical and meet the needs of the student(s) on an individual or situational basis (Ratts, DeKruyf, & Chen-Hayes, 2007). Finally, as deeply **reflective professionals**, *partners in justice* recognize the beliefs, attitudes, knowledge, and developing skillsets that support our abilities to engage in the process of change. As an integral part of the reflective process, *partners in justice* gain

awareness of their own worldviews and biases while acknowledging new ways that empowerment can be promoted within the student population that he or she serves (Arredondo et al., 1996). The willingness of partners to engage in a process of continuous reflective dialogue ensures growing cultural competency.

An Example Solution: A Developmental Framework for Peer Mentorship

Although the challenges related to poverty, homelessness, and oppression pose significant threats to your work in facilitating the success of all students, remember that incremental change in your students is possible. As one example of how you can implement a change process in your school, we draw upon developmental models that work to promote student growth (e.g., Schmidt, McAdams, & Foster, 2009). Here, growth refers to increases in intrapersonal and interpersonal variables such as multicultural sensitivity, perspective taking, empathy, moral sensitivity, and effective problem solving. We recognize increases in these factors as beneficial to students, similar to Javier, who struggle with issues related to truancy, engagement, and attendance, and may benefit self-advocacy, intrapersonal growth, and peer support. Therefore, we suggest the following framework for implementing a student growth process, which utilizes a peer-support model, classroom-based learning, and individual reflection.

Initially, to implement the content of our suggested framework of support, we begin with protective factors in school-based advocacy, discussed above. Specifically, we integrate student/peer mentorship by means of a mentorship program, and personal/social skill development by means of classroom-based lessons. We suggest that the teacher and PSC share responsibility for the program with exception of individual counseling that the PSC may provide. Furthermore, the suggested framework draws upon the tenets of deliberate psychological education. This model has been successfully implemented in a variety of youth and adult developmental programs, leading to increases in a variety of intrapersonal (e.g., problem solving) and interpersonal (e.g., empathy; appreciation for diversity) attributes (Sprinthall, 1994). Schmidt et al. (2009) provides a review of the conditions necessary for the facilitation of deliberate developmental growth:

1. A significant new role-taking experience as a helper
2. Careful and continuous guided reflection on the new role-taking experience through supportive feedback from the support person (in person or by means of journal entries)
3. An equal balance between experience and reflection
4. Continuous experiential intervention that provides adequate time (6–12 months) for the growth process
5. The combination of support and challenge throughout the process

To implement this framework, we advise three levels of support (see Fig. 9.1):

1. As *partners in justice*, the participating teacher and PSC support each other in their roles as student-advocates, educators, and collaborators in implementing this program.
2. *Partners in justice* provide oversight of the program, implementing both classroom lessons and individualized support for student-mentors (e.g., 11th- and 12th-grade students who have successfully learned to manage and respond to issues related to engagement, truancy, and attendance) and for the mentees (at-risk students, in 9th and 10th grade). Thus, support is provided both vertically and horizontally throughout the framework.
3. Student-mentors, in a new helper role, are paired with younger students (e.g., 9th- and 10th-grade students) who are struggling with similar issues for weekly sessions of peer support and reflection.

The figure above illustrates the levels of support needed for positive, developmental outcomes in a school-based advocacy program. Arrows indicate the flow of support, both vertically and horizontally throughout framework.

Teaming and Collaborating in the Classroom

A unique curriculum is proposed for 9th- and 10th-grade students and their upperclassmen mentors that explores factors influencing low educational engagement and affecting attendance and academic achievement with a social justice perspective and self-advocacy component. Singh et al. (2010) found that one of the seven themes for PSCs who self-identified as social justice agents was teaching students self-advocacy skills. They described self-advocacy as a component of "a critical self-sustaining social justice tool."(p. 140). Over the course of the proposed class sessions, HS students develop an understanding of the meaning of social justice and learn how to become advocates for themselves and others.

The curriculum is designed to involve upper level HS students (Juniors and Seniors) who overcame school attendance and engagement problems and who volunteered to complete leadership, advocacy, and mentoring training in order to mentor at-risk freshmen and sophomores who have poor school attendance and engagement. The process involves a teacher/PSC team training the student-mentors in leadership and mentoring and the nature of the mentorship relationship in a few sessions before a combined class with mentees begins.

In recruiting members for the class, freshmen and sophomores who are high risk for dropping out of school should be identified based on reports of poor attendance and low engagement. Parents of potential mentors and the high-risk students should be notified about the availability of the social studies class that uniquely meets the needs of their child. If a student is interested in participating, parental permission should be requested for the student to participate because of the unique nature of the curriculum and need for parent support. Following a mentors-only training

conducted by the teacher/PSC team at the beginning of the school year, the mentors and mentees begin meeting together in their classroom. The class meets daily for an academic year and is co-taught by the teacher and PSC. In addition, all students receive individualized support from the teacher/PSC team that may include individual counseling as needed. It is designed to be incorporated as part of a Social Studies (i.e., history or English) class. It could be titled, Social Justice Supporting Success.

Outcome measures include grades, attendance, weekly reports from teachers and the student participants themselves regarding student engagement in classes based on a 1–10 point rating scale with 10 being the highest level of engagement. Additionally, the teacher/PSC team can develop and administer a more detailed pre- and post-survey of students regarding their level of engagement and academic success (i.e., questions about motivation, follow through, decision-making, etc.)

Both Common Core Standards for teaching and American School Counselor Association ASCA Mindsets and Behaviors for Student Success are addressed in the classroom lessons. The Common Core Standards incorporated into the lessons are taken from the English Language Arts/Literacy standards for grades 9 and 10, defining language skills that all students must demonstrate. The ASCA Mindsets and Behaviors are from the three domains of academic, career, and social/emotional development.

Common Core Standards for Teaching

The Common Core (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010) serves as guidelines for expected student knowledge and abilities at each grade level. Teachers develop lesson plans to accomplish the Common Core goals using instructional methods appropriate for the students in their classrooms. PSCs align their school guidance lessons with the academic mission of the school by incorporating Common Core standards in their lessons in addition to ASCA Mindsets and Behaviors for student success. When teachers and PSCs collaborate in program delivery, they can increase their effectiveness as a team by co-creating lessons. Examples of common core standards from the Craft and Structure section of Social Studies include: CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

ASCA National Model

The school counseling profession recognizes the ASCA National Model (ASCA, 2012) as the official framework for school counseling programs. School counseling programs aligned with this model are integrated with the school's academic mission

Table 9.1 ASCA model sample of student standards from emotional/social domain

Mindset Standards:
Self-confidence in ability to succeed
Belief in using abilities to their fullest to achieve high-quality results and outcomes
Identify alternative ways of achieving goals.
Use persistence and perseverance in qcquiring knowledge and skills
Develop an action plan to set and achieve realistic goals.

and are driven by student data. Furthermore, they promote the development of students in three domains: academic, career, and social/emotional development. The National Model includes student competencies in each of the three domains that are utilized in planning guidance lessons in school counseling programs. The ASCA National Model (2012) emphasizes collaboration among educators. The model we proposed in this chapter is an example of close collaboration between teachers and PSCs on behalf of student success that embodies the spirit of the ASCA Model. A sample of some of the ASCA Mindsets and Behaviors for student success addressed in lessons from the social/emotional domain is included in Table 9.1.

Behavior standards: Develop positive attitudes towards self as a unique and worthy person.

Sample Lessons

Condensed versions of sample lessons with strategies are provided here.

Lesson 1. Heroes for Social Justice, addresses the following objectives:

1. Students will develop a comfort level in the class that will lead to engagement and will learn group norms to guide their behavior while participating in group.
2. Students will be able to identify examples of people who acted as heroes or heroines.
3. Students will be able to define social justice in their own words.

Materials needed: Emotion cards (www.emotioncompany.com), talking piece(s), post-its

Instructional Strategies

1. *Engage*: Have students complete rating scale on their school attendance and engagement and pretest then, watch brief film: What Does Social Justice Mean to You? https://www.youtube.com/watch?v=z754lhcX6qw (International Labour Organization, February 18, 2011).
2. Have each student choose an emotion card and in the large group take turns holding a talking piece (can be any item, i.e., wand, small smooth stone, stress ball, etc.) to introduce themselves and share how they are feeling in the moment. Introduce the talking piece as a tool to remind students of the norm of listening to the speaker and respect for each point of view.

3. *Activate*: In dyads, have group members talk about someone they consider their hero and tell why.
4. In the large group, encourage brief sharing by each student as they hold the talking piece regarding what they like best about their hero or heroine.
5. Ask students to give their definitions of Social Justice on yellow post-its and post them on the whiteboard or wall.
6. Ask students to read the definitions.
7. Then, have the leader share a definition of social justice. For example, social justice is fairness in distributing wealth, opportunities, and privileges within a society.
8. Have students check how close their definitions match with the given definition and develop a definition of social justice for the group that incorporates some of their concepts.
9. *Reflect*: Ask students to identify heroes or heroines who dealt with issues of social justice.
10. Ask students to think of a time when they were treated unfairly, share what happened and how they felt.
11. Ask students if social justice issues affect their involvement and performance at school? If so, encourage them to share, if comfortable, what they are. Record these on large sheet of paper to refer to in future groups.

Lesson 2. Dreamers and Dreams, addresses the following objectives:

1. Students will learn about US historical figures who overcame issues of social justice.
2. Students will learn about how students in their own school overcame issues of social justice.
3. Students will apply what they learn to overcome their own challenges to success.

Materials needed: Cancelled stamps and worksheet(s) on heroes in US History from the post office, paper and pens or pencils

Instructional Strategies

1. *Engage*: Watch and briefly discuss the video Monique Coleman, UN Youth Champion—Voices on Social Justice https://www.youtube.com/watch?v=THoVjtIkeU.
2. Use stamps that can be obtained from the post office that recognize heroes in US History with a worksheet on which students are instructed to match descriptions of the heroes with their names.
3. Review the correct matches and ask students to identify and make some notes for themselves of social justice issues that the heroes had to address in accomplishing their goals.
4. Have the mentors discuss how they themselves overcame barriers to success in high school and some of the resources they tapped into to turn things around for them.

5. *Activate*: While the mentors speak, have the mentees take notes about social justice issues that came up from the mentors' sharing and what they can use to help them with their own situation.
6. *Reflect*: Have the group members share one point learned about ways of dealing with social justice issues and other barriers to success in school.
7. Have students share how they plan to use what they have learned to be successful in school this week and beyond.

   Lesson 3. Social Justice and Success, addresses the following objectives:

1. Use critical thinking to identify problems, possible causes and possible solutions.
2. Apply consequential thinking to real-life situations and decisions.
3. Understand that personal decisions have impact on other people.

   Instructional Strategies

1. *Engage*: Have students watch a clip titled, Bryan Stevenson: We need to talk about an injustice: http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice and take notes about the most important points the presenter made and how he advocated for others.
2. Have students discuss with their mentor and then, with the group.
3. *Activate*: Following the discussion, have the students divide into two teams and instruct each team to design a school that meets the needs of their team with incentives to keep them engaged.
4. *Reflect*: Have students write down and share voluntarily what resources they can use this week to address some of the things that get in the way of their success and, if they are ready, make a commitment to follow through.

   Lesson 4. Motivation and SWOT Analysis, addresses the following overall objectives:

1. Students will learn about strengths, weaknesses, opportunities, and threats to success.
2. Students will develop a plan to take advantage of opportunities and address the threats as they occur.

   Instructional Strategies

1. *Engage*: Hand out and explain a 4-quadrant SWOT worksheet with Strengths in one quadrant, Weaknesses in another, Opportunities in another, and Threats in the last quadrant. Have students complete a list in each quadrant, relevant to their own goals.
2. *Activate*: Instruct them to develop a written statement at the bottom of the page that describes them based on ideas from each quadrant.
3. *Reflect*: Have students share with their mentors, and, if they are willing, with the group.
4. Have participants who want to share any threats that pose a major problem for them and ask other students to brainstorm possible strategies to address the problem.

Lesson 5. Media and Motivation, addresses the following overall objectives:

1. Identify social justice themes in music/media and how it influences thoughts and behavior.
2. Learn how to sort out healthy and unhealthy influences and make the best personal decisions.

Instructional Strategies

1. *Engage*: Ask student-mentors to play a few popular songs with social justice themes on their cell phones.
2. *Activate*: Instruct the student participants list the messages from the songs and other media that are most and least helpful and encouraging.
3. *Reflect*: Ask students which messages from media do they want to attend to.

Lesson 6. Advocacy and Me, addresses the following overall objectives:

1. Learn to identify situations that require advocacy and resources needed.
2. Practice appropriate advocacy behaviors in daily life.

Instructional Strategies

1. *Engage*: Ask students to take notes about how the man in the video they are about to watch and his mother advocates for him at different points in his life.
2. *Activate*: Watch the video about advocacy https://www.youtube.com/watch?v=bxkBqFbbAP0. How we suppress genius and create learning disability: Scott Sonnon at TEDxBellingham.
3. *Reflect*: Ask students to share with the group from their notes how the man in the video learned to advocate for himself.
4. Then, have students meet in small groups with their mentors to discuss what they can do to advocate for themselves and their own success.

Lesson 7. The Path Forward, addresses the following overall goals:

1. Students will identify long- and short-term goals.
2. Students will identify alternative ways of achieving goals.

Instructional Strategies

1. *Engage*: Have students check in and report on their goals and on any steps taken to advocate for themselves.
2. *Activate*: Watch the video: Inspiring Motivational Video: Cross the Line® (schools) https://www.youtube.com/watch?v=FrrlEaffZ4w.
3. Provide two- and three-dimensional materials, such as a cardboard box cut down as a tray, colored paper, newspapers and magazines, clay, wooden blocks, pipe cleaners, string, fantasy and animal figures, and stones, and ask students to work with their mentors to depict their path forward with possible obstacles to overcome and ways to overcome them, including advocacy, when needed.

4. **Reflect**: Have students briefly summarize about their 3D "Path Forward" creation and include their school attendance and engagement goals with a plan for accountability with their mentor.
5. Have them write out their goal(s) and plan on an index card and ask each mentor to also make an index card with their mentee's goal(s) and plan to review in check-in sessions.
6. Review with students what was learned in the class, what they applied in their lives, and what resources helped with their goals.
7. Have students share with the rest of the group what they plan to accomplish in the coming weeks that they can report to the group.

   Lesson 8: Staying on Track for Success, addresses the overall objective:

1. Continue to maintain and increase gains in attendance, engagement, and grades.

   Instructional Strategies

1. *Engage*: Use emotion cards chosen by each participant and a talking piece to allow the participants to go around the circle and each one reminds the group of their goals and update the group regarding their progress including if and how social justice issues and advocacy were part of their experience.
2. Ask students to identify what resources helped and what obstacles they faced.
3. *Activate*: Once everyone has shared, ask students to share with the rest of the group what they plan to accomplish in the coming weeks that they can report to the group in a future follow-up group meeting.
4. *Reflect*: Have students identify resources needed to be successful and brainstorm with the group how they can access resources. **Evaluation**: Have students complete a posttest of the group and teachers and students complete the 10-point rating scale on engagement, using the same instruments developed for the pretest.

Conclusions

In a continued effort towards responding to the complex challenges faced by all students, a number of needs remain unaddressed. Few articles provide concrete strategies that PSCs and other school-based advocates can utilize in their schools in their work to implement change (Singh et al., 2010). Although we understand many of the barriers to these strategies, continued research is needed to more fully explore and respond to the challenges faced by teachers and PSCs that impede necessary change, so that we can create a shift from theory to strategic practice (Griffin & Steen, 2011). Finally, we acknowledge a call to add to the empirically based literature on truancy and school dropout prevention programing (White & Kelly, 2010). With this strategic teacher/PSC partnership approach to social justice in hand, we ask the following:

- What issues are present in the lives of the students in my school that need to be addressed by school professionals, and are we adequately addressing these?
- In what ways can we best channel our strengths as passionate social justice advocates?
- What other ways can we utilize to teach and promote social justice in the classroom?

Key Instructional Practices and Strategies

1. Reading for key terms and key points
2. Exploratory writing, including note taking while listening to videos and speakers in group
3. Pair Sharing
4. Group sharing in response to a thought-provoking question/prompt
5. Personal responses to prompt materials, i.e., emotion cards, postage stamp matching activity, and SWOT worksheet.
6. Group discussion in response to question/prompt
7. Round robin sharing in group

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Chapter 10
Implementing New Technologies to Support Social Justice Pedagogy

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What Is the Research Base for Using New Technologies to Facilitate Critical Inquiry and Reflective Discourse in Support of Social Justice Pedagogy?

The role of learning situated in experience is central to social justice pedagogy; as Ayers et al. write, "The fundamental message of the teacher for social justice is: You can change the world" (1998, p. xvii). Social justice pedagogies are best supported when teachers do the following: (1) create environments that enable ongoing interaction, and relationship building; (2) foster autonomy and collaboration; and (3) afford opportunities for critical inquiry and reflective discourse (Cranton, 2006; Guthrie & McCracken, 2010a; Mandell & Herman, 2007; Rovai, 2002).

Social justice educators design learning tasks to foster critical literacy and bring questions of racism, homophobia, classism, sexism, and other issues into the classroom by examining media that students see, hear, and use every day (Luke & Dooley, 2007). Morrell (2004) describes the tenets of critical literacy:

> The ability to challenge existing power relations in texts and to produce new texts that delegitimize these relations; a consciousness of the relationship between the dominant culture's use of language, literacy and social injustice; the ability not only to read words but to read the world into and onto texts and recognize the correlation between the word and the world; and the ability to create political texts that inspire transformative action and conscious reflection. (p. 57)

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In order to foster critical literacy, students need to be empowered to produce messages that move beyond sharing their understanding of the content they are studying to those designed to challenge the thinking of others (Luke & Dooley, 2007; Morrell, 2004, 2007, 2008). Social justice educators guide students to explore the connections between power and information. Instructional environments designed to foster critical literacy should emphasize the development and sharing of knowledge gained through both individual experience and collaborative group processes (Guthrie & McCracken, 2010a, 2010b). Furthermore, learning environments that extend beyond the classroom environment are essential for social justice pedagogy (Merryfield, 2003).

An emerging body of research has begun to examine the potential of new technologies for offering students opportunities to communicate and critically discuss social justice issues with peers from their local community as well as the global community (Garcia, Seglem, & Share, 2013; Hobbs, 2011; Myers & Beach, 2004). New technologies such as Web 2.0 tools, mobile technologies, microblogs, video blogs, podcasts, and social networking are increasing in popularity. These technologies provide environments that potentially foster critical inquiry and reflective discourse, provide opportunities for the sharing of knowledge and experience, and foster the development of relationships among young adults from diverse cultural backgrounds (Garcia et al., 2013; Hobbs, 2011; O'Hara & Pritchard, 2009, 2012, 2013, 2014; Pritchard, O'Hara, & Zwiers, 2014). Many new technologies emphasize the social aspects of communication and interaction, and these often motivate learners to participate in ways not typically seen in the past (Kellner & Share, 2007; O'Hara & Pritchard, 2009, 2012, 2013, 2014; Pritchard et al., 2014).

Meyers (2008) suggests that new technologies, and virtual learning environments, offer rich opportunities for discussions structured to facilitate critical inquiry and reflective discourse when they encourage explorations of issues related to social equity. According to Garcia et al. (2013), "critical media literacy pedagogy is based on Freirian notions of praxis that link theory with action, especially as students create their own media representations for audiences beyond the classroom walls" (p. 112).

Marc Prensky (2010) asserts:

> Even elementary school students can change the world through online writing, supporting and publicizing online causes, making informational and public service videos and machine, and creating original campaigns of their own design. Anything students create that 'goes viral' on the Web reaches millions of people, and students should be continually striving to make this happen, with output that both does good and supports their learning. (p. 66)

Certainly, we have seen a societal shift from conveying individual ideas and expressions to the leveraging of individual strengths through these new technologies to create community involvement (Jenkins, Purushotma, Clinton, Weigel, & Robison, 2006; O'Hara & Pritchard, 2009, 2012, 2013, 2014; Pritchard et al., 2014). Jenkins and his colleagues describe this community involvement as participatory culture, and explain "Participatory culture is emerging as the culture absorbs and

responds to the explosion of new media technologies that make it possible for average consumers to archive, annotate, appropriate, and recirculate media content in powerful new ways" (p. 8).

New technologies, like social media, can provide opportunities for teachers and students to critically analyze relationships between media, audiences, information, and power. In addition, the practice of critical and engaged reflection has a dramatic impact on facilitating learning around social justice, and the process is made particularly visible and interactive through online communication and collaboration platforms (Merryfield, 2006; O'Hara & Pritchard, 2009, 2012, 2013, 2014; Pritchard et al., 2014). Garrison, Anderson, and Archer (2000) found that virtual classrooms provide environments in critical inquiry and reflective discourse are fostered as a means to extend positive, collaborative educational interactions. Instruction designed to utilize new technologies can facilitate critical literacy as students interact with multimodal texts and produce their own multimodal texts to deepen their understanding of complex social justice issues (Hull & Moje, 2012; O'Hara & Pritchard, 2009, 2012, 2013, 2014; Pritchard et al., 2014; White, Booker, Ching, & Martin, 2012). These tools can also promote the use of cognitive and metacognitive learning strategies as students decide how to represent information and communicate messages, and decide what associations to make between the text they are reading or producing and the multimedia components they are utilizing (O'Hara & Pritchard, 2009, 2012, 2013, 2014; Pritchard et al., 2014).

Which High-Impact Instructional Practices Facilitate Critical Inquiry and Reflective Discourse in Support of Social Justice Pedagogies?

The Common Core State Standards (CCSS), more than previous sets of standards, emphasize an advanced level of interaction and communication skills essential for critical inquiry and reflective discourse. An analysis of the Standards reveals a core set of skills that are common across grade levels and disciplines. These "common core across the Common Core" skills include making conjectures, presenting explanations, constructing arguments with sound reasoning and logical evidence, questioning assumptions, understanding multiple perspectives, making sense of complex texts, and negotiating meaning in disciplinary discussions with others across subject areas (CCSS, 2012a, 2012b).

By conducting an extant review of research and analyzing the teaching moves that foster high level interaction and communication skills, we identified high-impact, essential teaching practices that align with the new CCSS and Next Generation Science Standards (NGSS) and are essential to social justice pedagogy. Our research revealed not just a list of practices, but ways in which the essential instructional practices support one another (O'Hara & Pritchard, 2012, 2013; Zwiers, O'Hara, &

		DISICPLINARY USES OF EVIDENCE • Foster students' ability to analyze multiple forms of textual and oral evidence for the criteria of accuracy, relevancy and persuasiveness • Provide and support a variety of opportunities for students to identify and use multiple forms of evidence to develop and support claims in disciplinary writing and speaking		
High-Impact *Practices*		**DISCIPLINARY COMMUNICATION** • Provide and support extended and rich opportunities for students to produce original disciplinary oral output appropriate to task, purpose and audience • Provide and support extended and rich opportunities for students to produce & edit original disciplinary written output appropriate to task, purpose and audience		
		DISCIPLINARY DISCUSSIONS • Build disciplinary conversation skills (create, clarify, fortify, negotiate) • Provide and support extended and rich opportunities for students to engage in disciplinary discussions to build ideas and negotiate meaning		
Cross-Cutting *Practices*	**PROMOTING A CULTURE OF DISCPLINARY LEARNING**	**MODELING**		**GUIDIING LEARNING**
Foundational *Practices*	**DESIGNING INSTRUCTION FOR DISCIPLINARY THINKING AND UNDERSTANDING**			

Fig. 10.1 Essential practice frames

Pritchard, 2014a, 2014b). The authors, therefore, organized the practices into three "frames," each consisting of a high-impact essential practice at the top supported by three crosscutting practices and a foundational practice that are common across the three frames. See Fig. 10.1. The three essential practices identified as having the highest impact were Disciplinary Communications, Disciplinary Discussions, and Disciplinary Uses of Evidence. The three crosscutting, essential practices were Promoting a Culture of Disciplinary Learning, Strategy Use and Instruction, and Guiding Learning. These are all supported by the foundational essential practice, Designing Instruction for Disciplinary Thinking and Understanding.

Many teaching checklists contain discrete practices that do not relate to one another in significant ways. Unlike lists, the frames we have developed show the interconnectedness and interdependence of the practices. These frames help educators see how the essential practices support one another, and they help teachers focus on the essential practices with the highest impact at the top of each frame. Within each practice are more observable and detailed "strands," each of which describes three levels of expertise.

The first of the three high-impact practices is Disciplinary Uses of Evidence, which focuses on structuring and strengthening uses of multiple forms of evidence in disciplinary writing and speaking. At the high end, the teacher scaffolds multiple

opportunities for students to identify, analyze, and use relevant and sufficient evidence to support claims and constructively evaluate others' use of evidence. We believe that developing students' abilities to understand how evidence is used to support a specific claim, constructively evaluate others' use of evidence, and analyze the use of evidence to persuade are essential components of social justice pedagogy.

The second high-impact practice is Disciplinary Communication, which focuses on structuring, strengthening, and supporting the quantity and quality of students' disciplinary oral and written output. Oral and written output should include a variety of text types as defined in CCSS (i.e., argument, informational/explanatory, narrative). Examples of disciplinary oral output include video advertising, microblogging, and YouTube channel interviews. Examples of disciplinary written output include a variety of genres, multimodal texts, and visual representations. At the high end, the teacher scaffolds multiple opportunities for students to produce and edit original messages that use disciplinary language appropriately. Effective social justice educators fortify students' ability to produce output using a variety of genres, multimodal texts, and visual representations with the goal of challenging the thinking of the world around them.

Perhaps the most challenging high-impact practice is Disciplinary Discussions, which focuses on structuring and strengthening student-to-student disciplinary discussion skills (e.g., build and elaborate on others' ideas, express their own clearly, and negotiate meaning). Disciplinary discussions can consist of two-way dialogue such as paired conversations, small group tasks, and whole class discussions with methods to ensure that all participate. At the high end, the teacher scaffolds multiple opportunities for students to produce original, disciplinary messages. Effective social justice educators foster student's disciplinary discussion skills in support of critical inquiry and reflective discourse.

How Can Teachers Use New Technologies to Enact High-Impact Practices in Support of Social Justice Pedagogy?

More and more educators are finding that new technologies engage the visual, auditory, and sensory learning modalities of their students in conjunction with stimulating interactive activities (Garcia et al., 2013; Hobbs, 2011; Myers & Beach, 2004; O'Hara & Pritchard, 2009, 2012, 2013, 2014; Pritchard et al., 2014; Zwiers et al., 2014a, 2014b). All of the following activities utilize new technologies and target a high-impact practice to foster critical inquiry and reflective discourse among young adults, as well as a deeper understanding of complex social justice issues.

Many new technologies can be used to help students to constructively evaluate others' use of evidence and analyze how evidence has been used to support a particular social or political agenda. In a high school classroom in New Jersey, for example, students analyze multiple forms of evidence about the Ferguson shooting

Ms. B's sixth grade students are examining the uses of nonviolence as a way to pursue justice and equality. As part of this unit Ms. B wants her students to explore primary source documents guided by the following questions:

- Why did many civil rights activists choose nonviolence as a way to pursue equal rights?
- How were evidence and persuasion used as nonviolent strategies?
- What evidence can we use to support the claim that nonviolent strategies were successful or unsuccessful?

Ms. B has introduced the following objectives for the unit: (1) Analyze multiple forms of evidence used to persuade society to take nonviolent action for civil rights; (2) Learn to evaluate multiple sources of evidence, including historical primary source documents; and (3) Understand what is meant by relevant and sufficient evidence in support of claims .

At the beginning of the Unit Ms. B introduces students to the Six Principles of Nonviolence (http://www.thekingcenter.org/king-philosophy#sub2) (1) Nonviolence is a way of life for courageous people; (2) Nonviolence seeks to win friendship and understanding; (3) Nonviolence seeks to defeat injustice not people; (4) Nonviolence holds that suffering can educate and transform; (5) Nonviolence chooses love instead of hate; and (6) Nonviolence believes that the universe is on the side of justice. Students engage in critical inquiry and reflective discourse as they discuss these principles. Students then examine primary source documents including the SNCC Statement of Purpose and the Congress for Racial Equality (CORE) Rules for Action.

Next Ms. B engages students in a complete and accurate analysis of two sources of evidence for the criteria of accuracy, relevancy and persuasiveness. During this activity, she deconstructs the evidence by explaining why and how it is or is not accurate, relevant, and persuasive. Teams then engage in multiple, supported activities where they identify and use multiple forms of evidence to develop and support the claim that nonviolent strategies were successful in pursuing equal rights and those that support the claim that nonviolent strategies were unsuccessful in pursuing equal rights. Teams share out their findings with the whole class.

As a culminating activity, student teams select a current social justice issue they would like to address. They develop a claim around this issue and identify and use multiple forms of evidence to support their claim. The teams then produce a multimodal text, blog or video message to use the evidence to persuade the community to take nonviolent action.

Fig. 10.2 Analyzing uses of evidence vignette—primary sources and civil rights

of Michael Brown. They look at videos from members of the local community shared directly after the shooting through social media, evidence documents released from the grand jury investigation, images, articles, and news clips from various media sources. They discuss how the same sources of evidence can be used to support very different claims. The access that new technologies provide to immediate evidence in different forms can be very powerful and complex. The following vignette illustrates how one sixth-grade teacher enacts this practice in her classroom (Fig. 10.2).

Teachers can develop learning tasks that integrate new technologies and are designed to foster disciplinary communication skills is support of social justice pedagogy. Students can create multimodal texts that incorporate sound, images, text, and animation and serve to challenge thinking. These products can be shared widely with local and global communities. The following vignette illustrates how one twelfth-grade teacher enacts this practice in his classroom (Fig. 10.3).

New technologies in the form of online communication and collaboration tools and social media provide opportunities for rich and extended discussions. These technologies allow students to engage in authentic discussions with classmates and

> Mr. M's twelfth grade students have been exploring how musical lyrics provide social commentary on issues of discrimination across history. The unit is designed to deepen students understanding of how songs provide documentation of the changes in our culture and society and have been used not only as social commentary but also to challenge thinking and bring about change. On the wall in the classroom Mr. M has posted the following quote:
> "Words make you think a thought. Music makes you feel a feeling. A song makes you feel a thought." E. Y. Harburg (1898-1981)
>
> Mr. M has introduced the following objectives; (1) Analyze and discuss the lyrical content of music to find examples of social commentary; (2) Examine how the lyrical content of music been designed to challenge our thinking; (3) Recognize the importance of artistic expression as a means of cultural and societal documentation; and (4) Learn to interpret messages conveyed in one medium and convey a similar message using another medium.
>
> On the first day of the unit, Mr. M plays the 1968 song Everyday People by Sly and the Family Stone. The teacher highlights one short passage from the song:
> *There is a blue one who can't accept the green one; For living with a fat one trying to be a skinny one; And different strokes for different folks; And so on and so on and; We got to live together I am no better and neither are you; We are the same whatever we do*
>
> Students engage in a discussion about the song and what it reflects about the era in which it is written. Mr. M has students conduct some research about the song. Students discover that the Family Stone was the first major integrated band in rock history. Sly & the Family Stone's message was about peace and equality through music, and this song reflects the same and unlike the band's more typically funky and psychedelic records, "Everyday People" is a mid-tempo number with a more mainstream pop feel. Students analyze the lyrics and engage in a discussion about how the melody, beat and rhythm of the song are used to enhance the message.
>
> As the unit continues students divide into two classroom groups where one group listens to one song and the other group listens to a different song from the same era. In their groups, students discuss the cultural and societal issues that existed during that era. Students brainstorm some of the societal issues reflected in the lyrics of their song. Individual groups then play the song for the class and share their lists for discussion.
>
> As a culminating activity student teams of four choose a contemporary song of their choice. They research and discuss the issues and message reflected in the song. Student teams discuss how the song reflects the culture and political issues of our time. Students then assemble digital images (photographs they take, images they draw, images they find online). They create a multimodal text to reflect the message conveyed by their chosen song and some suggestions for actions that could be taken to address the underlying issues.

Fig. 10.3 Fortifying output vignette—music as social commentary

young adults in different communities and countries. In recent years, many different cultural and societal perspectives are made public through the use of these tools, advancing in-depth public discussions about social justice issues. The following vignette illustrates how one eighth-grade teacher enacts this practice in her classroom (Fig. 10.4).

In summary, these vignettes illustrate ways in which teachers can utilize new technologies that target the high-impact practices and support social justice pedagogy. By creating and implementing learning tasks similar to those illustrated by the vignettes, teachers can:

- Provide students with multiple opportunities for critical inquiry and reflective discourse.
- Create environments in which students encounter authentic social justice issues and choose pathways and strategies for problem solution.

Ms. J's eight grade students are studying famous walls that exist in all nations of the world. Ms. J introduces the unit with a whole class discussion to illustrate that famous walls are indicators of political, social, cultural and historical events across time. The unit is designed to engage students in critical inquiry and reflective discourse as they learn about people and nations from famous walls within their borders. These young adults are then challenged to compare this information with the stories told by walls within their own communities.

Ms. J posts the following objectives on the wall and discusses these with the class: (1) Discuss the implications that walls have had for global peoples and cultures; (2) Compare and contrast global walls from historical, political, and cultural perspectives; (3) Explore views of global and local walls with students from other countries; and (4) Design and create an annotated multimodal virtual environment of walls within the local community.

The nine-day unit begins with student teams engaging in an exploration of famous walls from around the world (e.g., Great Wall of China, Wailing Wall in Jerusalem). Students explore nonfiction and fictional multimodal texts describing the famous walls of the world. Ms. J engages the whole class in an analysis of some of these multimodal texts. During the analysis students come to see how text, sound, and visual images are at the heart of understanding the history, cultures, and politics of varying groups of people from around the world. As the research and exploration continues, teams are provided with prompts and supports to foster discussions about the meaning of each wall in the particular time and culture that it was built, and how these walls reflect differences and similarities across sociocultural and political perspectives and values. Tasks and supports are structured to provide extended opportunities for discussion and to foster students' ability to build and elaborate on others' ideas, express their own clearly, and negotiate meaning. Posted on the walls around the classroom are norms of interaction that were co-constructed with the students to promote a culture of learning where all students feel safe to participate. These norms highlight the use of respectful language, attentive listening, collegial discussions, positive dialog and interactions, and dignified responses. Periodically, Ms. J prompts for their use.

Using Skype, the teams communicate with peers in other parts of the world to discuss walls in their communities and regions. During these sessions, teams discuss the customs, traditions and values linked to the community/nations decision to erect a wall and also the impact on society when a decision is made to take down a wall. As a culminating project, students go out into their own community to locate and photograph walls that represent current values and/or issues. They build and annotate presentations about these community walls in Voicethread[1] and use the online program to enhance or challenge the thinking of their peers about the messages behind the walls. These interactions through Voicethread foster creative thinking, knowledge construction, and the development of innovative products and processes.

Fig. 10.4 Fostering disciplinary discussions vignette—behind every wall (Voicethread is a free program available online at voicethread.com)

- Change the role of students from passive recipients of information to active, strategic learners choosing instructional resources, methods of learning, and modes of communication.
- Enable students to determine the meaning of language and multimodal components in a particular social justice message.
- Combine language and multimodal features to communicate, clarify, negotiate meaning, and challenge the thinking of the world around them.

As you prepare learning tasks, consider the following suggestions for selecting the appropriate technology: (a) choose a technology tool that helps students maximize their communication; (b) choose a tool that works within the reality of the technology your classroom, e.g., number of computers that are available,

internet access; (c) choose a tool that focuses on the overall goal of integration of complex language, technology, and content; and (d) be cognizant of safety concerns for teachers and students engaging in online activities, especially those of a sensitive nature.

What Are the Implications of This Work for Teacher Professional Development and Instructional Capacity Building?

Our work has convinced us that in order for teachers to enact high-impact practices that foster uses of new technologies to develop critical inquiry and reflective discourse skills, the right conditions need to be in place at the classroom, school, and district levels. There needs to be a focus on building school-based instructional leadership teams to drive the development of the sociocultural and organizational conditions that are needed to support teachers in enacting these high-impact practices in their teaching. We draw on the work of Ann Jaquith (2009, 2012, 2013) which is premised on four central ideas: (1) instructional leadership is most effective when leadership is shared among a team of people who have different roles and expertise; (2) a shared understanding of the purpose for and value of social justice pedagogy is essential for the uptake of new practices; (3) capacity can be built within a school to stimulate, support, and sustain learning about the use of the high-impact practices; and (4) generating site-based capacity to use high-impact social justice practices and reflect upon their use creates the conditions for ongoing learning and sustained use of these practices.

Furthermore, any professional development initiative should attend to helping school and district teams create the conditions needed for continuous improvement and professional growth related to social justice pedagogy. Professional learning opportunities for teachers and coaches should include the following components:

- Developing shared norms and language related to the importance of social justice pedagogy and critical literacy development in our classrooms.
- Engaging in professional dialogue about how to approach social justice issues in respectful, responsible ways including dealing with sensitivity concerns, conflict, and communication with parents and the community about the issues under study.
- Unpacking instructional practices and moves designed to engage students in critical discussions through new technologies.
- Examining traditional vs. multimodal genres, the role of audience and purpose, and the discourse language embedded in texts.
- Collaborating with peers to design goal-oriented units based on questions critical to social justice understandings that endure beyond the lesson/unit (e.g., Understanding by Design).

- Exploring and discussing classroom examples of critical literacy approaches to social justice instruction and curriculum design that show how to effectively integrate technology into social justice lessons.
- Increasing fluency for the use of technology tools, software, apps, Web 2.0 tools, etc., including effective troubleshooting strategies.

Conclusions

Learning how to use new technologies to further critical inquiry and reflective discourse in support of social justice requires teachers to develop knowledge and practice in three areas: technology use, the teaching of content, and social justice pedagogies. In this chapter, we explain how a set of essential practice frames that articulate high-impact practices provides a framework for building teacher capacity in these areas. Furthermore, classroom vignettes demonstrate concrete ways in which these practices can be enacted across a variety of subject areas and grade levels.

Key Instructional Practices and Strategies

1. Analyzing uses of evidence
2. Fortifying disciplinary output
3. Fostering disciplinary discussions

Multimedia Resources

1. The World Is As Big Or As Small As You Make It: Sundance Institute (https://vimeo.com/116915456)
2. Teaching Social Justice (http://teachingsocialjustice.com)
3. Center for Social Justice Research, Teaching and Service (https://csj.georgetown.edu/academic)
4. Education and Social Justice Project (https://www.youtube.com/watch?v=hc6d3QO3_Lg)
5. Center for Digital Storytelling (http://storycenter.org)
6. Center for Media Literacy (http://www.medialit.org)

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Part II
The Child Learner

Chapter 11
Early Childhood Experiences and Their Link to the Life Trajectories of Children

Pamela Jane Powell and Martha Munoz

Introduction

The span of early childhood, birth through age 8 (NAEYC), represents a momentous time for growth and development in children. This time can significantly impact children's future trajectories in life. This is particularly true in the areas of health, care, and education.

The early childhood years are foundational in these areas, and children are at the mercy of their circumstances during these early years. Opportunities, experiences, access to high-quality healthcare, childcare, and education come with a price in the United States. Access and affordability in regard to all three are uneven across socioeconomic boundaries leading to those who have and those who have not in the most crucial years of development.

Health

The health of children in the early childhood age span actually begins in utero. Prenatal care is important to assist mothers and families in working through pregnancy, subsequent delivery, and the early months of an infant's life. The value of prenatal care cannot be underestimated in helping new mothers understand the growing child inside and the changes that occur during the gestational period. Proper nutrition, rest, exercise, and stress reduction are all components of prenatal

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care, as well as regularly monitoring the growth and development of the baby prior to delivery.

However, not all mothers receive prenatal care due to lack of capacity in communities, lack of health insurance, or other causes. Families living in poverty may lack the necessary resources during pregnancy, such as prenatal care and adequate nutrition; they may experience stress and "the physiological stress response operates prior to birth and directly influences infant and child biological, psychological, and social well-being" (Lefman & Combs-Orme, 2014, p. 577).

Although the avocation for adequate prenatal care continues to be at the forefront, Noonan, Corman, Schwartz-Soicher, and Reichman (2013) noted that their study of the effects of prenatal care on child health at age 5, as in "previous literature that has generally found small or no effects of prenatal care on infant health in developed countries" (p. 197). Nevertheless, they further mention that "health is a difficult construct to measure" (p. 197).

The American Congress of Obstetrics and Gynecologists, however, state:

> Women are strongly advised to begin prenatal care as soon as they know they are pregnant. Prenatal care continues to be the primary way to identify problems during pregnancy, giving health providers a way to assess and manage risks for preterm labor and other threats to the health of the mother and her baby. Preterm labor can occur in any pregnancy without warning. Women who have little or no prenatal care, obese women, and those who have had preterm labor before are at increased risk (Martin, 2012, p. 5).

Risks can include, but are not limited to, premature labor and preterm birth. Preterm birth is costly and may result in death or disability to the infant, thus influencing the trajectory of life for the child and the child's family. Multiple teratogens can influence a developing fetus leading to poorer outcomes after birth and throughout the child's lifetime.

The health of the newborn is influenced by many things such as nutrition, care, and attachment to caregivers. Subsequent development in the early months of life is dependent on these things in addition to appropriate and loving interaction with family and others who care for the child. Limited stress, and needs being tended to, equate to a place for development to thrive.

Children living in poverty may experience multiple stressors. "Families and their children experience poverty when they are unable to achieve a minimum, decent standard of living that allows them to participate fully in mainstream society. One component of poverty is material hardship" (Cauthen & Fass, 2009, p. 1). Poverty may be static or it may transient. Nevertheless, the effects of poverty on childhood are far-reaching, even detrimental in the later adult years (Center on the Developing Child at Harvard University, 2010; Luo & Waite, 2005).

Furthermore,

> Adverse events or experiences that occur early in childhood can have lifelong consequences for both physical and mental well-being. That is to say, developmental and biological disruptions during the prenatal period and earliest years of life may result in weakened physiological responses (e.g., in the immune system), vulnerabilities to later impairments in health (e.g., elevated blood pressure), and altered brain architecture (e.g., impaired neural circuits) (Center on the Developing Child at Harvard University, 2010, p. 2).

It can be said that early childhood is a time of vulnerability, and some children may be more vulnerable than others.

Vulnerable children and youth include those in chronic poverty and victims of domestic violence and community unrest for whom daily survival is the primary goal. They are the children whose families and homes are threatened by crushing economic circumstances beyond their control (Kochhar-Bryant & Heishman, 2010, p. 2).

Health, care, and education are all affected by such vulnerability contributing to the later outcomes of children. Braided together throughout the early childhood years, this trio of health, care, and education can provide the encircling services to meet the needs of young children. With access to these in quality ways, children can be provided the underpinnings of a healthy trajectory.

Care

With many parents in the workforce, young children starting as early as infancy may be cared for by those other than their parents. In fact, "Nearly 11 million children under the age of 5 across the nation require child care services each week" (Childcare Aware, 2014, p. 6).

Childcare is expensive, and quality childcare is often prohibitive for the average parent and may be impossible for families in low SES settings. Although "Head Start promotes the school readiness of young children from low-income families through agencies in their local community" (Office of Head Start, 2015, p. 1), it has never been fully funded and not all children who qualify receive services. However, Head Start's fundamental mission is one of quality and tends to the whole child.

Head Start and Early Head Start programs support the mental, social, and emotional development of children from birth to age 5. In addition to education services, programs provide children and their families with health, nutrition, social, and other services. Head Start services are responsive to each child and family's ethnic, cultural, and linguistic heritage (Office of Head Start, 2015, p. 2). This kind of wraparound care emphasizes the pivotal role of parents, links them to necessary screening and services while emphasizing school readiness in five commonly identified domains approached in developmentally appropriate ways:

- Language and Literacy
- Cognition and General Knowledge
- Approaches to Learning
- Physical Development and Health
- Social and Emotional Development (Office of Head Start, 2015, p. 8)

The above domains are central elements in quality care environments. They dictate the kinds of experiences that are planned for children, the types of environments that are built, and the ongoing assessment of children's progress.

Quality early care environments have been accentuated since the Perry School Project, as well as other, in the early 1960s and beyond.

> From 1962 to 1967, at ages 3 and 4, the subjects were randomly divided into a program group that received a high-quality preschool program based on HighScope's participatory learning approach and a comparison group who received no preschool program. In the study's most recent phase, 97 % of the study participants still living were interviewed at age 40. (Schweinhart et al., 2005, High Scope Perry Preschool Study, p. 2)

Studied longitudinally,

> the study found that adults at age 40 who had the preschool program had higher earnings, were more likely to hold a job, had committed fewer crimes, and were more likely to have graduated from high school than adults who did not have preschool. (p. 3)

Quality care is considered key in this landmark study with emphasis on the environment and interactions within that environment. But, quality is expensive and the outcomes may take years to notice leading some to refer to this as "wait capital" (author unknown). Nevertheless, these outcomes have been calculated by leading economists who believe the return on investment from quality early childhood endeavors is substantial (Grunewald & Rolnick, 2005; Heckman, 2012).

This type of care is the exception, not the norm, in the United States. Quality initiatives have been a part of the landscape for several decades (North Carolina Smart Start; Arizona First Things First, 2006), but implementation takes time and still, not all children have access to quality environments. Affordability continues to be problematic, especially where existing subsidies have been reduced or eliminated.

Universal preschool is gaining momentum across the United States. Voluntary in nature, this opportunity is an investment that some states make in an attempt to improve child outcomes. Although many industrialized nations across the world already have highly developed quality preschool systems with opportunities for all children, the United States has not implemented such with cost being the main factor along with skepticism around the true benefits of preschool.

Care, though, goes beyond keeping children safe and fed. Quality care provides rich environments and interactions with caring adults who know how to engage children in meaningful ways to embrace and facilitate learning. This is carried out through developmentally appropriate practices (DAP) that take into consideration the developmental stages of children. Specifically:

- Developmentally appropriate practice requires both meeting children where they are—which means that teachers must get to know them well—and enabling them to reach goals that are both challenging and achievable.
- All teaching practices should be appropriate to children's age and developmental status, attuned to them as unique individuals, and responsive to the social and cultural contexts in which they live.
- Developmentally appropriate practice does not mean making things easier for children. Rather, it means ensuring that goals and experiences are suited to their learning and development *and* challenging enough to promote their progress and interest.

- Best practice is based on knowledge—not on assumptions—of how children learn and develop. The research base yields major principles in human development and learning (this position statement articulates 12 such principles). Those principles, along with evidence about curriculum and teaching effectiveness, form a solid basis for decision-making in early care and education (Copple & Bredekamp, 2009; NAEYC Position Statement, p. 2).

This intentional way of meeting children in their individualized learning spaces makes safe the need and desire to learn. It capitalizes on the curiosities of children and honors them where they are. This is in stark contrast to the deficit model often perpetuated in some environments. The academic escalation (Shepard & Smith, 1989) and "shove down" often means children are asked to do things that they may not be prepared to do. This could mean that children have not had the experiences in order to meet demands in their places of care. They may not have the nutrition it takes to remain attentive and ready to embrace the offerings of the care environment. Some children may not have their basic needs met; therefore, they are unable to engage effectively. This may be particularly true of children living in poverty.

A deficit model blames the child and his environment rather than meeting the child where he/she is and inviting the child to grow from that point. A deficit model puts emphasis on what the child cannot do rather than capitalizing on the strengths of the child and respecting the richness he/she brings to the environment. This deficit model inhibits rather than expand the child's vista.

The Role of Caregivers

The National Governor's Association in conjunction with Sarah LeMoine (2010) indicated that "The knowledge, skills, and practices of early childhood care providers and teachers are critical factors in their delivery of high-quality developmental and educational experiences to young children" (p. 2). They further found that impediments in the field occur due to several factors including: "A lack of consistent professional development policies; A lack of research-based professional development standards; A need for increased access to professional development opportunities; and a lack of consistently collected and analyzed data" (p. 3).

This said caregivers play a crucial role in the lives of young children. Their preparation for this vocation is also critical. Caregivers who do not understand the concept of DAP, for example, may expect too much…or too little of children. They may not be able to gently encourage the child's intellectual growth through questioning and interchange. The caregiver, or teacher, in early childhood environments is a catalyst so proper development of skills for this caregiver is needed.

However,

Unlike the K-12 system, most positions in early childhood do not require a degree and may expect little education. In most states, a high school degree or GED is needed for teaching positions and a minimum age of 18, and for aide positions, an age requirement of 16. This is not true for all, however, with Head Start being an excellent example of ongoing professional development and a push toward degreed teachers.

Although there are organizations, such as the National Association for the Education of Young Children (NAEYC, 2009), which have highly defined standards for programs which prepare professionals and a code of ethical conduct for those who work with young children, there is no body which provides oversight as in the K-12 system. This is slowly changing as many more early childhood workers are becoming degreed. To the extent that preprofessionals can be evaluated for dispositions, content knowledge, and pedagogical knowledge, colleges, and universities can provide some supervision and guidance, but this includes only those who are in the process of becoming degreed. Also, this may only include professionals who work or will work in environments which require certification (Powell, 2011, p. 4).

Preparing the "workforce" for early childhood care is fraught with barriers. The cost of education is great and the return on investment for teachers, especially in birth to age 4 settings, is severely lopsided. Wages are low, benefits are scant, and so early care teachers may often dip in and out of the profession and have low levels of education in regard to appropriate care and ways to deliver developmentally appropriate guidance to children. It is also important to note that childcare is often leveraged on the backs of caregivers. Childcare is indeed subsidized by and through the low wages of teachers and caregivers.

Education

Early childhood care and health cannot be separated from one another, nor can they be separated from education. Unlike the rote "lessons" that some may think of in formal schooling, the child is always learning in all early childhood settings. They are observing, feeling, testing, and hypothesizing.

From the moment the infant opens her eyes, she is learning. Mantras such as "getting children ready to learn" seem meaningless in the early childhood years, as children are always learning and are always ready to learn. Education in the early years, though, does not have to and should not resemble formal schooling. Infant parent/caregiver interactions provide the foundation for later trust and learning. Good nutrition and appropriate, loving care enable learning across multiple environments.

Children learn through their relationships, so the multiple environments of the child need to be populated by those who are familiar with and attentive to the needs of the child. Rapid growth across all the domains requires caregivers to understand child development and how they can promote the growth and curiosity of the child's intellect.

The National Association for the Education of Young Children recognizes ten standards "or early childhood programs that can help families make the right choice when they are looking for a child care center, preschool, or kindergarten" (NAEYC, 2015, p. 1). They include: "relationships, curriculum, teaching, assessment of child progress, health, teachers, families, community relationships, physical environment, leadership and management" (p. 4).

The aforementioned standards recognize the whole child. That is, they note the importance of relationships in learning processes, the vital role of assessment to determine where children are in order to provide opportunities to take them where we want them to be, and the importance of teaching through DAP, and by providing rich-learning environments. It recognizes the pivotal role of families and community, as well as the need to have highly qualified leaders/directors within these learning spaces.

Academic escalation in kindergarten has been noted for almost 30 years (Shepard & Smith, 1989). This "shove-down" of academics purports to use curriculum that is intended for later stages and ages of children. Introducing things earlier may be developmentally appropriate for some children, but it is not for all. The danger in escalating curriculum is that it may deem more children "unready" for subsequent environments. It may frustrate the child leading to undesirable outcomes. Frustrated children may act out these frustrations in multiple ways. Better then, to focus on that which is developmentally appropriate for the individual child.

This escalation may be particularly problematic for children living in poverty. For example, one factor related to education and poverty is grade retention. Mandated at third grade in multiple states for children not meeting the mark in third grade reading, concern for retention is warranted.

> There are certain classifications of children for whom retention is greater. These include poor and minority students, males and younger or smaller children (Foster, 1993). Byrd and Weitzman (1994) also indicate the following factors in reference to circumstances related to retention: poverty, gender, hearing and speech impairments, low birth weight, enuresis and exposure to household smoking. (Powell, 2005, p. 32)

Grade retention is a later correlate to subsequent dropout. This is particularly worrisome for children living in poverty.

> One of the most reported consequences of student retention is its correlation with subsequent dropout. Children that are retained have a higher incidence of drop out (Grissom & Shepard, 1989; Roderick, 1994; Rumberger, 1995). Anderson, Whipple, and Jimerson (2002) found "retention to be one of the most powerful predictors of high school dropout, with retained students 2–11 times more likely to drop out of high school than promoted students" (Anderson et al., 2002, p. 2). Rumberger (1995) indicates that it is the strongest predictor of subsequent drop out (Powell, 2005). If grade retention is a high correlate to drop out, and drop out is an indicator of lower income potential over the life trajectory, then poverty may become generational. This practice, potentially keeps a poverty cycle in place.

Quality education in the early years, though, can also assist children in learning self-regulatory behaviors under the umbrella of executive functioning. These behaviors can assist in positive lifelong traits. Gallinsky (2010) promoted seven essential life skills within this framework: "focus and self control; perspective-taking; communicating; making connections; critical thinking; taking on challenges; and self-directed, engaged learning" (pp. 5–10). These skills can be intentionally and naturally instructed. In fact, "the most powerful way teachers can help children learn self-regulation is by modeling and scaffolding it during ordinary activities" (Florez, 2011, p. 46).

Education of the young child is constant. Whether at home, in family, friend, or neighbor care, in a center, or in a school, education does not cease. Children's access

to quality environments is important to their later achievement, thus influencing their life trajectories.

Quality early learning environments may hold the potential to break cycles, to set children on a track to success across a lifetime. These environments take thought, commitment, and money.

Conclusions

Children living in poverty do not have the same access to quality healthcare, child-care, and educational opportunities in the early years. Their mothers may not have ready access to quality prenatal care. Children and families may not have access to a medical home. Quality care of children outside the home may be unregulated and caregivers may not have the skills and knowledge to create optimal environments for the growing child. Educational opportunities, then, may be less than or children from more affluent backgrounds.

The oft-cited study by Hart and Risley (2003) found:

> Simply in words heard, the average child on welfare was having half as much experience per hour (616 words per hour) as the average working-class child (1251 words per hour) and less than one-third that of the average child in a professional family (2153 words per hour). (p. 116)

This results in enormous gaps in vocabulary experience in words heard. Furthermore,

> We learned from the longitudinal data that the problem of skill differences among children at the time of school entry is bigger, more intractable, and more important than we had thought. So much is happening to children during their first three years at home, at a time when they are especially malleable and uniquely dependent on the family for virtually all their experience, that by age 3, an intervention must address not just a lack of knowledge or skill, but also an entire general approach to experience. (Hart & Risley, 2003, p. 117)

If we currently know the effects of poverty on the health, care, and education of children, if life trajectories can be predicted based on the lack of quality in any of the three outlined areas, is it not our moral imperative to act? Just as science was used to affect policy in the nineteenth century in regard to child labor (Perera, 2014), so it is today that research must be used to drive policy in conjunction with the importance of the early childhood years. Further generations must not be kept in the same socioeconomic stratification through lack of opportunity for children or substandard means of health, care, and education. Are we not mandated in our preamble to the constitution to "promote the general welfare?" Does this not apply to all, especially our most treasured resource, our children?

Key Instructional Practices and Strategies

1. Developmentally Appropriate Practice (DAP)

    "Developmentally Appropriate Practice means teaching children in ways that meet children where they are, as individuals and as a group; and help each child reach challenging and achievable goals that contribute to his or her ongoing development and learning" (Copple & Bredekamp, 2006, p. 3).
2. Building on the diverse strengths of children

    Acknowledging that all children bring a multitude of gifts to learning environments, capitalizing on these strengths reinforces previous and unique knowledge sets and supports the overall learning community.
3. Intentionality

    Teachers and caregivers make intentional choices of what and why they do what they do in terms of introducing content in multiple contexts to young children. This is further supported when it is tied to current research in the field.
4. Remember the value of play

    Play is important at all ages. It is particularly crucial in the early years and supports all domains of learning.
5. Question best practices

    Best practice has become a term with many meanings. Best practice, like DAP, is dependent on the context. What is a best practice for some may not be for all.
6. Honor the learner

Meet the learner where he/she is. Assess in multiple ways in order to determine where the child is, so that multiple strategies can be employed in order to maximize growth of the child.

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1. Arizona First Things First

    http://www.azftf.gov/Pages/default3.aspx

    "First Things First is one of the critical partners in creating a family-centered, comprehensive, collaborative and high-quality early childhood system that supports the development, health, and early education of all Arizona's children birth through age five" (Mission Statement).
2. Center on the Developing Child at Harvard University

    http://developingchild.harvard.edu/

    "Our goal is meaningful change in policy and practice that produces substantially larger impacts on the learning capacity, health, and economic and social mobility of vulnerable young children" (Mission Statement).

3. Heckman Equation

   http://heckmanequation.org/heckman-equation

   This site offers information on the importance pf investing early to build human capital.

4. National Association for the Education of Young Children (NAEYC)

   http://www.naeyc.org/

   "NAEYC promotes high-quality early learning for all children, birth through age 8, by connecting practice, policy, and research" (NAEYC Mission Statement).

5. Office of Head Start

http://www.acf.hhs.gov/programs/ohs

Head Start and Early Head Start programs support the mental, social, and emotional development of children from birth to age 5. In addition to education services, programs provide children and their families with health, nutrition, social, and other services. Head Start services are responsive to each child and family's ethnic, cultural, and linguistic heritage (2015, p. 2).

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Chapter 12
Preparing Early Childhood Professionals to Meet the Changing Demography of the United States

Martha Muñoz and Pamela Jane Powell

Introduction

According to the National Association for the Education of Young Children (NAEYC), the largest organization of early childhood educators, the period of early childhood is birth through 8 years of age (Copple & Bredekamp, 2009). Early childhood encompasses a tremendous range of development from the newborn who is establishing sleep patterns, possesses reflexive actions such as turning his or her head and sucking in response to the stroke of a cheek; to the 1 year old who loves to play peek-a-boo and delights in taking a first few steps. Consider the 2 year old discovering autonomy and the power of proclaiming "NO!," or the preschooler who moves from parallel to cooperative play; and finally, the 5 year old entering kindergarten followed by the early school years up to grade three. Historically, there has been a demarcation between preschool and kindergarten through third grade with regard to funding and requirements for teacher preparation (Gomez, Kagan, & Fox, 2015). In the United States, the care and education of children from birth through age 5 has been largely considered a parental responsibility. However, it is essential that teachers responsible for children of all ages be knowledgeable of the entire span of early childhood. Moreover, early educators who care for the nation's youngest citizenry must be fully prepared, skilled, and knowledgeable of this most critical period of human development.

The twenty-first century has brought increasing diversity of families with children cared for in out-of-home settings prior to kindergarten. Changing family configurations that include grandparents, older siblings, or foster families caring for children, gay and lesbian parents, families who are newly immigrated, undocumented, or separated by geography, single head of household due to incarceration,

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divorce, and military deployment have become commonplace in the last two decades. Job loss, the "great recession" of 2008, poverty, and sometimes homelessness increase stress to families and add greater vulnerability to our nation's youngest citizens. Additionally, the complexion of the United States is changing with growing linguistic, ethnic, and racial diversity, as well as young children who may identify as transgendered. Teachers most likely hear a myriad of languages other than English in their classrooms. All of these factors point toward the importance of bringing a social justice imperative to child care and teacher preparation programs. Teachers must be reflexive and informed, attuned to all that is happening in order to consider how children who come through our doors might be affected.

Settings where children are cared for vary greatly prior to the kindergarten years. Full-day center-based programs accommodate working parents, and infants as young as 6 weeks of age may be in a group setting. Whereas some children spend little or no time in out-of-home care, according to Greenman (2005) "a baby welcomed into a center today may spend up to 12,000 h in child care, more time than she will spend in all of elementary and high school" (p. 1). Part-day preschool programs are available in public schools and family child care providers (licensed and unlicensed) care for children in their homes. Head Start primarily offers part-day preschool services for families who qualify for the federally funded program. It is important to note millions of families eligible for Head Start are on waiting lists (Children's Defense Fund, 2014). Parents frequently rely on Families, Friends, and Neighbors (FFN) arrangements to piece together child care.

Programs serving children are diverse in type, guided by regulations that vary from state-to-state, or are largely unregulated. Administration, governance, and funding of child care programs are widely disparate. Programs may be profit or not-for-profit, tuition, and/or subsidy based and rely on a variety of funding streams including external contracts and grants. Terms such as day care, child care, and preschool create confusion for families searching for the best program for their child. Derman-Sparks, LeeKeenan, and Nimmo (2015a, 2015b) introduce the phrase "Early Childhood Care and Education" (ECCE) rather than the commonly used Early Childhood Education (ECE) as "a more inclusive term because it includes child care as well as preschools and other education and care institutions serving young children" (p. 3). ECCE will be used in this writing to denote the wide range of settings in which children are cared for.

In addition to the variance among ECCEs, requirements for teacher and assistant teacher qualifications may be minimal with little academic preparation required depending on the setting or governance of the setting. While most states have engaged in early childhood workforce systems building to include frameworks for knowledge and competencies for those who care for children birth through age 5, there remains much work to be done particularly in addressing social disparities and changing household demographics. Compensation for most teacher/caregivers remains low while medical benefits are almost unheard of. Work conditions can be stressful and attrition high.

Despite the current context of the early childhood landscape, all children deserve nurturing and safe environments and care from highly well-qualified individuals

who can support optimal development. The NAEYC unveiled a Strategic Direction in 2014 that includes the Vision Statement: *All young children thrive and learn in a society dedicated to ensuring they reach their full potential.* How can this vision be achieved for all children when there is disparity in access to quality settings and the preparation of early childhood teacher/caregivers? What are the optimal dispositions, knowledge foundations, competencies, and characteristics of those who care and educate children birth through five? These factors add complexity to the question of how can 2- and 4-year higher education institutions, community-based organizations, and agencies effectively prepare teachers for the changing demography of our youngest children and point to the need for a move toward considering the importance of a social justice orientation.

Children Birth to Five

Beginning at birth, an infant's brain is wired to develop skills that have implications for future learning and behaviors into adulthood with a critical period between ages 3 and 5 for growth in the area of executive function (Diamond, 2014). Although research highlighting extraordinary leaps in brain development has provided a case to place the most qualified individuals with our youngest children, this is far from reality. Young children's healthy development is predicated on whether their worlds are safe and their needs are being met. They are learning about the world through the interactions with other children and the adults who care for them. Play and exploration are the tools that best support learning in an environment that is stimulating, predictable, and well organized with consistent routines.

In 2010, the Census Bureau reported more than 20 million children under the age of 5 in the United States. Additionally, the Children's Defense Fund (CDF) State of America's Children annually presents data on the well-being of children in the United States across the categories that include poverty, housing and homelessness, violence, family types and economic factors, health, hunger, and nutrition (2014, p. 1). These risk factors create even greater vulnerability in the lives of children who have no control over the circumstances of their birth or socioeconomic levels. According to the CDF (2014), the United States is "reaching a tipping point in racial and ethnic diversity" while "over one-third of children of color under 2 were poor in 2012 during years of rapid brain development" (p. 4). Although working families continue to struggle financially "The top 1 % of earners received 22.5 % of the nation's income in 2012…" with wealth largely belonging to White households (p. 5). In stark contrast, "children of color are disproportionately poor" creating "unacceptable child homelessness and hunger" (p. 4). The impact of poverty, lack of predictable housing and income, reliable child care, transportation, absence of medical and dental care, and potential exposure to violence place tremendous stress on even the most resilient of families who are coping to survive.

Moreover, the CDF compares how the United States fares for children in contrast to other countries across these classifications. The United States is close to the

bottom of industrialized countries in how well children are cared for. These disparities exist in spite of the United Nations Convention on the Rights of the Child (UNICEF, 1990), which argues for basic services such as an adequate standard of living, education, and support systems to maintain health and well-being. How can the United States care and yet invest so little in a population with no power or voice, but enormous potential?

Who Is Caring for Our Children?

According to Kipnis and Whitebook (2011), there are "approximately two million people who care for and educate nearly 12 million children between the ages of birth and five" in diverse types of programs (p. 1). These teachers/caregivers are predominantly Caucasian and female, and unlike the growing racial and ethnic population in the United States. Furthermore, early childhood practitioners enter the field with varying levels of preparation, which may include a general education diploma, professional development workshops offered through community-based organizations such as child care resource and referral agencies, continuing education units (CEUs), some credit bearing academic coursework, or degrees in education ranging from associate to bachelor or advanced degrees. The Child Development Associate® (CDA) credential, a competency-based credential, is administered by the Council for Professional Recognition. The CDA credential is recognized in many states' Quality Rating and Improvement Systems (QRIS) as an entry point to the profession. Teacher preparation programs at the community college and university level are structured differently with regard to course title, field experiences, and requirements (Horm, Hyson, & Winton, 2013).

Unlike the K-12 system, early childhood teachers may enter the profession with minimal qualifications. This is in spite of the tremendous responsibility teachers have for nurturing, guiding, and caring for young children. This uneven architecture appears counterintuitive given the impact for future outcomes linked to children's early experiences. This disconnect appears dire although there has been much research on what constitutes effective practices for teachers/caregivers. What should teachers know and be able to do in order to promote the optimal development of young children? How can the field of early childhood advance as a profession when little qualifications are required?

Characteristics of Effective Teachers

Early childhood teachers/caregivers play significant roles in the lives of children through their daily interactions, communications, and modeling of behavior. The NAEYC Position Statement on Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth through Age 8 presents three core

considerations for practitioners (NAEYC, 2009). These considerations encourage teachers to be intentional in their decision-making and planning in their work with children and families. Effective teachers should consider, "What is known about child development an learning—referring to knowledge of age-related characteristics that permit general predictions about what experiences are likely best promote children's learning and development" (NAEYC, 2009, p. 9). Being knowledgeable of the wide range of typical and predictable development, familial influences enable the teacher to prepare the environment, schedule, routines, and activities to support positive outcomes for children. Teachers can help children to scaffold their knowledge in the most age appropriate ways that support language, physical, social/emotional, and cognitive development. Furthermore, practitioners are more likely to detect potential delays in development and help families find resources for early screening and intervention if needed.

The second consideration, "What is known about each child as an individual—referring to what practitioners learn about each child has implications for how best to adapt and be responsive to that individual variation" (NAEYC, 2009, p. 9). Although there are common characteristics among children, every child possesses unique experiences, genetic make-up, abilities, personality, and temperament. Supportive teachers gather information about each child through interactions, observation, and assessment over time to make informed decisions for planning.

Perhaps the most compelling social justice consideration of the NAEYC Position Statement (2009) is:

> What is known about the social and cultural context in which children in which children live—referring to the values, expectations, and behavioral and linguistic conventions that shape children at home and in their communities that practitioners must strive to understand in order to ensure that learning experiences in the program or school are meaningful, relevant, and respectful for each child and family. (p. 10)

This is particularly important as we consider changing racial and ethnic demographics in the United States. Cultural groups may have different norms and values, as well as expectations about child care.

The NAEYC's position statement is undergirded by a social justice imperative that seeks to honor the varied or different experiences and identities of children, while asking educators to create spaces that value these differences. Teachers/caregivers must recognize that everyone brings their own personal experiences, preferences, and values to the classroom. It behooves teachers/caregivers to examine their biases, opinions, and behaviors to identify potential areas of stereotypes or false perceptions. Learning about and understanding family dynamics, home language, neighborhoods, and communities is critical to supporting children in meaningful and relevant ways. At the core of honoring each child's culture requires individuals to embrace a disequilibrium when a family's customs, traditions, home, occupation, or lifestyle differs from their own family of origin, socioeconomic status, religion, ethnicity, or race. Educators must further see children and their families as complex intersectional beings rather than simply through the lens of one demographic (Calafell, 2010). We should ask how identities, family lives, and expectations of learners are shaped by the intersections of race, class, gender, sexuality, and ability, as well as how these factors also shape our perceptions and expectations.

Recommendations

Regardless of one's role in education, it is indispensable to gain knowledge of the stages of early childhood and what occurs during this critical time. The quality of young children's care and education has implications not only for the kindergarten, middle school, and high school teacher, but also society as a whole. Those who work directly with children have a responsibility to build relationships with families, engage in ongoing professional development and advocacy efforts, and be intentional in their daily interactions with those in their classrooms.

Building relationships with families. It is vitally crucial that teachers work closely with families as partners in their child's care and learning experiences.

- Be respectful of families by acknowledging parents as their child's first teacher.
- Respect familial or cultural practices that differ from your own, particularly those related to feeding, napping, communication, and with infants and toddlers, toileting.
- Step back and consider the perspective of another. Refrain from judgment if a child comes to school without a signed consent form or a parent is reluctant to schedule a home visit. Many families are dealing with schedules, challenges, and complexities with few or no support systems.
- Learn about varying family structures, use language that is inclusive, and provide a classroom environment that reflects many types of families and living arrangements.
- *Professional development and advocacy*. Early childhood educators must see themselves as members of a profession with responsibilities to grow throughout their careers with deepening knowledge.
- Be a lifelong learner. Continue to study child development and the implications for practice. Being a member of a profession and advancing the early childhood field requires continual updating of knowledge and skills. Improving public perception of the value of early childhood teachers will require increasing qualification of practitioners to include degrees.
- In addition to the most basic of child's needs early childhood educators must protect a child's right to play! Periods for play have been eroded almost entirely at the kindergarten level with a trend decrease play in preschool programs due to pressures parents or directors are experiencing to prepare children for grade school.
- Read, share, and discuss the NAEYC Code of Ethical Conduct and Statement of Commitment with colleagues. The Code of Ethical Conduct can be used as an anchor to guide decision-making related to children, families, colleagues, community, and society. Be willing to listen and consider opinions that differ from one's own views.
- Join a professional association such as the NAEYC or the Council for Exceptional Children (CEC) to become a member of an organization that advocates on behalf of all children. Membership provides opportunities for making connections with others who care about children as well as access to current research and resources.

- Recruit others to join the field of early childhood educator as a teacher and share the importance of birth through five with neighbors, friends, family, and those in the community.

Conclusions

While the period of early childhood has been recognized as birth through age 8 by NAEYC, children birth through age 5 progress through remarkable growth and development with optimal periods for learning and brain development. Increasingly diverse family structures, demographics, culture, languages, and widening gaps in socioeconomic levels add to the complexity of the daily lives of young children. Prior to kindergarten, these children are cared for in array of settings outside of home. Teachers caring for infants, toddlers, and children ages 2–5 are largely undertrained and not academically prepared due to minimal academic and professional development required by states. The majority of home settings, Family Friend and Neighbor care, are largely unregulated. The United States as a whole is behind other industrialized nations in their investments in children and families leaving a large number of vulnerable citizens at risk in spite of evidence supporting a return on investment in intervention.

What practices can teachers and others who care for children engage in to promote optimal development? Building respectful relationships with families to form partnerships in each child's care and education is an initial measure. It is incumbent upon practitioners to continually advance their knowledge of early childhood development as well as grow in the profession. Advocacy for those without power is an ethical obligation for every educator and allied professional throughout continuum of education. Instructional strategies and practices require intentionality and self-reflection in order to provide the best learning opportunities during the most formative years in life. The stakes are high for not only children and families, but for all in the United States. Understanding the trajectory of a child's life is largely influenced by the very earliest of experiences. Who will be a voice for the most vulnerable among us?

Key Instructional Practices and Strategies

What teachers do in the classroom daily has lifelong implications for children and their ability to become healthy adults and contributing members of society and the US citizenry. Supporting children's optimal development through intentional daily interactions, modeling, and preparing the environment create a holistic, safe, caring space for *all* children to thrive.

1. Exemplary teachers engage in reflective practice to modify their instruction rather than remain rigid and resistant to change. This requires teachers to continually consider the best approaches the individual child as well as the group as a whole.
2. Caring teachers learn about the individual preferences, abilities, and learning styles to adapt and differentiate teaching. Teachers make modifications to their instruction and the environment to accommodate all learners.
3. Intentional teachers learn about children's language, customs, family structures, and communities in order to honor and value each child's background. Teachers must be willing to be reflexive about how their own social identities such as race, class, gender, sexuality, and ability may affect their expectations, norms, and rigidity. Teachers must assume non-ethnocentric positions as they come to honor and value the backgrounds of each child and their families.
4. Respectful teachers learn words and common phrases from the child's home language and use it in the classroom. This helps students and their families feel that their culture is valued, and models norms of inclusivity for other students. This is particularly important given that while we live in a society that is experiencing shifts in racial and ethnic demographics, power and equity have yet to catch up.
5. Compassionate teachers recognize the needs and situations of children and families who are struggling and respond with sensitivity, respect, and without judgment. Rather than engage in a deficit model, consider the context in which families live.

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2. *Center on the Developing Child at Harvard University*—Media products created at the Center on the developing child have been crafted with the goal of helping to close the gap between what experts know about the science of early childhood and what the public understands and does about it. The Center strives to present information, especially scientific information, in a way that is accessible to a wide range of readers. http://developingchild.harvard.edu/resources/
3. *Center for the Study of Child Care Employment (CSCCE)*—CSCCE conducts cutting edge research and propose public policy solutions aimed at how our nation *prepares, supports and rewards the early care and education workforce* to ensure young children's optimal development. http://www.irle.berkeley.edu/cscce/
4. *Critical Multicultural Pavilion*—The Teachers Corner in the Critical Multicultural Pavilion provide resources and training on equity, diversity, and social justice issues. http://www.edchange.org/multicultural/

5. *Head Start, Office of the Administration for Children and Families, Early Childhood Learning & Knowledge Center (ECLKC)*—The ECLKC provides a variety of resources including web-based training and technical assistance to support teacher development. http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching
6. *Early Childhood Systems Initiative*—The Early Childhood Workforce Systems Initiative (ECWS) purpose is to assist states in developing, enhancing, and implementing policies for an integrated early childhood professional development system for all ECE professionals working with and on behalf of young children birth through age 8 http://www.naeyc.org/policy/ecwsi

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Chapter 13
Stories of Social Justice from the Kindergarten Classroom

Ellen McAllister-Flack and Gretchen McAllister

Introduction

A teacher holds a sacred trust, much like a physician, in the promotion of the welfare of our society. Mcallister-Flack, 1988 Williamsburg county Teacher of the Year

This sacred trust involves the creation of learning environments where young children are valued for their cultural and individual uniqueness and where they feel safe to explore their worlds. We draw upon the stories and experiences of veteran kindergarten teacher and coauthor Ms. Ellen, as she is referred to by her students who, guided by moral principles, creates socially just communities of learning for her young scholars. These stories, their practices, and orientations encourage educators to focus on the development of social justice in the day-to-day life of children and highlight the positive impact it can have. In this chapter, we share three key aspects that have undergirded Ms. Ellen's teaching for social justice. The first shares the importance of her guiding framework and the rest of the chapter shares specific practices that support that framework.

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Holding a Guiding Principle

We begin with, in the words of Parker Palmer, the heart, the soul of the teacher, the values, the self from which the teacher engages the young child in the interplay of the classroom (Palmer, 2007). The first step in creating the socially just classroom is to reflect on your own beliefs and practices as a teacher. Parker Palmer says that good teaching comes from the identity and integrity of the teacher. In regard to creating classrooms for social justice, the research and literature point to the need for supporting beliefs (Gay, 2010a, 2010b), and even a mission (Nieto, 2005). A guiding principle informs decisions, practices, and interactions that support social justice by countering the deficit perspective often held by children from marginalized communities (Hyland, 2010). We teach who we are and project the condition of our souls on to our students, our curriculum, and our way of being together. We must reflect upon our own experiences and beliefs in regard to children. In the italicized text below, Ms. Ellen shares a guiding principle built on her own experiences.

Since my early childhood, I have been exposed to and influenced by the principles of the inherent nobility, equality, and unique beauty of every human soul. These principles provide a lens through which I view the world, the curriculum, and the children I teach. I see my students as "mines rich in gems of inestimable value" (Writings of Baha'i Faith). Gems formed from earth's many cultures and traditions, storehouses, repositories of unlimited and unique potential, waiting to develop and share their beauty. I am the miner, the explorer. My job is to seek, discover, and encourage each gem.

Before my participation in the professional development programs Integrated Thematic Instruction (ITI) of Susan Kovalic and the Courage to Teach of Parker Palmer, I was unaware of how my personal beliefs and principles affected my teaching. There was an unconscious disconnect between who I was and the prescribed curriculum. My job was to simply complete the year's objectives with my students using the best methods. But since that time and my reflections upon my own beliefs regarding the limitless possibilities of all children, I have connected my practice deeply to my guiding principles.

Questions to ponder: What guiding principles serve as the frame through which you act and think in your classroom? Do these guiding principles support a social justice orientation and if so how?

Seeing Limitless Potential

The following story of Sonya, who represents a composite of many of Ms. Ellen's students, illustrates how her guiding principle informs her interactions, as well as her practice in the classroom.

Sonya, a very academically capable kindergartener, abandoned by her mother, living with Gramma and cousins in an indigenous community, bolts off the bus with

a sad, defiant look. Sauntering into the cafeteria, she takes her time eating her school-provided breakfast. The bell rings. Most of the children grab their bags and make their way to class. Not Sonya. To the cafeteria monitors, she seems purposefully slow and defiant. They see her attitude as deficient. Her glass is half empty. No amount of encouragement moves her to eat and get to class. Their encouragement turns to ordeal. Sonya finishes her breakfast in her own good time, ignoring the mounting adult attention. Class has started when Sonya enters. She puts away her things, ignores her designated space, and sits next to Sammie, whom she wants desperately to be her friend. The class is singing morning songs. Sonya does not sing. She sits continuing her sad look.

As Sonya's teacher, I know that I have very little control over what takes place at home and how it affects her. However, when she enters our classroom, our community of learners, I have the control to create an environment where Sonya's life can be different; it can be nurturing, it can be healing, a place to learn and grow. We, the classroom community of learners, can help her discover her gems and explore her limitless potential by focusing, from a positive perspective, on what she can do, what she already knows and understands. Then move to the unknown, the curriculum to be learned.

I look at Sonya with my heart and send her messages of "I care" with my eyes. Slowly, a smile comes. As I look down on her beautiful brown face, I see her gems of independence, of self-reliance, and of determination. Her glass is half-full. With guidance, encouragement, and support, her gems will help her achieve success. It starts here in kindergarten.

This approach counters the negative deficit perspectives that have led to over-representation of children of color in special education or in out-of-school suspension.[1] Teachers with deficit attitudes of students tend to have low expectations, make negative judgments (Villegas & Lucas, 2002). Sonya might be placed in detention and if the seemingly defiant behavior continued, perhaps further disciplinary actions might be taken. When we engage the young child, focusing on their gems and limitless possibilities, we offer children a safe space and opportunities for success.

Creating a Social Justice Classroom

We teach who we are (Palmer, 2007) and our life history shapes decisions we often make in our own classrooms. Ms. Ellen points to her own time as an African American child in a predominately white school.

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[1] Black children represent 18 % of preschool enrollment but make up 48 % of preschool children receiving more than one out-of-school suspension, according to the study released by the Education Department's Office for Civil Rights in March 2014. These out-of-school suspension have been traced to negative development, as well as patterns of suspension that lead to a pathway to the juvenile justice system.

One thing I remember when I was a high school student was working with my mother. She would ask me, Ellen do you want to come with me and help me set up my classroom? I remember one time when we got to her room she would tell me to set up the red color center. I put all the red things on this table. I then set up a farm center and one on magnets and so on. And now, each time I set up my own centers I connect with her joy and love of children, which has now become mine. I learned from my mother to honor who children are in the classroom. My mother also honored me by finding books where I could see myself. I remember my first book, Bright April, *about a little brown girl and her family. In my own classroom, I make sure my students can see themselves and their cultures reflected in the books they read.*

Questions to ponder: Can all your students see themselves in your classroom? How will you learn about your students? Where can you go for resources? How will you learn about your community?

Mining the Gems

To prepare for Sonya and her classmates, I look for the qualities, the gems the children have, and those within their culture enabling me to build a bridge between their home culture to the school. And moreover to build a space that honors who they are. This approach aligns with Moll's (1992) *Funds of Knowledge* of looking at the strengths and connections that can be made between a child's home culture and the school curriculum, as well as the area of culturally relevant teaching (Hyland, 2010; Ladson-Billings, 2009). In culturally relevant teaching, teachers hold high expectations of their students, engage with families and communities, foster educational achievement, and share the struggles of marginalized communities. Mining the gems of the students requires courage as you build relations with community members and families. Ms. Ellen shares a story of how she did this when she first started teaching, as an outsider, in an indigenous community.

I remember when I first got to the school community, I went to a nearby trading post and looked around at all the items—the books, the crafts locally made, and others from China, and the people. I grabbed all that I could to add to my classroom and went to the counter, and introduced myself. The local cashier had a child in my new school and was interested in me as a new teacher. I was excited to meet her and other community members in the trading post. Throughout my first month there, I made many trips to the trading post to continue conversations as well as meet more people.

To set up a culturally responsive classroom, for Sonya and her classmates, I immersed myself in Native culture and tradition, using it as a foundation for teaching the state standards in all areas of the curriculum. I visited stores and trading posts looking for "hands-on" cultural artifacts such as patterned cloth, woven rugs, drums, pictures, posters, CDs, and DVDs. Little by little, from one paycheck to another, cultural materials were gathered and set up as an ongoing and developing center of student work and commercial artifacts.

I talked with local colleagues and community members to learn about the local culture. I worked to integrate the standards-based curriculum, using research on how the brain learns to thematically organize the curriculum, through the cultural perspectives of my students. There are many different cultures in a classroom. The children have opportunities to learn about themselves and their classmates. These materials and books provide for rich conversations on "who am I" in relation to others who are different from me. I then go to the public library and look for books that have positive images, illustrations, and stories of the culture and traditions of the children. I check them out and arrange them in tubs in the classroom. Next, I ordered those same books from bookstores and online. When the books are purchased, I returned the library books and then created a cultural book collection of my own to be used for the whole year.

Throughout this process, I realized that in every community I have taught, I do the same process of learning from the locals, finding curriculum resources that connect to the children, and then shaping the curriculum around local values, customs, and children's interests.

By mining the gems of the community, the students, their parents, and the greater community are honored as the children come back home and share the stories of how they see themselves in the classroom as well as in the curriculum. This practice also disrupts the assimilationist view of building curriculum and pedagogy. It asks teachers to connect to the community, as well as connect curriculum personally, culturally, and linguistically to the children in the class. These gems have also been built into the pedagogical routines of the classroom.

Building Safe and Culturally Reflective Spaces

The pedagogical practices of Ms. Ellen's classrooms are built on the connection regarding brain-based learning and the need for safe and conducive learning spaces. The *Integrated Thematic Instructional* approach (Kovalic, 2002), with its *life-long guidelines* (Highly Effective Teaching Center, n.d.) have served as a structure in Ms. Ellen's classroom that addresses the injustices that teachers inadvertently set up in classrooms either through curriculum or in the teaching practices, but moreover disrupts the power structure, where some students and voices are privileged over others (Hyland, 2010). It included various structures that invited more community connections.

Establishing a cooperative learning community, focused on social justice in the kindergarten classroom, begins each day with "community friendship circle", where cultural identity, self-esteem, character education, and classroom team building are introduced and reinforced throughout the day. The character education component, based on Native traditional values, forms the "lifelong guidelines" and "life skills" that are the basis for personal accountability. These are connected to the local community values and traditions.

While living and working in the community of the school, I make friends with the students' families and the people who work in the area. I began to hear songs sung by the elders and ask if these songs are okay to sing in the classroom. Given the go ahead on appropriate songs, we begin to sing Shi na sha, Walk in Beauty, and other community songs. Sonya comes in one day and says that her grandparents are very happy that she is singing these traditional songs. A positive relationship is beginning between home and school, between grandparent and grandchild with the sharing of the songs.

Conclusions

In this chapter, we suggested practices that would assist teachers with their sacred trust of creating learning spaces where children are honored and successful. We encouraged teachers to reflect upon who they are and what they believe about the potential of children. Ms. Ellen's beliefs that children have limitless possibilities shift the classroom context and interactions out of a deficit paradigm to one of hope and aspiration. Teachers must consider how his or her guiding principle informs curriculum and pedagogy. Building curriculum around the local community and children's interests communicates to the students that they matter and connects academics to the everyday realities of their lives. This requires the teacher to examine who they are and to find the courage to reach out to the local community, their students and families, as well as their colleagues to learn how to find the gems. Finally, Ms. Ellen suggested using brain compatible programs that create safe, inviting, and conducive spaces that encourage and teach children the social and emotional skills to build stronger communities.

Creating a society and classroom that is more socially just starts with young children who feel empowered. These suggested approaches foster a learning context in which children can lay the foundation of a strong sense of self and community. It is upon that foundation that we have stronger, more just communities.

Key Instructional Practices and Strategies

Below are key instructional strategies that we believe can foster a more socially just educational experience for your students. We provide reflective questions for you to consider.

1. Create a social justice set of guiding principles.

    (a) Answer the following questions and create a 2–3 sentence guiding statement.

        • What do you believe about children's potential?
        • How do you communicate that strength perspective?

2. Create a safe, inclusive, and positive environment.

   (a) What do you do in your curriculum as well as in the physical and social environment to help each child feel noble and that their potential is limitless.

3. Honor the children—create a visual as well as curricular representation of the children, i.e., images in the rooms, stories.

   (a) How does the curriculum reflect the stories, identities, and interests of your children and their families?

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Chapter 14
Creating Magical Moments to Reveal Student Learning and Universal Acceptance of Each Other

Claire E. Schonaerts and Rosemary Papa

Magical Moments

Magical moments occur when instruction is well planned, the audience well prepared, and the events are well constructed. Magical moments occur with greater frequency when the teacher in the classroom has developed a *habit of mind* that supports all of the above. Creating magical moments that will reveal the student's acceptance of other students begins with an understanding that each of us is unique, valued, and contributes to the overarching theme of acceptance and appreciation for our unique differences. Our connectedness makes the magic real, and each singular moment builds a lifetime of universal acceptance of each other. Through intentional instruction, teachers can help students create their own *magical moments* when understanding and acceptance become the lens from which student learning is revealed.

According to the National Center for Education Statistics (NCES, 2015), by 2023, our national schools will reflect a population that is less than 45 % White. Students in 2023 will reflect their ethnicity as 15 % Black, 30 % Hispanic, and 5 % Pacific Islander, American Indian or Alaska Native, and 5 % will identify themselves as belonging to two or more races. Understanding the demographics of our nation's classrooms requires that teachers deliberately create moments where students can openly engage in meaningful conversations with each other to better bond with classmates. Although these serendipitous events may occur without planning,

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the effective teacher purposefully includes lessons that support opportunities for meaningful engagement with the expectation that students will connect with regularity. What appears to be *magical* at the moment is truly the art of creating an environment that seeks to highlight the uniqueness of every pupil and to value the cultural, linguistic, and experiential background that each student brings to the learning environment.

Every Child Is Unique

Students who understand their own uniqueness are often more willing to value what another student brings to the learning environment. The teacher who establishes a personal goal for each student in the area of self-understanding is supporting the process of self-knowledge. Silver, Strong, and Perini (2007) state that learners who have an awareness of their own uniqueness will "explore the ways in which particular cultures value individuals and the way individuals create different products or serve their cultures in various capacities" (p. 6). While valuing one's own culture, students are able to transfer that value to another given the opportunity to explore the significance of the interrelatedness of sameness and difference. Thus, the teacher provides ongoing opportunities for dialogue, interchange, exploration, and acceptance. The process begins within the student's declaration of self-worth.

In the primary grades, children may respond well to a unit that focuses on each student's thumbprint. The teacher may suggest that each student creates an, "*I Am Thumbody*" booklet whose main character is the thumbprint (Emberley, 1997) of the child with added extensions to represent arms and legs, and, of course, the wild hair arrangements that young students seem to embellish on the cherished standard stick-figure of personal representation. Instead, the child's thumbprint replaces the stick-figure, and each character becomes a unique expression of the single child. Magical moments arrive as each student notices how exquisite each thumbprint is. Additionally, the conversation can also include what each thumbprint has in common in order to highlight not only our uniqueness but also our sameness. Displaying each work of art offers the teacher and students the opportunity for rich dialogue with the focus on universal acceptance.

The older student may arrive at this same destination of universal acceptance as the teacher addresses the uniqueness of each person's helix containing the student's deoxyribonucleic acid (DNA) code of genetics. Middle grade students find the study of genetics a fascinating way to discover their own specialness. The placement of genetics in the science curriculum for the middle grade student is not arbitrary (Next Generation of Science, 2011). As students develop their own physical and emotional awareness in the maturation process, they actively seek ways to declare their own uniqueness and use the process of compare and contrast to launch new ideas of themselves and others. The teacher who understands the emotional readiness that middle grade students are acquiring opportunities for communicating the singularity of genetics as well as the marvelous universality of each individual.

Classrooms Are Safe Zones

At every grade level and in every classroom, the students must be given opportunities to see and express their own gifts and talents and provide complimentary comments to their peers as well. The teacher can prepare this process of mutual acceptance through modeling. The first step is to help students feel comfortable while taking personal risks. Classrooms should be social settings where students and their teacher create a community that supports learning (Tompkins, 2014). The teacher can support this rich environment by adding personal stories that reveal his or her own challenges. By sharing personal (not private) anecdotal stories, the teacher helps all the children see that adults have areas where they may feel not-so-well accomplished as well as areas in which they feel very proficient. Being authentic with children is the foundational component of allowing students to take risks and to learn from one another. When the student knows that the classroom is a safe zone for everyone, the children are more willing to remove barriers and reach out to others in their classroom. Students in inclusive classrooms learn that "there are no 'typical' students; each has his or her unique strengths and needs" (Turnbull, Turnbull, Shank, & Smith, 2009, p. 78). The mindset that failure is part of the growth process supports the students' ability to share the areas that may challenge them. Sharing outstanding accomplishments and failures happens in a safe zone. Teachers create these safe zones for all students through guided questions and opportunities for self-reflection.

Teachers can help model the self-reflection process in very specific ways. After presenting a lesson, a teacher can ask the students which part of the lesson was most helpful. These areas can be the reinforcement areas. The students might give such examples as, "It helped me to talk to my Shoulder Partner (Kagan & Kagan, 2009) about the steps in the lesson." The second part of the dialogue could open with, "What could have happened to make it easier to understand this lesson?" The student might respond, "It would really help me if you showed me a couple more problems for practice or if we had used a Quiz Quiz Trade Me (http://www.kagan-online.com/, n.d.) sharing." This feedback provides refinement in the teaching process and lets students know that everyone can move towards personal improvement through reflection. The teacher can show the validity of the statement as well as appreciation for the thought process students have shared. By supporting an environment where all children are part of the learning process, student learning is revealed. When students are given several opportunities to support the teaching/learning process through reinforcement and refinement statements, they sense ownership for the actions in the classroom and learn to be more reflective regarding their own actions. Soon, the dialogue becomes as much about the emotional learning in the classroom as the academic process. The use of self- and peer-assessment, along with active engagement in creating their own works, is one of the many ways teachers can "empower pupils to take ownership of their learning so they may grow into independent, inquisitive, life-long learners, confident of managing changes in the future" (Darling-Hammond, 2010, p. 7). With authentic and reflective comments

shared frequently in the classroom, the environment becomes non-static and highly energized. The teacher might hear the students providing helpful advice to one another on how to complete a task with better proficiency as well as congratulatory remarks. The teacher has laid the foundational environment for authentic student engagement.

Students will model the verbal examples they hear in the classroom. They will also model the lack of positive statements that are never stated by the teacher. If students hear a vacuum, this is what they will model. Students who hear authentic, genuinely concerned statements will imitate the same. Students will model the void where nothing of their world is valued or shared; or they will model the statements they hear that validate and value them. The teacher sets the example; and by creating an environment that is open to dialogue, the teacher prepares the environment where magical moments can be fostered. Creating a safe zone classroom is key to universal acceptance.

Everyday Actions Matter

Magical moments often stand out when students perceive the "extra" in the extraordinary occurrences of daily living. Supporting young learners and older students in acknowledging that commonplace daily living has astonishing impact on their lives as well as others requires intentional planning. One teacher helps her students to understand that everyday occurrences have significant impact when done with personal bravery or sacrifice. For many students, this sense of dealing with fear in the face of poverty or personal loss is a message that is more easily shared when teachers present themselves genuinely to others. Students will more readily share their own life lessons when teachers reveal their authentic selves and return the tribute by adding their own ideas of weakness and greatness. Teachers who relate to students allow for open communication. Teachers who notice "the little things" that students do for one another clear the path for greater deeds of heroism. Real heroes are often found in the daily living of meeting challenges and seldom noticed by others. Teachers can help students see their daily commitment to excellence regardless of the challenges that beset them.

One teacher whose years of practice have centered in the lower socioeconomic neighborhoods asked the students to "Describe your superhero." In response to the teacher's prompt, one student provided a long litany of descriptors that transcend the everyday image of Captain America or the Hulk. He said:

> My superhero can hear the words that are in other people's minds; so he can't be fooled. He can go as fast as a tornado and fights bad guys. He doesn't have just one color. He can be any color that he wants and he changes it so that no one knows what his real color is. I like him because he can say words in any language and no one thinks he's stupid or stuff like that. (Luis, 2014, personal communication)

Fast, righteous, multilingual, and a bit like a chameleon; this image of a superhero was shared by a homeless fourth grader who goes to a community outreach

program every week night for his evening meal. His superhero does not focus on meeting the daily needs of the homeless. Rather, his super hero can break the bonds that keep us from universal acceptance of each other such as color, status, and language and can do so with great speed! "Economic and social distress can prevent children from developing to their full potential" (Aynon, 2005, p. 61). The superhero described by Luis indicates the areas of potential. With teacher guidance, Luis can see the hero in himself as someone that tries to connect with his schoolmates through acceptance and forbearance. As he describes his hero, he shares the ideals he holds for himself and others. With deliberate instruction and support, students learn to value their own extraordinary selves.

In response to the article, *Are All Heroes the Same Color*? (McKibben, 2014), the students were asked to describe what their hero looks like. The magical moment that revealed the students' heroes description was well paved by a teacher who understands that making connections with students takes time and trust. Before a child will reveal their understanding and acceptance of others, they must first know that they are accepted and honored for who they are. Her classroom of third graders in a socioeconomically depressed neighborhood had no problem describing their superhero and super heroin. This non-gender-specific super hero was able to help the entire world "fight off the bad guys." Again, the same sense of multilinguistic, nondenominational hero was able to help the defenseless.

When asked when they were able to be a "super hero," the third graders were able to describe their own actions that qualified for such status.

- I saved my little sister from falling off the couch.
- I grabbed my dog by the tail before she went into the street.
- I told my grandma what the man said because she only speaks Navaho.
- My little brother was scared and I told him it would be alright because I was gonna go with him to the doctors.

The teacher wrote their responses on the "Hero Chart" with the student's name as a tag line. When asked if they knew a "super hero," the children responded, "yes!" Given the template they had created for themselves, such as multilingual and highly diverse, they concluded that they were the superheroes. They spoke different languages and they were different colors, and they fought evil in the world. In short, they saw themselves as valued and important. When asked if they knew more than one superhero, they pointed out their classmates. That transference of valuing oneself to valuing others was the next easy step. The teacher helped them to see their own gifts: those they personally held and those their classmates shared.

Students at every grade level need to see their likeness in the population of admired men and women in today's humanity. Social studies lessons that take students to differing landscapes of the world introduce the multicultural aspects of the human need to be significant. World leaders, past and present, whose racial, ethnic, gender, or religious difference contributes to the universal promotion of each person's worth must be presented. Students who are able to relate to real "heroes" can see themselves capable of positive impact. Teachers who emphasize the continuous thread of acknowledging the *extra* and the *ordinary* in human behavior provide

Table 14.1 Cinderella stories from around the world to impact universal acceptance

Book title and author	Geographic setting	Synopsis
The Egyptian Cinderella by Shirley Climo	Egypt	The slave girl, Rhodopis, is teased about her coloring. Eventually, one of her rosy-gold slippers is carried to the pharaoh's court. The pharaoh searches and finds her
Chinye: A west African folk tale by Onyefulu	West Africa	The mistreated stepdaughter, Chinye, is able to pass through the forest unharmed. Befriended by a wise old woman, Chinye is rewarded for her wise choices
The rough-faced girl by Rafe Martin	North American Native, USA	A young Indian girl, whose face and hands have been burnt from tending the fire, wishes to become invisible. This story from the Algonquin tradition beautifully unfolds as she meets the Invisible Being
Sumorella by Sandi Takayama	Hawaii, USA	This young man's wish to become a sumo wrestler is assisted by his fairy godmother posing as a local peddler. The Hawaiian dialect is an integral part of this story filled with humor and delight
Bubba the cowboy prince: A fractured Texas tale by Helen Ketteman	Texas, USA	The comic, yet authentic language in this hilarious book reveals a story full of cowboy humor. Bubba loses his boot and is helped by his fairy god cow
The golden sandal: A middle Eastern Cinderella by Rebecca Hickox	Middle Eastern Countries	Maha must work hard for her sisters and her mother. She is given a magic fish and golden sandals to wear to a wedding feast
Tattercoats: An old english tale by Annie Steel	United Kingdom	Dressed in rags with only the geese as friends, Tattercoats is rescued through magic. A king, a castle, and a fancy ball, are all included in this traditional tale
Raisel's riddle by Erica Silverman	Told in the Jewish Tradition	Raisel is a servant in the home of a distinguished rabbi. Her wit and kindness win her a place at the party and a dance with the rabbi's son
Lily and the wooden bowl by Alan Schroeder	Japan	Lily must wear the wooden bowl for protection against her cruel master. Lily's true beauty is revealed

opportunities for meaningful dialogue. Conversations that support the threading of likeness and sameness while acknowledging uniqueness and differences provide students with a universal platform. Each student builds a paradigm that broadens his or her own perspective.

One teacher paints this broad landscape of sameness and differences by introducing the theme of Cinderella from across the world. Surprisingly, both boys and girls find this intriguing as geography and literacy come together to introduce the many different Cinderellas from across the world (see Table 14.1).

What might astonish the student is the universality of the theme played out in the Cinderella stories. Secondly, marking the countries from which these Cinderella stories come shows how widespread the human heart's longing to support the down

trodden is. The global aspect indicates the sameness we all share and the unique settings, illustrations, and cultural content indicate the diversity we all honor.

Know Your Students

It has long been suggested that teachers should know their students. This statement is often affiliated with knowing their academic accomplishments earned during the preceding year. In today's data-driven society, the importance of students' scores and placement in the overall quantitative measurement analysis overrides the *real meaning* of knowing your students. Although data appraisal has helped teacher address academic deficiencies, it does not qualify for truly knowing and understanding the child in the classroom. In order for teachers to really know their students, they must first understand the environment from which that student resides. Neighborhood settings provide information that students may not think as relevant when sharing their personal living spaces. Yet, by evoking student generated vignettes, teachers provide backgrounds that allow for student self-expression.

One teacher invited his students to illustrate their neighborhood as an opportunity to gather the students' perception of where they lived. One such illustration disclosed that a child dreaded walking past a neighbor's fenced yard for fear of the large, barking dog that growled behind the metal links. Her neighborhood perception was framed by fear. In sharp contrast, a child illustrated the same house as one "where there were lots of flowers" growing. The teacher used both descriptions to help the children understand that within the same space two very different ideas existed. By providing the opportunity for students to reveal their personal perceptions, the teacher was able to use student work to acknowledge both similarities and differences as together they considered the shared space. This lesson provided the teacher with many opportunities to help children see that perceptions can change when we consider differing viewpoints.

The goal of knowing your students should extend beyond the classroom. Parents and other extended family have treasures to share. Teachers can extend invitations that support face-to-face encounters. Invitations to share something from their own family heritage are often seen as the first step of valuing each culture. One teacher asked her students to take a picture of their family using a disposable camera. Later, the photos were printed and a bulletin board that proudly boasted of "Our Classroom Family" was established. Using the inclusionary term "our" made it all the more significant for students.

The term "our" denotes a sense of mutual ownership. Teachers who use "our" when speaking about shared experiences, such as *our* classroom procedures, *our* shared events, *our* areas of concern, and *our* learning objectives, find that students more willingly feel part of the larger picture. Consider how using "our" in the following statements ushers belonging and personal value:

- This is *our* classroom.
- These are *our* procedures.

- These pictures are of *our* fieldtrip.
- This is what we learned when we studied *our* lessons in math.

Establishing a classroom culture where every child belongs to a greater set supports the supposition that every member within that set plays a significant part. This fundamental understanding adds to the established goals of universal acceptance. However, one cannot presume that the use of one possessive pronoun will create overall acceptance of all participants. The teacher must be intentional in teaching the purpose and value of "our" while assuring that every student makes an important contribution to success of the whole.

A fifth grade teacher provided several opportunities for students to complete a 100-piece puzzle. The pride displayed when the puzzle was completed was exhilarating. Every student had played a part in the making of the completed puzzle and could tell the teacher which piece he or she had placed to complete the beautiful picture. The decision to seal it and display it in the classroom was excitedly reached. Before the gluing event occurred, three of the pieces were cleverly taken away by the teacher to illustrate that without them the puzzle was not complete. The same could be said about active participation in the classroom. Without the support of everyone, the picture would not be complete. The enduring understanding arrived nearly on its own: We are all part of something important. As the students learned this important concept, the puzzle pieces found their way back to their respective places. The puzzle was hung in a prominent place as a reminder that each student's contribution to the learning process held high significance.

An activity that met with success in one teacher's room provided the students with an opportunity to share their rationale for how to share limited resources or commodities. The teacher brought in one sealed plastic bag of individually wrapped taffy candy. If counted singly, the amount would have been enough for each person in the room to have one piece, leaving two extra. At the beginning of the lesson, the teacher made a very big show of having only one bag of candy by dramatically looking for another bag that was never found. Then, just as dramatically, the teacher placed several handfuls of candy on the desks of students who were sitting closest to the area of distribution quickly running out of taffy pieces as the third row of students looked on. With no candy left in the bag, the teacher apologized for not having enough for the entire class reiterating that it was unfortunate that there was no more to be found.

As the teacher retells the story, the hush in the room sounded thunderous. The children (10- and 11-year-olds) were faced with the dilemma of fairness. Almost immediately, the children who had been given several pieces went directly to the classmates who had none and shared from their abundance. When it was realized that there were two extra pieces, the teacher found that they had been placed back into the plastic bag. No one took more than one piece of taffy. Using discussion questions that helped the children describe their actions and emotions, the teacher elicited responses that helped the children describe their need for equality and justice. The sense that everyone in the classroom should enjoy the same measure of sweetness was a lesson that held transfer to other areas of the curriculum. Teacher

and students understood the need for integrality and transfer from one area to another and more importantly, that each student had a role to play in the universal acceptance of the process. This lesson was built on the premise that students deeply care about each other after they have come to know each other. As students share their family structures, neighborhoods, cultures, and uniqueness, they come to recognize unifying aspects. They wish to meet each other's needs even at personal loss.

Beyond the need to know each student, the teacher must create significant opportunities for students to know each other. Peer relationships carry the student further than the confines of the classroom walls or the time capsule of a certain academic year. Teachers must be intentional in planning ways to integrate student-to-student relationships. Students who see themselves as sharing similar attitudes regardless of physical or cultural differences engage in more genuine dialogue.

One junior high art teacher supports this goal through the process of creating invitations for the fall art show. Students must create a rather lavish invitation using different media. These invitations will be sent to the parents or guardians of the students. The invite has the pertinent information such as date, time, location, and descriptions of items on display. The one piece of information that is not included in the initial set of instructions is the name of the recipient of the invite. Randomly drawn, students select the name of another student's family and finalize the invite by sending it to their arbitrarily drawn partner. Students exchange information so that each one is able to add the personalized names and qualities to each invite. After providing the final information needed for the invitation, it is carried home to the invited parents by the partnered student.

This activity engages the students on several levels. First, the students are required to complete a well-constructed invitation that meets the rigorous high standards of literacy and visual art standards. Secondly, the students must interview another student and extend the complimentary statements that describe the work that is done by a classmate. This task has relevancy to the overall theme of the art show and is built on the relationships established in the class. Finally, the work is appreciated by the adult in the family who has received the invitation by their child's classmate. Hopefully, the fall art show is well attended and students are able to meet the recipients of their invitations. Thus, a bond begins as students see the connections that unite generations as well as a growing sense of universality.

Connect to Strong Academics

Fortunately, teachers do not have to create every anticipatory set that yields a magical moment. Students can make universal connections to published works that reveal the author's intent for acceptance. Such works are seemingly priceless to the literacy teacher as well as those who wish to establish credible literature for content area study subjects. The sense of empathy is highly rated when considering the effect of understanding another's point of view. To create an opportunity to sense empathy, many teachers have asked students to embody the main character or a lesser, yet significant character from a literacy work.

Teachers of every grade level have required the age-old "book report" from students. After reading the publication, the student must summarize the book and then create an illustrated cover for their final project. Although this long established assignment still has value in today's educational system, it might be expanded to include such goals as universal acceptance by creating magical moments for students' learning.

One teacher requires students choose a book that has a significant character who in some way is relatable to the student. Students often choose gender or age as their "one way it relates to me" requirements. Others choose such varied qualities as "the character was born where I (or my parents) were born; we like the same food; we like the same sports; we're the same color; the same nationality;" the students' rationale are extensive.

During the process of choosing an appropriate book, the teacher helps the student clarify what is truly relatable to the student. This conversation allows the teacher to hear the justification for the book choice and opens up future dialogue between teacher and student by providing self-revealing qualities that are expressed by the student. This authentic sharing is treasured by the teacher providing information that reveals the person of the student. As the student reads the publication, the teacher conferences with the student and allows the student to expand on how the character is both similar and different than the student. Again, this provides insight and a reflective process for both the student and the teacher. Finally, as the book or article is completed, the student is required to take on the persona of the character and solve a problem that the character might encounter next. Students are excited to participate in this process. They have established the mindset of their character and can project the next major event.

For the purpose of universal acceptance, students must see through the eyes of another and must solve the dilemmas that are faced by someone they have studied. The final learning process is to present this work to their classmates as if they were the character from the story and to elicit from their classmates the feedback that comes after understanding the needs of the literacy character embodied in the story.

An example of this process for the primary grades is from using the book, *The Name Jar*, by Yangsook Choi (2001). The main character must choose her name from the selections made by her new classmates in the United States. The name jar becomes significant as the main character, Unhei, realizes that her Korean name has meaning and heritage. The student might choose this book to help understand the significance behind the name he/she was given. The student who reads this book understands that the main character must ask self-revealing questions that awaken a sense of cultural pride. An example for the middle grades is from the book, *Seedfolks*, by Paul Fleischman (1997). The main character in this book helps to create friendships through a community garden. Each small garden plot represents the heritage of the gardener and his/her story is revealed. The student comes to the understanding that each character in the story has a history to be shared and valued. The garden is the unifying landscape that supports their friendship. For other books that provide a variety of themes (see Table 14.2).

Table 14.2 Using literacy to support universal understanding and acceptance

Book title	Author	Theme
Roxaboxen	Alice McLerran	Children all over the world enjoy playtime
Night of the moon	Hena Khan	We learn about a Muslim holiday celebration
Hairs & Pelitos	Sandra Cisneros	Love makes the diversity in a family special
The other side	Jacquelin Woodson	Friendship has no color
Nations of the Southwest	Bobbie Kalman	Discover the historical aspects and culture of the Akimel O'odham and Tohono O'odham nations
Benjamin banneker: A man ahead of his time	Ryan Frank	The inventions of Banneker that influence us today help us focus on the contributions of all African Americans
People	Peter Spier	Games, food, and traditions from around the world are unique
A hundred dresses	Eleanor Estes	What we say and how we act towards others makes a difference to everyone
A single shard	Linda Sue Park	The importance of courtesy and perseverance is as important now as when this story was told in Korea many years ago
I love Saturdays and domingos	Alma Flor Ada	Love and acceptance supports our unique families
Tiki tikki tembo	Arlene Mosel	Sharing differences and sameness builds community

Teachers who promote themes of universal acceptance will find a variety of literature that launches meaningful dialogue among students. Creating a classroom list of superbly told tales provides a foundational environment that supports those magical moments when students see themselves as heroes in the making. Heroes change the conversation. They make everyday decisions that reveal their own learning and commitment to support others. The critical factors of honoring diversity and working towards equality become the cornerstone from which the mindset of universal acceptance is applauded. Students who have daily opportunities to interact with characters in a book that look like them, hold the same dreams, and demonstrate the tenacity that is needed to make change can more broadly speak about their own moments of self-reflection. Interactions with their classmates and their teachers help to sharpen their own belief system. Without these opportunities students do not have the fertile field of dialogue that changes the landscapes of their decisions. As one participant stated regarding the inequity of funding for schools in Cleland stated:

> Begin to work with teachers who are good people, but have no or little understanding about how to work with anyone who is different from them—that is *the* key, so we can begin with kindergarten children, to welcome them in the door and really see them as gifts waking in. That's the piece, if we can put our heart into doing that we won't be talking about this [inequity] fifty years later. (Dumas, 2009, p. 88)

Conclusions

Magical moments are created by teachers and students who openly hold the expectation that everyone is valued and comes to the table of conversation with something to add. Teachers can create a platform for conversation using exemplary text that engages students on several levels. Activities that make the real world relevant to all students' honors, the differences, and similarities that are universally shared. Authentic sharing and a display of honest caring support the students' self-reflection process. Teachers have the opportunity and the responsibility to create thrilling and exciting learning opportunities for students that go beyond the normal and the mundane. Teachers, together with students, can make magic happen.

Key Instructional Practices and Strategies

1. *"I Am Thumbody" booklet.* The main character is the thumbprint of the child with added extensions to represent arms and legs, and of course, the wild hair arrangements that young students seem to embellish on the cherished standard stick-figure of personal representation.
2. *Students are given opportunities to see and express their individual gifts and talents.* The teacher can prepare this process of mutual acceptance through modeling. The first step is to help students feel comfortable while taking personal risks. The teacher can add personal stories that reveal his or her own challenges. By sharing personal (not private) anecdotal stories, the teacher helps the child see that adults have areas where they may feel not-so-well accomplished as well as areas in which they feel very proficient.
3. *Students tell what part of a lesson was most helpful.* This feedback provides refinement in the teaching process and suggests to students that everyone can move towards personal improvement through reflection. The teacher can show the validity of the statement as well as appreciation for the thought process students have shared.
4. *Describe your superhero/superheroine.* With teacher guidance, a student can see the hero/heroine in himself/herself as someone that tries to connect with schoolmates through acceptance and forbearance. With deliberate instruction and support students learn to value their own extraordinary selves.
5. *Cinderella from across the world.* Both boys and girls find this intriguing as geography and literacy come together to introduce the many different Cinderella stories from across the world (see Table 14.1).
6. *Illustrate your neighborhood.* By providing the opportunity for students to reveal their personal perceptions, the teacher was able to use student work to acknowledge both similarities and differences as together, they considered the shared space.
7. *Jointly complete a large puzzle.* Without the support of everyone, the picture would not be complete. The enduring understanding arrived nearly on its own: We are all part of something important.

8. *Taffy candy sharing.* Using discussion questions that help the children describe their actions and feelings, the teacher elicited responses that helped the children describe their need for equality and justice. The sense that everyone in the classroom should enjoy the same measure of sweetness was a lesson that held transfer to other areas of the curriculum. Teacher and students understood the need of integrality and transfer from one area to another and more importantly that each student had a role to play in the universal acceptance of the process.

9. *Book report focused on a relatable character.* During the process of choosing an appropriate book, the teacher helps the student clarify what is truly relatable to him or her. This conversation allows the teacher to hear the justification for the book choice and opens up future dialogue between teacher and student by providing self-revealing qualities that are expressed by the student.

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Chapter 15
Critical Literacy and Multicultural Literature: Pedagogical Strategies for the Everyday Classroom

Aletha M. Harven and Kimberly A. Gordon-Biddle

Critical Literacy as a Pedagogical Tool

Critical literacy is "the practice of challenging texts through a critical analysis" of the role that power and privilege play in creating and maintaining social inequality in global communities (Frey & Fisher, 2005, p.1). Educators can aid children in understanding the nature of social inequality (or the unequal distribution of opportunities, goods, and resources) by using critical approaches to explore texts that emphasize the varied experiences of diverse groups of people in multiple contexts across time. Texts can include books, songs, spoken word, movies, television programs, and the like, as power-laden messages are embedded within these and other modes of communication. Therefore, multiple modalities of text should be incorporated into a given lesson to deepen children's understanding of the issues influencing social inequality. For instance, privilege-related messages are emphasized in the book, *The Frog Princess,* (Baker, 2002), and in the Disney film, *The Princess and the Frog* (Del Vecho, Clements, & Musker, 2009). Educators could utilize both the book and film to discuss the influence of privilege on social stratification and aspects of human development. Also, instructors could ask students to thoughtfully reflect on the storyline, characters, visuals, and grammar usage in order to discuss the writers' values and assumptions. Additionally, students could compare their lived experiences with those of the main characters, while also comparing the writers' unique interpretations of the story (Stambler, 2013). By encouraging

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thoughtful reflection, instructors give students permission to approach texts with an understanding that multiple perspectives exist and that readers can challenge writers' interpretations of reality (Frey & Fisher, 2005). This power relation between readers and writers is at the crux of critical literacy, where students are encouraged to deconstruct the meaning of text through exploring, questioning, and disputing writers' messages, so as to actively participate in the learning process as opposed to passively accepting messages conveyed in text (Freire, 1970; McLaughlin & DeVoogd, 2004). Critical literacy also encourages the examination of social practices within varied contexts (Stambler, 2013) and the development of informed opinions through the use of multiple modalities, which can increase intellectual quality among diverse learners (Stambler, 2013). Critical approaches to literacy range from exploring an author's values and examining alternative readings and contemporary views to engaging in projects that work toward social equity and change (Stambler, 2013).

Inquiry-based instruction (Koballa & Glynn, 2007) is an important tool to use when engaging children in critical literacy, as instructors can pose thought-provoking questions to guide students' scientific exploration of diverse texts. Simpson (1996) has stated that writers are (a) purposeful in their construction of characters, (b) subjective in their stance on reality, (c) thoughtful in how they guide readers' reactions to the text, (d) intentional in leaving story-related gaps for readers to explore, and (e) mindful of their audience, who are likely to share similar values. Therefore, inquiry-based approaches should address *how* and *why* a particular text was constructed to influence its readers. Questions for generating reflective classroom discourse were derived from Stambler (2013) and include:

> Why are we reading this text? What does the author want us to know? What do the words and images suggest? What kind of language is used and why? Who benefits from the text and in what way? Whose reality is being emphasized? What view of the world is being presented and promoted? Whose voice is missing from the text? What do we know about the composer of the text? What different interpretations of the text are possible?

Questions such as these assist children in positioning the meaning of a text, so as to understanding its purpose in shedding light on issues valued by the writer. To deepen children's understanding on specific sociocultural and political issues, critical literacy scholars have suggested for instructors to present varying viewpoints from diverse writers (ranging in age, sex, race, and the like), so students can compare texts through inquiry-related activities. For instance, in exploring gender-related messages promoted in text, instructors could have children read and compare books such as *Beauty and the Beast* (Mayer, 1978) and *The Princess Frog* (Baker, 2002). While the authors of these books are both female, the books were written in different decades, which could influence both stories in a variety of ways. Also, instructors could require students to read a multicultural book that sheds additional light on gender and culture norms such as in, *The Rough-Face Girl* (1998), which is a Native American Cinderella tale.

When encouraging the adoption of a critical literacy lens among children, it is important that students not only engage in reflective thought but in transformative and action-oriented thought and behavior (Freire, 1970; Frey & Fisher, 2005;

McLaughlin & DeVoogd, 2004). As previously mentioned, *reflective activities* could include class discussions dissecting multiple modalities of text (Stambler, 2013), as well as encouraging students to envision themselves in the shoes of a storybook character. For instance, in the book, *The Junkyard Wonders* (Polacco, 2010), a young girl and her classmates are bullied and referred to as odd because of their differences and special education placement. Upon reading the story with students, instructors could ask children to describe *what it means to be bullied*, *how being bullied might feel, how they felt about what occurred to the young girl in the story, and how they would react if they found themselves in a similar situation*. Next, instructors could require students to reflectively write on a personal experience involving bullying and to discuss their role as either bullies, victims, bully-victims (Juvonen, Graham, & Schuster, 2003) or bystanders. A *transformative activity* could include asking students to rewrite the text utilizing characters that speak to their personal experiences (e.g., as bullies, victims, bully-victims, or bystanders), so as to promote alternative perspectives. Students should be encouraged to focus on creating social change by developing a thoughtful and prosocial ending to their stories. *Action-oriented activities* could include the class collectively writing a letter to the principal to demonstrate support for anti-bullying in schools or engaging in a service-learning project that involves interacting with community members to promote anti-bullying among youth. Activities such as these encourage students' desire to examine and reform social situations, while also encouraging their active citizenship (Freire, 1970; Frey & Fisher, 2005; McLaughlin & DeVoogd, 2004).

In sum, critical literacy is an effective pedagogical tool for challenging students' thinking and sense of normalcy by encouraging their active exploration of text. Also, critical literacy encompasses a social justice focus (Freire, 1970), where readers are encouraged to examine all texts for messages related to power, privilege, and social inequality, since social, cultural, and historical factors influence a writer's position. The section that follows will explore how pairing critical literacy approaches with multicultural literature could aid elementary school children in developing a deeper understanding of the cultural differences and challenges faced by diverse groups of people.

Exploring Multicultural Literature with a Critical Lens

Multicultural literature is a great vehicle for exposing children to the lived experiences of culturally diverse people. This genre of literature "counteract[s] a tradition of distortions [and] inaccuracies," so as to expose children to more accurate portrayals of the cultural traditions, heroes, and stories of diverse groups of people (Bishop, 1997, p. 5). Multicultural literature ranges from picture books to short novels and could be used to question the status quo and students' sense of normalcy (Bishop, 1997). Multicultural literature could also be used to teach tolerance (Wan, 2006), or as we like to think, acceptance; motivate disengaged learners (Al-Hazza, 2010) who might feel disconnected from the characters displayed in mainstream texts; help

English Language Learners to understand and correctly utilize the English language (Taxel, 2006); help learners appreciate diverse perspectives (Iwai, 2015); and to escape ethnic encapsulation (or the endorsement of one cultural group over another due to cultural misconceptions; Kruse, 2001). For all its uses, multicultural literature is useful in giving voice to diverse groups of people whose stories are often misrepresented in mainstream texts. Therefore, instructors should familiarize themselves with multicultural literature that emphasizes a variety of cultural traditions and norms—and that can address important issues related to power, privilege, and social inequality. In doing so, instructors can begin to equip students with the knowledge they will need to effectively function within a multicultural society. To ensure quality of multicultural literature, educators should look for books that have good character development, an authentic setting and tone, and art that has line, perspective, and style (Harris, 1999). Further, quality stories should be thought provoking with an uplifting message or a message that causes pause among its readers. In the book, *The Favorite Daughter* (Say, 2013), a Japanese-American father is supportive of his daughter's identity exploration given the teasing she experiences in school due to her Japanese name and heritage. This story could be used to help elementary school children reflect on a time when they felt different from their peers but desired to fit in. Instructors could explore with students what it means to fit-in and why people desire to do so, as well as examine the influence of assimilation on one's identity formation. Another book of interest is, *Esperanza Rising* (Ryan, 2000), which follows a 13-year-old girl on her journey from wealth to poverty during the Great Depression. The young girl and her mother flee from their ranch in Mexico to work on a farm in California. Reading and discussing this story in class could help children to understand issues surrounding wealth and privilege, as well as the impact of the Great Depression had on people's mental health and life trajectories. As discussed here, multicultural literature provides rich narratives that pave the way for deeper discussions and teachable moments.

While multicultural literature can assist instructors with classroom discussions emphasizing sociocultural and political issues (Metcalf-Turner & Smith, 1998), Brinson (2012) found that many instructors lacked knowledge of and access to quality multicultural literature. In examining early childhood educators' knowledge about multicultural literature for children, Brinson (2012) reported that out of 113 participants, 61 could identify two books featuring White characters, while only 53 could identify two books featuring African American characters. An overwhelming majority of participants could not identify two children's books featuring Asian American characters *(n = 68)*, Latin American characters *(n = 67)*, or Native American characters *(n = 73)*. These results speak to the need for educators to reach beyond the books they would typically use in their classrooms to provide children with equally enriching literature on culturally diverse narratives. While some instructors might find this task to be daunting, it is imperative for instructors to familiarize themselves with books that represent the lived experiences of people from diverse cultural groups. Also, it is crucial for instructors to reflect on their own biases and attitudes prior to instructing children on literature that emphasizes racism, poverty, gender equality, and the like (Davis, Brown, Liedel-Rice, & Soeder, 2005).

Baker (2005) has underscored the prevalence of cultural bias in teachers' pedagogical practices, while Loewen (2007) has emphasized the ways in which texts romanticize and favor the journey of European Americans, while misrepresenting and underrepresenting the lived experiences of people of color. Therefore, instructors must explore and utilize text that allow for multiple perspectives on a given topic. Also, instructors must educate themselves on culturally diverse groups of people, so as to share their knowledge with students. Instructors do not need extensive knowledge on diverse groups of people but should have a desire to learn along with students. Further, instructors should utilize multicultural literature to inspire within children a desire for social change and action through connecting with storybook characters.

Multicultural literature is best examined through a critical lens, which will enable instructors and students to engage in inquiry-based and action-oriented practices designed to deepen their understanding of sociocultural and political issues. The next section will discuss classroom applications and activities that promote critical thinking and action-oriented engagement among students.

Classroom Applications and Activities

Multicultural literature allows for the natural questioning of cultural norms favored by diverse groups of people. However, instructors must first foster within their classrooms a *safe space* for children to discuss topics that might be unfamiliar to them or possibly part of their realities (e.g., poverty). Developing a *safe space* requires instructors to be informative and knowledgeable, good models of effective participation, encouraging of student participation, supportive of all opinions, nonjudgmental, comfortable and calm, able to demonstrate care, and able to challenge students' thinking by raising controversial ideas (Holley & Steiner, 2005). Students should be informed of non-negotiable behavior such as refraining from name calling, mocking other students, and interrupting the personal narratives of their peers. Also, it is important for instructors to engage in active listening and to be open-minded as students express their views (Holley & Steiner, 2005). If a student expresses disdain for another culture, it is the instructor's responsibility to thoughtfully explore the student's thinking in front of the class, so as to address the issue in a way that guides the student's thinking in a more productive direction. Further, instructors should validate and utilize students' lived experiences to guide conversational focus and thoughtful dialogue (Holley & Steiner, 2005; Stambler, 2013). Also, instructors should maintain high expectations, as students can become critical thinkers with instructor support (Holley & Steiner, 2005; Stambler, 2013). The *physical seating* in a classroom is equally important in creating safe classroom space (Holley & Steiner, 2005). Sitting in rows facing the instructor does little to create personal connections among students or to cultivate empathetic behavior. However, circle seating could help students to develop a sense of community, as they are more likely to empathize with a peer whose facial expressions they can see when opinions are being expressed. Empathy often fuels transformative and action-oriented thought.

Upon instructors establishing their classrooms as *safe spaces* for the sharing of diverse thoughts and ideas, they should introduce multicultural literature using a critical lens, so as to begin deconstructing ideas related to power, privilege, and social inequality. Below are two examples of how instructors could utilize critical literacy and multicultural literature for social justice teaching. Each lesson is based on a multicultural book that explores various challenges faced by storybook characters. A variety of thought-provoking questions are provided, as well as suggestions for activities that support transformative and action-oriented thought.

The first book, *Imani's Moon* (Brown-Woods, 2014), could be used with children in grades 3–5. The story is focused on a young Masai girl named Imani, who is teased and bullied by the other children in her village because of her dream to touch the moon. After overcoming obstacles with the love and support of her mother, Imani eventually touches the moon; thus, fulfilling her dream. *Reflective questions* could include: Who was mean to Imani? Has anyone been mean to you? What were Imani's dreams? What are your dreams? Who believed in Imani's dreams? Who believes in your dreams? How did Imani reach the moon? How will you make your dreams come true? *Transformative questions* could include: Is there another way Imani could have reached the moon? What should Imani do if she is bullied again? *Action-oriented questions* could include: How can parents and teachers stop bullying from happening? How can you stop bullying from occurring? An *action-related activity* might include a service-learning project where the class collectively raises money to donate to an anti-bullying organization such as *Stop Bullying Now Foundation* (2015). An additional *class activity* could include showing the class the film, *Billy Elliot* (Brenman, Finn & Daldry, 2000), which provides a different cultural perspective on overcoming obstacles in the pursuit of one's dreams. To further connect with students, instructors should share their personal narratives regarding bullying and the obstacles they have overcome to reach their dreams.

The second book, *The Other Side* (Woodson, 2001), could be used with elementary aged children. The story follows two young girls, one Black and one White, on their journey in becoming friends, even though a fence stands between them, both literally and figuratively. *Reflective questions* could include: What does the fence represent in the story? Do any fences exist in your life? Have you ever had to knock down a fence in your life? If so, how did it feel? *Transformative questions* could include: In what way could the story have been told differently and from whose perspective? In what other way could the girls have interacted with one another? Could the story have been written differently? If so, how? Should we always follow rules, even if they keep us from becoming friends with people who are different from us? *Action-oriented questions* could include: How can you help other children to knock down fences in their lives? How can you help other children to become friends with people who are different from them*?* Again, instructors should share their personal narratives with students regarding their thoughts on segregation, given the time in which the story took place and their thoughts on following and defying societal rules and norms. An *action-oriented activity* could include children making a commitment to learning about one new peer at school every week, for several weeks. Another *class activity could* be to watch and discuss the 1950 Jackie

Robinson movie, which depicts the challenges faced by Jackie Robinson in becoming the first Black major league baseball player.

The pedagogical strategies provided in this section can assist instructors in helping children to disentangle messages presented in text, so as to increase their awareness of issues that people belonging to diverse cultural groups encounter. Multiple modes of expression should be encouraged among students (e.g., writing, poetry, art, song) when requiring their active and transformative engagement in the classroom. Instructors should be purposeful and creative in their critical literacy approach, as well as forgiving of themselves, as it takes time to effectively guide children's thinking in a critical way.

Conclusions

Exploring multicultural literature with a critical lens could likely improve the way in which children think, while increasing their academic performance and knowledge on sociocultural issues. However, instructors must commit to the endorsement of a social justice agenda in their classrooms by first examining their personal biases and stance on issues related to power, privilege, and social inequality. Next, instructors should examine research emphasizing the lived experiences of culturally diverse children and adults, in order to increase their knowledge on the challenges faced by diverse groups of people. Further, instructors should seek to expand their understanding of critical literacy and multicultural literature, so as to assist students in reflecting upon their emerging identities—and in empathizing with the personal narratives of people from diverse communities. Moreover, instructors should seek to adopt quality multicultural children's books that will allow for the examination of sociocultural and political issues. Given the academic focus of schools, it should be noted that critical literacy and multicultural literature are excellent for increasing students' academic curiosity in meaningful ways. Thus, the strategies presented in this chapter, along with other pedagogical practices, can aid instructors in increasing children's cognitive, social, and emotional development, as well as their endorsement of egalitarian values. Educators must teach, not only for academic success, but for the development of children's active citizenship and devotion to equality and social change.

Key Instructional Practices

1. Utilize critical literacy to actively engage children in questioning the vision, voice, and messages presented in text.
2. Utilize multiple modalities of text to further deepen children's understanding of issues that fuel social inequality.
3. Utilize multicultural literature to expose children to the lived experiences of people from diverse communities.

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Chapter 16
Strategies for Supporting Elementary Students of Poverty in Reading

Sandra Harris and Gayle Lynn Butaud

Introduction

Literacy is considered a key component to academic success (Irwin, Moore, Tornatore, & Fowler, 2012), but even more importantly, literacy is key to improving the quality of life (Martinez, 2011; McGencey, 2011). Reading fluently with good comprehension can be a gatekeeper for better jobs and more productive and satisfying lives (Fisher & Adler, 1999). For those placed at risk by poverty, literacy is crucial for students to succeed (Adler & Fisher, 2001). Ifedili (2009) emphasized that reading provides individuals with a better standard of living, and keeps them away from trouble by occupying their minds in a positive manner. The effects of poor reading culture are high failure rate, continuous production of unskilled manpower, poverty, frustration, loss of self-esteem and illiteracy. Despite the importance of reading, it has declined among every group of adult Americans including every age group, educational group, income group, region, and race (Gioia, 2006). Thus, the ability of students to read, write, and communicate is a major concern regarding academic achievement in public education (Waldfogel, 2012; Zipperer, Worley, Sisson, & Said, 2002).

Reading achievement is especially important for students of poverty because research has shown that students who come from poverty achieve less academically and often drop out of school at a higher rate than their wealthier peers (Reardon, Valentino, & Shores, 2012; Snowling, Adam, Bishop, & Stothard, 2001). In this chapter, we discuss students of poverty and achievement, specifically regarding reading, and provide key instructional reading practices and strategies to support elementary students of poverty.

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Students of Poverty and Achievement

Rogers, Mirra, Seltzer, and Jun (2014) administered a survey to 800 California teachers currently teaching in schools on learning time. The study revealed that California students attending high-concentration poverty schools (at least 75 % of students receive free or reduced lunch) have less instructional time than their peers. Instruction time was lost due to poor access to technology, libraries, and qualified substitute teachers. In addition, social stressors such as unstable housing, hunger, poor health care, and teacher and student absenteeism contributed to lower learning times at school. This notion of equal educational opportunity is brought into question when allocated time for learning is not the same as time actually available for learning (Smith, 2000). This suggests that literacy instruction for children of poverty suffers from lack of instruction time.

Literacy is a key factor in the early determination of long-term student success (Irwin et al., 2012). The foundation upon which children build literacy knowledge begins at a very early age prior to enrollment in formal education since children enter school with varied experiences and a variety of developmental stages in regard to literacy (Callaghan & Madelaine, 2012; Heath et al., 2014). The demographics of reading difficulties tend to describe children who are poor, Black, Hispanic, children of immigrants, and those attending urban schools because too often these children begin school with substantial disparities and elevated risk of low achievement in literacy readiness (Adler & Fisher, 2001; Callaghan & Madelaine, 2012; Cunningham, 2007; Waldfogel, 2012).

The role of parents is a key factor in a child's early literacy. Students who are economically disadvantaged often perform worse academically than their higher socioeconomic peers due to a lack of educational resources, lack of exposure to different learning environments, lack of parent time to read with the child, and lack of dialogic reading where parents talk with children about the books being read (Heath et al., 2014; Lowney, Abrashkin, Fuller, & Geary, 2014; Waldfogel, 2012). Language and preliteracy development has a powerful effect on children learning to read because children develop the language from their home which often differs from that of the school, resulting in difficulty with the communication found in books (Dudley-Marling & Lucas, 2009; Purcell-Gates, McIntyre, & Freppon, 1995).

Too often, students who fall behind in their reading acquisition do not catch up to their peers and are at a disadvantage as they grow into adults (Chall & Jacobs, 2003; Chall, Jacobs, & Baldwin, 1991; Hernandez, 2012; Irwin et al., 2012). Thus, being able to read at grade level at the end of third grade is a critical milestone for children since one third of children unable to read at grade level at this point in their academic career often do not graduate from high school (Fuller & Traphagen, 2013; McGencey, 2011). Having learned necessary reading skills is especially important because higher grade levels focus on reading to learn, rather than learning to read (Barber & Buehl, 2012; Hernandez, 2012).

Snowling, Muter, and Carroll (2007) suggested the persistence of developmental reading problems across childhood and adolescence. While Maughan et al. (2009)

extended that deficit to middle adulthood, they found that students who showed literacy deficits at school entry, when tested almost three decades later, continued to show literacy deficits. Students who are poor readers in first grade remain poor readers by the end of the fourth grade. Thus, early success with reading is crucial for later success (Chall et al., 1991; Hernandez, 2012).

A crucial element in reading achievement is the children's motivation to read and the instructional practices of the teacher to increase motivation (Marinak, 2013; Mohr, 2006). A group of fifth grade educators demonstrated that choice, challenge, collaboration, and authenticity resulted in students reporting higher reading motivation (Mohr, 2006). Increased sophistication at processing the evaluative feedback may be a cause for motivation decreasing as children move up in grade level (Guthrie, 2010). Inoma (2015) conducted a case study investigating reading experiences of middle school students in Title I schools and found that a primary challenge for teachers was finding ways to motivate students to read. In addition to lacking interest in reading, students were distracted by electronic devices and media. Inoma also noted that because reading was difficult, students became fatigued and lacked reading stamina.

Key Instructional Practices and Strategies

Learning to read is a gradual process and extends over a period of years (Fisher & Adler, 1999). A reading adult does not give much thought to the process of reading any more than one would give thought to the process of walking (Bowden, 2011). The simple view of reading includes two important factors, decoding and comprehension (Juel, 1988), and yet reading and reading instruction is a complex task. Reading has been taught for so many years one might assume that the strategies and techniques for teaching reading have been perfected (Bowden, 2011). Sadly that is not the case, researchers continue to seek that one instructional strategy, or that one reading program, or that one book to teach all children how to learn to read. Clearly, there is no silver bullet that can guarantee effective literacy skills for all students (Bowden, 2011; Chall et al., 1991), but there are strategies involving administrators and teachers that are critical to support students in learning to read.

Administrative support as instructional leaders. What good teachers do in the classroom is often based on the instructional materials and how administration views reading and reading instruction (Allington & Johnston, 2001; Chall et al., 1991). Strong leadership at the school and classroom level and a shared sense of responsibility for fostering student success are needed (Adler & Fisher, 2001; Reynolds & Teddlie, 2000; Stronge, 2007). Principals should view themselves as part of the instruction on campus rather than just being administrators and disciplinarians (Reynolds & Teddlie, 2000).

Create a focus on teacher growth. Blase and Blase (1999) coded data from 809 respondents to find that principals talking with teachers, taking a sincere and authentic

interest in teachers' professional growth, and assisting teachers to examine and reflect their teaching practices provided teachers with motivation and desire to increase knowledge in their craft. Principals should not force teachers to teach in limited and restrictive ways, instead they should realize that growing and changing is a journey of learning and risk taking (Bredeson, 2006). Those principals who promote group development, collaboration, innovation, and continued growth receive the highest marks from their teachers (Blase & Blase, 1999). They lead their teachers' growth by improving instructional implementation and students' achievement (Bredeson, 2006).

Supportprofessional development. Rigorous professional development should be strategic and planned with time for teachers to learn and implement with provide follow-up support (Corcoran, Fuhrman, & Belcher, 2001; Guskey, 2002; Kennedy, 2010; Schmoker, 2006; Short, 2013). Professional development for teachers should be investigated prior to spending time and money on a program (Short, 2013). Districts should not spend millions of dollars on trends and hot topic programs and materials that offer no assurance to improve students' reading skill, including those that require the regurgitating of a script (Allington, 2002; Crowe, Connor, & Petscher, 2009; Short, 2013). Participating in professional development, teachers need time to use the program and reflect on the implementation. Support and follow-up should be provided throughout the year.

Establish professional learning communities. Professional development can be a key to increasing teachers' effectiveness in the classroom, but it is difficult to spread change throughout the school and then maintain the forward movement (Stoll, Bolam, McMahon, Wallace, & Thomas, 2006). According to Litle (2002), research has promoted professional learning communities to improve and strengthen instruction. The professional learning community stresses the collective learning, emphasizing mutually supportive relationships (Stoll et al., 2006). A professional learning community is a creation of a community of learners where the cycle of instruction, assessment, and adjustment of instruction guides the collaborative discussion among teachers and administrators (Allington, 2002; Guskey, 2002; Kennedy, 2010; Schmoker, 2006, 2009). Leaders learn what effective instruction looks like and can identify it, keep it alive and moving forward by fostering a collaborative culture that supports one another and extends teacher learning and knowledge (Short, 2013). Administrators and teachers must work cooperatively with a strong sense of what they are trying to accomplish. Professional development with follow-up and meaningful successful student outcomes can create improved commitment to change the quality of instruction (Corcoran et al., 2001; Guskey, 2002; Kennedy, 2010; Schmoker, 2006).

Support programs that provide books to students. Students in low-income families have less access to books than those students in economically advantaged families (Allington et al., 2010; Allington & McGill-Franzen, 2008). It is evident that administration must make a commitment to provide access to books and encouragement to read for students of poverty (Allington et al., 2010; Allington & McGill-Franzen, 2008).

Teacher Strategies. A well-managed classroom with quality instruction matters much more than any specific program or materials (Allington, 2002; Crowe et al., 2009; Pressley, Wharton-McDonald, Allington, Block, & Morrow, 1998). Millions of school districts' money is spent on curriculum with little assurance that the curriculum will improve reading skills for students (Crowe et al., 2009). Pressley et al. (1998) observed literacy instruction in 28 first grade classrooms in a variety of settings across five states. Characteristics of the most effective teachers included high academic engagement, excellent classroom management, positive reinforcement, and cooperative groups. Effective teachers handle the classroom management and instruction in a positive and constructive manner, rather than voicing criticisms of students, and the focus of the classroom was not on winners and losers (Stronge, 2007).

Classroom focus on learning. In a review of literature and a study of a small sample of teachers using questionnaires and observation, Wray, Medwell, Fox, and Poulson (2000) identified effective teachers of literacy as having kept the classroom focused on learning tasks, extensive modeling of tasks, and a wide range of teaching questioning that required students to explain how answers were arrived and decisions made. Teachers value and enjoy the challenge and opportunity to develop literacy lessons and programs that respond to students' needs and provide for improvement (Kennedy, 2010; Stronge, 2007). Time on task and providing opportunities to engage in learning tasks in class assist students' achievement levels to climb (Schmoker, 2009).

Support professional learning communities. Adler and Fisher (2001) noted that a professional learning community can provide a forum of growth for teachers impacting students. They studied Emerald Elementary during the 1997–1998 school year which housed a population, where 50 % of the students were eligible for free and reduced-cost lunches. For three consecutive years, the test scores outperformed the other schools in the state and district on reading achievement. Adler and Fisher (2001) found the teachers in this school believed and demonstrated collaboration and team approach to education. All students were seen as learners and teachers sought to solve reading difficulties rather than searching to blame or considering low achieving students were expendable (Adler & Fisher, 2001; Stronge, 2007; Wray et al., 2000).

Provide access to reading material and engagement. McQuillan and Au (2001) suggested that it is not the low economic background that leads to lower reading achievement but the amount of access these students have to reading materials and the amount of reading engagements. They argued that students who have access to books and libraries are associated with higher levels of reading achievement. Krashen (2006, 2008) suggested that positive experiences in reading lead students to read more. When students who read are compared with other students spending the same amount of time in "regular" instruction, those that read achieve better. This data emphasizes to teachers their need to make a commitment to provide good books and positive experiences surrounding the reading of good books.

Provide appropriate level instruction. Appropriate level instruction is important for student successful reading. Students who have difficulty in reading independently in fourth grade tend to have difficulty applying the alphabetic principle to decode unknown words (Torgesen, 2002). Effective teachers provide instruction that is explicit with a clear focus and purposeful activities (Alllington & Gabriel, 2012; Chall et al., 1991; Wray et al., 2000). Age-appropriate instruction (phonics, phonemic awareness skills, sight words, word families and segments, vocabulary and comprehension strategies) should include explicit instruction using evidence based, well-designed curriculum (Alllington & Gabriel, 2012; Chall et al., 1991; Crowe et al., 2009). A balance that emphasizes reading at the word level and reading comprehension should be taught, kindergarten through third grade (Torgesen, 2002; 2004). An intensive small group with explicit teaching is a powerful approach for readers that are falling behind (Vaughn et al., 2003).

Teacher modeling. A strong component of teacher modeling and teacher demonstrating the product and process is frequently observed in the effective teachers' classroom (Duke & Pearson, 2002; Wray et al., 2000). Think alouds are demonstrated by the teacher making thoughts audible and graphic organizers allow thoughts to be visual. Opportunities are given to students for practicing the learned strategies collaboratively, with teacher guidance, and independently (Allington, 2002; Duke & Pearson, 2002). Wray et al. (2000) suggested that skills and concepts are contextualized at varied levels, word, sentence, and whole text, assisting students to make connections rather than the overuse of paper-based exercises of detextualized skills and concepts.

Additionally, questioning is a mainstay of instruction, extending student answers, raising students' awareness by asking how answers were arrived at, and what cues were used are important to keep students' attention, maintain engagement, and can be used as formative assessment. Taylor, Pearson, Peterson, and Rodriguez (2003) and Wray et al. (2000) identified a greater growth in comprehension in the classrooms, where teachers asked higher level questions without giving the answers. Thus, instruction that challenges students to think about what they have read guides students to make more growth in literacy behaviors.

Provide time for reading experiences. Instruction must include time spent in reading text with a high volume of success at age-appropriate levels rather than spending time stopping often to decode words and meaning (Allington & Gabriel, 2012; Duke & Pearson, 2002; Krashen, 2005). The amount of reading in which students participate correlates with the acquisition of reading competence (McQuillan & Au, 2001). Effective instruction includes a commitment to provide access to good books and time to read text (Allington et al., 2010; Allington & McGill-Franzen, 2008; Krashen, 2006). If children are guided to read, positive experiences are provided, as well as, interesting reading materials at their level of reading, students will read (Krashen, 2008; Schmoker, 2009). Reading successfully is the key to reading achievement (Allington & McGill-Franzen, 2008; Krashen, 2006).

Provide summer reading opportunities. Research on summer learning loss referred to as summer reading setback or, summer gap, is well documented (Alexander,

Entwisle, & Olson, 2007; Allington et al., 2010; Cooper, Nye, Charlton, Lindsay, & Greathouse, 1996). In fact, Cooper et al. (1996) reviewed 39 studies and found that poor students lost an average of 3 or more months of reading achievement every summer, whereas economically advantaged students gained a couple of months. Allington et al. (2010) provided books to 842 randomly selected students in high-poverty elementary schools. These students were compared to a control group that did not receive the books. After 3 years of participation students who received the summer books for 3 years scored significantly higher than those students who had not received the books.

Social interaction regarding reading. Social interaction can create academic growth so it is imperative that teachers provide the opportunities for students to interact with one another but also instruct students on how to engage in these peer led groups (Fisher, Rothenberg, & Frey, 2008; Ketch, 2005; Wilfong, 2009). When students are in a peer group discussing the text, they can also apply strategies and support for their opinions and ideas. Just as important as skillful word recognition, readers should be engaging with the text through discussions and questioning meaning, allowing opportunities to promote comprehension strategies used by skillful readers (Brabham & Villaume, 2000). Conversations about their readings can assist in motivating students' reading habits (Ketch, 2005; Wilfong, 2009). Students who are participating in student-led groups, choosing books, and deciding how much to read have the chance to negotiate meaning and critically examine their own thinking (Marchiando, 2013; Daniels, 2002; Ketch, 2005; Gambrell, 1996). Discussing and questioning with peers allows students to take ownership and increase comprehension (Fisher et al., 2008; Ketch, 2005).

Focused reading aloud. Reading aloud to children is a powerful instructional strategy to improve vocabulary (Beck, McKeown, & Kucan, 2002), listening comprehension (Morrow & Gambrell, 2002), syntax development, and word recognition skills (Alllington & Gabriel, 2012; Lane & Wright, 2007; Stahl, 2003). Yet not all reading aloud is equal. It is not enough to read a good book and move on. A read aloud book should be paired or integrated with goals for the students, lesson, or unit of instruction (Lane & Wright, 2007). The teacher reading a good book has the opportunity to model fluent reading with sparkling, enhanced voices, expressions, and gestures (Dickinson, McCabe, & Anastasopoulos, 2003; Lane & Wright, 2007). As teachers read aloud, children should be encouraged to become active listeners by activating prior knowledge, asking literate and inference questions, and making predictions (Teale, 2003).

Focused skill instruction. Students who are struggling in reading achievement in fourth grade are likely to have had a struggle with phonological skills in kindergarten and first grade (Torgesen, 2002; 2004). Struggling readers are likely to read less and a cycle is set as reading less limits reading achievement (Allington, 2002; Krashen, 2006; Torgensen, 2004). Small groups of students with similar ability should receive instruction that is assessment and student need driven (Torgensen, 2004). Too often, readers' growth in reading achievement is lowered when forced to

continue participation in the mechanical skills approach to levels of phonics that have been mastered (Taylor et al., 2003). Participating in small groups of reading allows the teacher to focus explicitly on the elements that students need to build success (Torgensen, 2004).

Teachers schedule students to read every day. Students should read every day and be given the opportunity to habitually respond to text orally and in writing (Allington & Johnston, 2001; Krashen, 2008). Free reading, voluntary reading, and Sustained Silent Reading are a few of the labels given when students choose and read book on their own. This free reading is not a "down time" or waste of time, free or voluntary reading assists students in developing language and literacy competency for today's world (Baumann & Ivey, 1997; Krashen, 2006). Voluntary reading has a high correlation to reading achievement (Krashen, 2008). Fluent readers can devote consciousness attention to textual meaning using accurate and automatic word recognition (Krashen, 2005, 2006, 2008). Students should be able to choose something to read and become totally absorbed in the message (Allington, 2002; Alllington & Gabriel, 2012; Krashen, 2008).

Conclusions

It is important for students to feel that they have the skills necessary to do well in school (Daniels, 2005; Guthrie, 2010; Stanovich, 1986). This exacerbates the argument that a critical need exists to improve literacy with early identification of specific learning difficulties so that interventions can be implemented prior to the downward spiral of poor reading and lack of motivation to read (Maughan et al., 2009; Stanovich, 1986). Indeed, early intervention is key to ensuring that students from varying backgrounds have an opportunity to close the achievement gap (Callaghan & Madelaine, 2012; Haider & Ali, 2013). As students exit primary school, it is common for most of them to have learned to read, but of those who do not learn to read a high number of those are living in poverty (Fisher & Adler, 1999; Waldfogel, 2012). There is no doubt that out-of-school factors, such as poverty, result in reading challenges, but acknowledging this can help teachers, administrators, and other policy-makers address this struggle early and aggressively. Strategies must be implemented to support children learn as they learn to read and to appreciate reading. This is important for all students, but it is especially critical for students of poverty.

Key Instructional Strategies and Practices

1. View the entire school personnel as part of the instructional process. Teachers, staff, and administrators should be involved in planning for improvement.
2. Professional development should be supported with follow-up provided throughout the year. Teachers should be encouraged to develop and participate in Professional learning communities.

3. Build an environment of strong positive caring, knowing the students and their families through activities, making connections with students, and affirming effort daily in class.
4. Read orally to students every day.
5. Provide life experiences in the classroom to build background knowledge.
6. Provide students with access to books and other reading material.
7. Provide students with time to read in the classroom.
8. Provide time for students to socially interact with peers regarding their reading.
9. Provide opportunities for students to move and engage with the learning.
10. Provide opportunities for vocabulary growth through word post, word play, and word games that actively involve students.

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2. http://www.jensenlearning.com/news/teaching-high-poverty-kids-using-a-high-impact-curriculum/teaching-with-poverty-in-mind—Physical activity can help students become engaged in the classroom and create positive classroom environments.
3. http://www.readingrockets.org/ This website is devoted to the teaching of reading providing lesson plans, strategies, topics, and children's book lists.
4. https://www.youtube.com/watch?v=IONOm1agCE0 Dr. Armstrong reminds teachers that stereotyping students by appearance and behavior is not a good indicator of what students can achieve.
5. https://www.youtube.com/watch?v=MjeYRsJZyoc This site is an animated alphabet for young students.

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Chapter 17
Mathematics Teaching and Learning: Equality ≠ Equity

Vicki Ross, Shannon Guerrero, and Elissa Fenton

Introduction

> *Diversity is about all of us, and about us having to figure out how to walk through this world together.*
> —Jacqueline Woodson

Woodson's quotation is a fitting beginning for this chapter because, in her words, the figuring out how to walk through this world together, understanding that diversity exists within all humans, is fundamental to the work of teachers with students. In this chapter, the idea of diversity is explored, and how this concept is shaped and shapes mathematics teaching and learning is described. The challenges and struggles to embrace diversity in the field of mathematics education are presented in the first section of this chapter. From there, the historical understandings of the role of mathematics education are documented in the following section. This story of mathematics is shared with an eye to building on productive beliefs; ways of thinking about mathematics teaching and learning that challenge a traditional view and present a way of approaching instruction that is more just and humane. In a final section, classroom strategies are shared, offering ways that productive beliefs might be

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incorporated into practice. These thoughts and strategies are suggested in the hope of figuring out how to walk through this world together, and how to embrace diversity in teaching and learning mathematics

Making Mathematics Accessible to All Learners: Framing the Issue

> *It is time for parents to teach young people early on that in diversity there is beauty and there is strength.*
> —Maya Angelou

Making the learning of mathematics accessible to all learners is a long-standing goal of reforms initiated by the National Council of Teachers of Mathematics (NCTM). Over the past three decades, the agenda for change in mathematics education, as spearheaded by the national organization and disseminated throughout this country, was put forward in *Principles and Standards for School Mathematics* (2000). NCTM outlined the principles, which were established to change the way mathematics is taught and learned. Table 17.1 displays these principles.

The Equity Principle is recognized as the first among six principles. Placing it thus captures a sense of the commitment to this principle from its inception over the past three decades.

In a more recent reconsideration of the principles, published as *Principles to Actions*: *Ensuring Mathematical Success for All*, the concept of diversity continues to be a "Guiding Principle for School Mathematics" (2014, p. 5). In this latest document, this commitment is titled, "Access and Equity" (p. 5) and shifts the focus to "effective teaching and learning" (p. 5). The guiding principle of access and equity is fleshed out and given more detail, "….all students have access to a high-quality mathematics curriculum, effective teaching and learning, high expectations, and the support and resources needed to maximize their learning potential." (p. 5).

Table 17.1 NCTM principles for school mathematics

Equity	Excellence in mathematics education requires equity—high expectations and strong support for all students
Curriculum	A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics, and well articulated across the grades
Teaching	Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well
Learning	Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge
Assessment	Assessment should support the learning of important mathematics and furnish useful information to both teachers and students
Technology	Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning

Adapted from NCTM's *Principles and Standards for School Mathematics* (2000)

Importantly, and in addition, in this latest document, NCTM has emphasized and exposed the assumptions and beliefs that have shaped and continue to shape mathematics education. Presented as a set of eight unproductive and productive beliefs (pp. 63–64) regarding access and equity in mathematics teaching and learning, this comparing and contrasting of these beliefs have much to offer teachers interested in meeting the diverse needs of their learners. In a later section of this chapter, the eight productive beliefs are used to structure the presentation of strategies that attend to social justice teaching and learning. These productive beliefs regarding access and equity promote the idea, for which Maya Angelou advocates, that diversity ought to be seen as a source of strength and beauty.

As noted above, a commitment to making mathematics education accessible to all is evident in the standards and principles for mathematics education as proposed over 30 years ago. From where would this commitment to equity emerge? Why would it be important to address this within a national policy document about principles for mathematics education? These questions are best addressed through an understanding of the historical threads in mathematics education. Mathematics, in a North American context, has been and, perhaps, continues to be seen as a gatekeeper; a gatekeeper to further education and professional aspirations; basically, a gatekeeper on "success" and "being smart." Stinson's (2004) summary of the historical context from which our present commitment to equity in mathematics education captures the evolution:

> The concept of mathematics as providing the key for passing through the gates to economic access, full citizenship, and higher education is located in the core of Western philosophy. In the United States, school mathematics evolved from a discipline in "crisis" into one that would provide the means of "sorting" students. As student enrollment in public schools increased, the opportunity to enroll in advanced mathematics courses (the key) was limited because some students were characterized as "incapable." Female students, poor students, and students of color were offered a limited access to quality advanced mathematics education. This limited access was a motivating factor behind the Standards, and the subsequent NCTM documents. (p. 5)

Understanding the history that shapes mathematics education puts the current standards and practices into a context and highlights the place that equity is given in the field.

Meeting this equity challenge has been a struggle, but the struggle has brought rewards. The gap in achievement between males and females is diminishing (Zembar and Blume, 2009), and when controlled for racial and cultural factors, between 1988 and 2004, the gender-based difference in performance has been substantively eliminated, according to the National Education Longitudinal Study (NAEP) (as cited by Amelink, 2009). Differences in mathematics performance found within other groups of students are shrinking as well. NCTM reports that the gap between "white and black and white and Hispanic 9- and 13-year-olds has narrowed somewhat …but remains between 17 and 28 points" (2014, p. 2). Society is coming to expect all children to have equal access to learning mathematics. With this historical understanding in place, a framework for understanding diversity and understanding how to address diverse needs of learners in classrooms follows.

Framework for Working within Classrooms: A Pragmatic Understanding of Diversity

> *Our workforce and our entire economy are strongest when we embrace diversity to its fullest, and that means opening doors of opportunity to everyone and recognizing that the American Dream, excludes no one.*
> —Thomas Perez

Certainly, in the chapters of this book many ways of coming to terms with the idea of diversity are found. Definitions for this word abound. For example, the City University of New York proposes that "(diversity) means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies" (www.qcc.cuny.edu/diversity/definition). In a North American context, diversity is often conflated with other terms: culture, ethnicity, gender or sexual orientation, race, social class, religion; this list of attributes is endless. All children have unique qualities contributing to their "diversity." A present and powerful need exists for a framework to understand diversity *pragmatically*, rather than theoretically. Relying too heavily on abstracted knowledge and understandings of diversity may lead to reductionist, often essentialist, views of children. Reductionist, in that the thinking related to diversity reduces individual children to but one defining characteristic. Essentialist, in that in essence that characteristic is all that individual is. Reductionist and essentialist thought, proposes, for example, that all girls learn in only cooperative ways, or that all children from low socioeconomic homes require a focus on the procedural aspects of mathematics. There is, of course, benefit to understanding in generalities, but, ultimately, teachers must bring a focus on the particular child, and his or her particular experience, understandings, and learning needs.

This idea of a pragmatic understanding of diversity is argued for as a way to:

- Connect children's experience to the mathematical understandings that shape the world in which they live.
- Resonate between the school mathematics students learn and the home or community mathematics they share with family and friends.
- Shape mathematics teaching in ways that are more accessible to learners.

Such a conceptualization of diversity education is grounded in experiential philosophy. And, the question naturally arises, what would Dewey say about meeting the needs of all learners in a mathematics classroom? In constructing a pragmatic understanding of diversity, Dewey's philosophy of experience becomes central. He argues that (1938) there are three key components that come together to create experience. Interaction (p. 42) is the term used to describe the exchange that occurs between an individual's continuity of experience (p. 35) that shapes a person's internal condition (pp. 43–44); his or her attitudes, habits, and beliefs; what he or she knows; his or her identity and the situation (p. 39). The situation is the external conditions into which an individual brings his or her continuity of experience.

The bringing together the interaction and continuity creates the experience from which individuals construct meaning; learn; grow.

How, then, can this pragmatic understanding to diversity be applied? An individual's identity, or continuity of experience, is constructed from the series of experiences through which he or she passes. Experience is the continual and continuing exchange between the internal and external conditions. To bring this concept quite close to the bone: as individuals, we wish to be seen as the sum total of our experiences, as complex and unique people, not be limited by one theoretical construct of "female," or "white," or "middle class." Teachers and teacher educators may be each of these things, but they are much more.

Mathematics Teaching and Learning through a Pragmatic Understanding of Diversity

> *We need to give each other the space to grow, to be ourselves, to exercise our diversity. We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing, and inclusion.*
> —Max de Pree

In this section, strategies are shared that may give students space to grow with mathematics. The basis of these strategies is teaching with dignity, openness, and with the commitment to inclusion. These proposed approaches fit snugly within a pragmatic approach to diversity. Each one of these suggestions moves the productive beliefs, mentioned earlier, into classroom practices. These productive beliefs set in motion a more socially just framework for the teaching and learning of mathematics and challenge the paradigm in which mathematics is seen as a tool for sorting individuals. A set of interrelated and mutually sustaining, unproductive beliefs (NCTM 2014, pp. 63–64) about mathematics and the teaching and learning of mathematics form a foundation upon which a traditional and entrenched paradigm is built. The structure for the following section, in which key instructional practices and strategies that form the core of this chapter are shared, is made of the eight productive beliefs outlined by NCTM.

Key Instructional Practices and Strategies 1

Mathematics ability is a function of opportunity, experience, and effort—not of innate intelligence. Mathematics teaching and learning cultivate mathematics abilities. All students are capable of participating and achieving in mathematics, and all deserve support to achieve at the highest levels (NCTM, 2014, p. 63). Helping children see themselves as capable in mathematics is an important goal for teachers. The classroom culture that is established is one strategy that can assist in

bringing this belief into action. One strategy that is effective in helping students see themselves and others as being capable math students is to focus on the mathematical practices, creating objectives that specifically teach behaviors and explicitly model ways of thinking about and working with numbers that teachers want students to demonstrate in addition to content knowledge outcomes.

Building upon this use of the mathematical practices is another related classroom method. Classroom discussions based around student strategies, where students are asked to explain and justify their thinking to peers, who will, then, in turn, have an opportunity to build upon that knowledge construction, or offer suggestions. Students, and teachers, need to understand mathematics instruction is not about finding the right answer, rather, it is about training your brain to look at a problem, tap into prior knowledge, and attempt to find a solution—whether your strategy ends up being right or wrong is far less important than the meaning making that is taking place. Being successful as a learner in math class is not about the right answer. Arguably, if you can get the right answer, you are not learning anything new to you. Real learning begins with what you do not know and involves struggle to make meaning. These strategies support the idea that it is essential to take risks in math, to take what tools you have and try to apply it in a different situation, to figure out what you know and what you do not know.

Key Instructional Practices and Strategies 2

Equity is attained when students receive the differentiated supports (e.g., time, instruction, curricular materials, programs) necessary to ensure that all students are mathematically successful (NCTM, 2014, p. 63). Differentiation, or tailoring instruction to match the instructional needs of the student, is a strategy highlighted in this section to bring about the changes needed in mathematics instruction. To do this, one effective tool is depth of knowledge (DOK) assessments. Understanding where students are at in their understanding of a concept or skill helps inform instructional decisions. At the beginning stages of instructional planning for a mathematics concept, a pre-assessment is key. There exists a DOK wheel that can be used to create a simple pre-assessment on the concepts to be taught. Crafting four questions, one to assess each level of knowledge, will very quickly allow the teacher to see individual students' conceptual understanding. By flexibly grouping these students based on a DOK pretest, the teacher can tailor mathematical tasks to address their present level of knowledge, but also push them to the next level of understanding. These DOK work groups allow students to build upon what they already know and push themselves and to stretch their thinking about a concept. These mini work groups allow the teacher to work with individual students and support learning through small group instruction.

Multimedia References 1

For example, students falling into a level 1 understanding may be initially watching a YouTube instructional video and taking cloze notes, which can then be used later, to aid in their task. An example fourth-grade students might use is: https://www.khanacademy.org/math/…fourth-grade-math (There are numerous videos available related to most content-specific standards). This video may be followed by concept-specific tasks, utilizing numbers that are easy to compute, allowing them to focus in on the concept as opposed to being unable to tackle the problem because the numbers are too difficult.

In related ways, this group may also benefit from practice with "naked numbers", eliminating the word problem approach. Having these students match answers to problems and explain to their group mates why they believe that to be the best answer gets them using academic mathematical language in context.

Students falling into a level 2 group are already able to apply a concept, but may have difficulty applying it to identify patterns in problems and constructing a plan to attack the problem. These students can use cooperative learning structures to solve and interpret problems. They may be challenged to use estimation strategies, predict outcomes, to graph or classify problems based on their strategies. For these students, the process of organizing information that they will need to solve is of utmost importance. Teacher-led small groups to talk about strategies for tackling problems and organizing information may be extremely helpful.

Level 3 groupings may be very comfortable solving problems, have the needed strategies to work with numbers, but may need additional support when looking at a problem that has already been solved and working backwards to examine another's thinking. This ties into the mathematical practice of critiquing the reasoning of others. They may be challenged to solve similar problems independently, then, working in partners, they determine and explain what was similar and different about how they approached the problem, constructing an argument for why they believe they are correct and why their strategy was the most effective and efficient.

One of the most beneficial strategies to use with level 4 learners is an open-ended number line. There are so many different elements to this task. Students must first solve problems to know what range of answers they are going to be placing on the number line. They must establish a starting and stopping point for their number line, and then indicate benchmark numbers within this range. Students then must place their task cards where they belong, justifying to their group mates how they solved their problem, and also explaining its position on the number line. Within this one task they are asked to synthesize, prove, design, and create. It pushes them to think very deeply about their understanding of numbers, and can be used with almost any concept.

These groups can then share out what their task was, explaining their learning to their peers, grouping a level 1, 2, 3, and 4 together to share their learning and tasks for the day, exposing all students to the different levels of knowledge, reinforcing what some already know, and challenging others to see and understand another's thinking. It also holds all students accountable for coming to the mixed ability group

with something to share, having pre-prepared within their small DOK groups what they would like to share out.

Key Instructional Practices and Strategies 3

Equity—ensuring that all students have access to high-quality curriculum, instruction, and the supports that they need to be successful—applies to all settings (NCTM, 2014, p. 63). Each child has his or her unique way of making sense of the world around them, and this holds true for experiences with mathematics. All children need high-quality curriculum, instruction and supports. One strategy is to incorporate games into the instructional repertoire of the mathematics classroom. For example, to teach place value at third, fourth, or fifth grade levels, "Trading Places" is an excellent game. To change the level of instruction, simply adjust the number of columns and the use and/or placement of the decimal point. The directions are simple, and are widely available on the Internet. For example, the following directions for the game are found at www.education.com/activity/decimals/:

> Each player should create her own scorecard on a horizontal sheet of paper. Divide the paper into 5 columns, with a decimal point after the third column. At the top of each column write the following in order from left to right: Hundreds, Tens, Ones (decimal point), Tenths, Hundredths.
>   Have your child shuffle the deck and deal 5 cards to each player, placing them face down.
>   When you say, "Go!" players flip their cards over and arrange them in order to create the largest number possible.
>   When finished, players should compare cards. The player who has the largest number wins a point. If the results are equal, each player receives a point.
>   Have the players record their numbers on the place value mat.
>   Whoever has the highest score after the fifth round wins.

Multimedia References 2

Of course, there are innumerable Internet-based games. One suggested site is created by NCTM. Arguably, the newest, best, and most relevant for classroom use, games can be found at this location:

illuminations.nctm.org/

There is a debate that accompanies the use of games in the classroom related to the continuum between competition and cooperation. Some argue that introducing competition into the classroom involve methods more likely to advantage a particular group of students and miss the instructional needs of others. These include games like Around the World, Chalkboard Races with Computation, and Twinkle that are competitively based. Mad Minutes might also fit into this category. Others feel that competition is motivating. Ultimately, the instructional question comes down to whether students are learning, in the sense that they are dealing with unknown concepts and struggling to make sense of them, or are a few students answering questions already known by them while other students sit passively to the side.

Finally, on nearly all employer surveys regarding the skill set necessary to be successful in the workplace, being able to work with others is a staple. Games are a classroom strategy that addresses the social skills necessary to be able to work well with others. However, these skills must be taught; not all students come to the classroom environment with pre-existing positive social skills.

Key Instructional Practices and Strategies 4

Students who are not fluent in English can learn the language of mathematics at grade level or beyond at the same time that they are learning English when appropriate instructional strategies are used (NCTM, 2014, p. 63). Realia is a language learning method that may enhance mathematics teaching strategies, particularly for the English language learners in a classroom. Pulling in Realia into the mathematics classroom introduces real-life objects, pictures of objects, or videos (think here of manipulatives to support instruction, or to model problem solving) for the students who are learning mathematics concepts and skills at the same time they are learning English.

One strategy that is used effectively is to have student groups conduct research into the largest flower known to mankind (or, other questions of this type: the largest shark tooth, the smallest owl, the largest butterfly). Gather information related to the size of the flower. In groups, construct life sized reproductions of the flowers with butcher block paper. Label the dimensions. This activity links well with the book, *Actual Size* authored/illustrated by Steve Jenkins.

Multimedia References 3

Another way of using a Realia approach is to show a video while students listen to the narration. With a partner, the student learning English creates a checklist of important words, academic language, from the narration. Then, the pair of students turn down the volume and narrate the video themselves. Live-cams from zoo locations are motivating for many students. There are also many virtual field trips that might be used to support this mathematics experience.

kids.sandiegozoo.org/animal-cams-videos

Key Instructional Practices and Strategies 5

Effective mathematics instruction leverages students' culture, conditions, and language to support and enhance mathematics learning (NCTM, 2014, p. 63). An effective way of implementing this belief in practice is to integrate the teaching of learning of mathematics content with language arts instruction and the use of the

arts. One strategy to integrate language arts and mathematics is to have students express a mathematics concept as a metaphor activity. For example, a third-grade class is in the concluding episodes of learning about fractions of whole numbers could be asked to create a metaphor (comparing two objects that on the surface don't have anything linking them without the use of like and as—She was a sunbeam of happiness. A stony silence filled the room.) Once the language portion of this task is set in place for the metaphor for the concept of fraction, then, the students illustrate the metaphor with poster board, or technology tools could be used with the use of images and text boxes. Other aesthetic strategies that might be used to consolidate concepts include poetry, especially haiku because it can focus students on the essence of the concept. Students might create a song about the concept, a photographic montage, or they might simply write a letter to a loved one in which the student explains the concept. These methods link the mathematics concept back to culture, conditions, and language.

Multimedia References 4

Before concluding this section on the use of language and art in mathematics teaching and learning, two websites are captivating for children:

Two engaging resources to link mathematic learning to language and the arts are:
gregtangmath.com/
graemebase.com/

Key Instructional Practices and Strategies 6

Effective teaching practices (e.g., engaging students with challenging tasks, discourse, and open-ended problem solving) have the potential to open up greater opportunities for higher-order thinking and for raising the mathematics achievement of all students, including poor and low-income students (NCTM, 2014, p. 63). One such approach is using student work to drive classroom discourse. By using a carefully structured approach to generating student input and well-chosen problem sets, teachers can structure classroom interactions so that progressively higher order thinking is promoted and student depth of understanding is developed.

Students are first given a rich problem set or context to investigate and told to start working on the problem individually. This individual start time (typically 3–8 min, depending on the problem(s)) allows students to make sense of the problem on their own and begin organizing and formalizing the development of solution approach. This individual work time is instrumental in providing the foundation for multiple entry points into the problem, promoting individual accountability, and allowing for the participation in group and whole class discussions of students who may normally be systematically left out of a more immediate group approach.

Next students are told to begin working in small groups to develop a solution. Students are encouraged to share their approaches with one another and discuss their various models, approaches, and (possible) solutions. Students are empowered to continue their own line of thinking, adapt the thinking of others, or merge various approaches and models in the pursuit of a solution. Though never explicitly acknowledged by students, this small group discussion helps students see how various approaches and models may represent the same problem situation in different ways, how alternate approaches and models may complement one another and provide different meanings, and how their problem-solving approaches may lead similar or different solutions. The discussions students have while negotiating their own interpretations of the problem and solution strategies are learning outcomes in and of itself. Through this negotiation of meaning and critical evaluation of one another's work, students are developing higher order skills and understanding regarding mathematical content and what it means to "do" mathematics.

While students are discussing and working toward a solution in small groups, the teacher is carefully monitoring student work. First and foremost, teachers want to ensure that all students' contributions are valued and incorporated into a group discussion. Even less effective models and incorrect interpretations can be valued for the meaning and insight they can bring to a problem-solving situation. As the teacher is monitoring group discussions, he/she is anticipating the many ways in which the solution could be modeled, developed, and presented. The teacher carefully looks for expected responses and asks students to present their solutions to the class in a carefully structured and scaffolded way.

The series of student presentations is selected in such a way that the teacher can promote content understanding and progressive developmental strategies for problem solving, multiple representations, and modeling. Typically the more concrete and visual representations are presented first, followed by more numerical, tabular, and graphical representations, and then more abstract formulaic and algebraic representations. As students present and explain their thinking and model, the teacher highlights the content and problem solving associated with each student presentation and how the presentations connect to one another. The selection of student approaches from concrete/visual to abstract/algebraic allows students to see their own thinking somewhere in the continuum from concrete to abstract and promotes connections between the representations. It also allows the teacher to lead a discussion that ultimately promotes deep conceptual understanding by interpreting the problem situation and underlying mathematical structures in both concrete and abstract ways.

Key Instructional Practices and Strategies 7

The practice of isolating low-achieving students in low-level or slower-paced mathematics groups should be eliminated (NCTM, 2014, p. 64). Two effective strategies are presented to counterbalance the practice of tracking. The first is to

refer back to the section on DOK assessments and reintroduce that notion of DOK mini-groups. These groups are established to teach a targeted skill or concept; they are not set up to create non-permeable groups. The focus of the instructional model is to create cross-level conversations in the classroom. Closely tied to the method is the strategy discussed above of instruction based in problem solving using problems with multiple entry points and following up with tiered, whole class discussions of different ways of approaching the problem.

These two strategies are beneficial because they use group learning and develop skills of learning together and from one another. One set of strategies that help structure these kinds of working/learning groups are Kagan Structures. This is a commercially available program that uses collaborative groups within the classroom learning environment.

Key Instructional Practices and Strategies 8

All students are capable of making sense of and persevering in solving challenging mathematics problems and should be expected to do so. Many more students, regardless of gender, ethnicity, and socioeconomic status, need to be given the support, confidence, and opportunities to reach much higher levels of mathematical success and interest (NCTM, 2014, p. 64). Well-structured scaffolded development of discourse and problem solving provides many support structures for all students, but may ultimately benefit those students who need more support and opportunities to demonstrate their understanding in various ways. In addition to the clear benefits of having students develop their own ideas and then share, analyze, and critique the ideas of others, careful selection of student presentations that demonstrate modeling in various ways develops deep conceptual mathematical understanding. Students see the value in solving a problem in multiple ways and see how different approaches build upon one another. These multiple entry points and multiple paths to a solution validate students' own thinking and encourage them to think beyond their own interpretation and approach.

Through a carefully scaffolded discussion centered on multiple representations of content, students develop robust understanding of the context and problem in multiple ways. This clearly promotes higher order thinking in terms of understanding the content but also understanding how all the various models are connected and the ways in which they represent the problem situation in similar yet different ways. Students who are typically the quietest and most reserved in a more traditional approach to mathematics teaching and learning find their entry point and thrive with the ability to take ownership over their solutions and models. The opportunity to be part of a whole-class discussion where one's work is part of the process of developing understanding provides these students with a newfound confidence and ability to preserve in problem solving.

Conclusions

These strategies and practices are built on the eight "productive beliefs" (2014, pp. 63–64) as put forward by the National Council of Teachers of Mathematics. These beliefs shape and are shaped by the commitment to equity within the mathematics education community. This commitment grew out of a historical understanding of mathematics as a gatekeeper for higher education, professional schools, and opportunity in society, and has been fundamental to the field for over three decades. Much has been done to close the performance differences in mathematics and to bring a more socially just and balanced approach to teaching and learning in this area. Progress has been noted, mainly in the gains found in girls' performances in mathematics; however, much work still needs to be accomplished. One major challenge is integrating productive beliefs pertaining to equity in mathematics teaching and learning into established schema and translating these reconstructed understandings into new, productive practices. We have argued that such a reconfiguring of mathematics education nests with "a pragmatic understanding of diversity." This conceptualization of diversity broadens formalistic notions of diversity, and is founded on Dewey's philosophy of experience. Building on this pragmatic framework, embracing inclusive practices, and integrating productive beliefs in teaching and learning mathematics, we can better "cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community….and this nation."—Cesar Chavez

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Chapter 18
Socially Just Elementary Schools, Classrooms, and Social Studies Practices and Strategies

Elaine L. Wilmore and Rosemary Papa

Social Justice Historical Perspectives

The influences of social class, race, gender, class, religious affiliations, and culture will impact a person for an entire lifetime (Dunaway, McColl, & Nichols, 2010; Papa, 2016). Appropriate instruction, regardless of its perspective, should provide students with multiple lens regarding historical events, providing them opportunities to draw their own conclusions based on evidence (Burstein & Hutton, 2005). Values and traditions reach deep into the roots of all cultures. America is considered the largest "melting pot" or "mixed salad" of cultures across the world; it is to no surprise, therefore, that the collision of these diverse values and traditions is inevitable.

To that point, John Dewey promoted a sense of service and community as being integral to student success more than a hundred years ago. Dewey believed that education was a process built on socialization by which students learn to participate in societal life. Further, he believed that intelligence was socially acquired through interaction with others in natural problem-solving environments (Gutek, 2001). His philosophy of socialized learning directly correlates to today's needs regarding social justice education. To embrace our differences through socialization shows our desire to eliminate fearful belief that these differences will limit our own behaviors and expectations (Parsons, 2012).

Yet, in the push towards credentialing and certification today's schools and universities cause much curriculum to tread softly on the ways in which policies are framed without a critical, contextual, or historical understanding of social inequities,

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equity concerns, or explicit desires for social justice. The values, voices, and scholarship of social justice challengers, however, do not dominate the coursework, licensure, and selection processes for school educators (Marshall, 2004).

From the beginning of America's public education system, the purpose of education was less about curriculum content and more about creating good citizens. Noddings (2005b) said that the curriculum has undergone many changes over the years, but usually to align itself with standardized tests and rarely to address the larger aims of society or the expressed needs of students (Garrett & Roberson, 2008). Yet recently, due to legislation such as the No Child Left Behind (NCLB) Act of 2002, high-stakes testing has polarized much of the educational system. Research indicates strong correlations between high-stakes testing and both increased dropout rates and disciplinary problems leading to the school-to-prison pipeline (Kilpatrick, 2010).

Segregation also still matters as a segment of social justice because evidence consistently links racially and socioeconomically isolated schools to a variety of educational harms. In essence, virtually all segregated minority schools are also segregated by socioeconomic status (Frankenberg & Siegel-Hawley, 2012).

It is no longer possible for educators to naïvely believe that community can be established without paying attention to issues of justice, even within schools. If students, faculty, and administrators cannot live justly within a school, how can social justice be promoted anywhere else? Social justice must be part of the agenda of twenty-first century education. Within schools, unity and diversity are no longer acceptable opposing concepts. Instead, they are ideas that encircle all those seeking voice and opportunity to be heard using their own language and interests (Parsons, 2012). Marshall (2004) asserts a need to advance new definitions of democracy and pluralism to elicit participation of historically disenfranchised, disenchanted communities and a vision of multicultural and multiracial democracy that goes beyond mere tolerance and to move away from schooling embedded with the *isms*—racism, classism, sexism, and other forms of exclusion.

Traditional education has undergone many societal changes within the last 150 years, particularly since World War II (Berlak & Berlak, 2012). According to the National Association of Social Workers, social justice is the view that everyone deserves equal economic, political, and social rights and responsibilities (Retrieved from https://www.google.com/?gws_rd=ssl#q=social+justice). It often falls under the categories of racism, sexism, *classism*, etc. (Marshall, 2004) and is absolutely necessary to be taught in schools from an early age.

Social Justice Theory in the Classroom and School

Social injustice occurs in school settings as a result of multiple variables, most notably (a) school administration training and certification programs (Marshall, 2004) inadequate by default due to compliance to ELCC standards (Papa, 2012); (b) the pressure of high-stakes testing showing a negative correlation in schools across the nation, and (c) the unspoken traditions, community values, and attitudes towards

differences (McNulty, 2014). Learning has long been shaped towards an ideal, but now we are beginning to recognize the value of difference. The old education of dominance-driven curriculum, by what on the surface may seem like nonpolitical actions such as summative assessment and high-stakes testing being one type of social and cultural domination, has demanded the homogenization of education by beating down human differences through cookie-cutter lessons that have as their goal a final product that is white, middle class, and materialistic. "We have been colonizing ourselves," Parsons (2012), p. 41 states.

Thus, testing standards have taken the place of moral standards. Teachers are no longer teaching ethics and morals, but instead focusing on testing scores and accountability. Parsons (2012) agrees saying all curriculum changes are political. If this is true, says Parsons (2012) what political perspectives are embedded within conversational pedagogies, which flow from the belief that we cannot and should not solve problems of differences by eliminating them, or, by imposing one dominant pattern that drives its energy from a single point view of education based on a middle-class ethos? Instead, differences of race, gender, age, language and ethnicity, social and economic status, and other cultural differences are not problems to be solved, controlled, or reshaped by a dominant group. They are rather to be promoted and honored to insure that diversity will continue and serve as a model for future communities. Parsons continues by positing that diversity allows new voices to be heard and new ideas to flourish. New curriculum changes that include social justice should produce openness and inclusion. Everyone must be included in school communities. Accepting diversity opens the door to wider understanding, which helps people of all cultures better understand each other, not regardless of differences, but because of differences.

Curriculum changes must be determined by locally developed, creative and purposeful assessments. These culturally relevant (Ladson-Billings, 1994/2009; Sleeter, 2005) adjustments are needed from day to day, from classroom to classroom, and child to child and do not come in a teacher's manual. They come from creative problem solving, being open to analyze what each child needs, and how best to address individual learning styles. These do not come on a standardized test. Yet, educators are coerced into a system which undermines the creative capacities of both students and teachers. The content we teach, even if it is standards based, should reflect the needs and identities of children (McNulty, 2014).

Last, Parsons states that building on the gift of diversity helps schools focus on mutual understanding and social justice. Appreciating the gift of diversity helps us build schools where diverse races, classes, or abilities can explore and engage different perspectives, relationships, and lifestyles.

Relationship Building

Roland Barth (1990) stated that everything in schools begins and ends in relationships. Shortly thereafter, Charlotte Danielson (1996) wrote that relationships are what will improve schools. Continuing on to 2008, Garrett and Roberson asserted

personal relationships are crucial to student success. They state three ways that schools can achieve positive relationship building are:

1. People learn from each other.
2. People seek to build futures that struggle together for each other.
3. Everyone is welcome.

Then, in 2012, Parsons identified the dream. "Hospitable schools practice social justice, peace, and wholeness for all learners. We live the impossible hope that one day we might unite those who seem so separate" (Parsons, 2012, pp. 43–44). Continuing later, he said, "Classrooms can and should be places that welcome those who have been excluded from society's educational hospitality. As teachers, we must teach children to be less fearful of differences and more open to engaging and welcoming others" (Parsons, 2012, p. 43). In 2010, following a research study of five highly effective schools in Alberta, Canada, and Shirley noted the commonality that successful school leaders also utilized strong people skills to build strong relationships. Thus, strong leaders build strong relationships which can and should lead to stronger social justice programs as people work together towards common causes.

Social Justice Theory Targeting Elementary Settings

The "isms," primarily, race, gender, and class, are complicated, contentious, and highly charged topics. They are not addressed enough in schools, yet are issues that concern all students…Camicia and Zhu (2012) present an interesting take on race by synthesizing multicultural, global, and civic perspectives in the elementary curriculum and educational research. The recent rise in numbers of international and dual language immersion schools in the United States and China illustrates a response to a growing need to teach students how to navigate these changes. Social studies, they found, is often the curriculum area where democratic, global, and multicultural educations are included in the curriculum to be explicitly taught.

The problems of insufficient instructional time, testing pressures, and the avoidance of diverse perspectives found in global and multicultural education make goals related to a responsive democratic curriculum difficult to attain, say Camicia and Zhu. Multicultural education should help students critique the influence of dominant cultures and provide opportunities for voices of marginalized ones in order to promote social justice. Global education should help students understand global issues and citizenship, whereas civic education helps students participate productively in democracies.

Last, Habermas (1996) adds to the conversation regarding global and multicultural education being important elements for democracy because social justice is increased as multiple race, cultural, and global perspectives are included in the curriculum.

Six Elements of Social Justice Curriculum Design for the Elementary Classroom

By addressing these six elements of social justice education in the elementary classroom, teachers lead students to value themselves, respect the diversity of the world around them, understand how diverse people have been treated differently and often unjustly, recognize that ordinary people have worked to address such injustice, and to take action themselves (Picower, 2012a, 2012b).

1. *Self-love and Knowledge*

   - Teachers provide students opportunities to learn who they are and where they come from.
   - Students should study different aspects of their identities and the diverse histories associated with it.
   - Negative stereotypes about student identities must be destroyed.

2. *Respect for Others*

   - Provide students opportunities to share knowledge about their own cultural background with others.
   - A climate of respect for differences through learning to listen with kindness and empathy to the experiences of others.
   - Students must learn to debunk stereotypes and myths about their peers' identities.

3. *Issues of Social Injustice*

   - An exploration of how diversity can be experienced as oppression has differently impacted different groups of people.
   - Students must learn about the history of racism, sexism, classism, homophobia, religious intolerance and how these forms of oppression have affected different communities.
   - Teachers make connections between the historical roots of oppression and the impact oppression has on people's experiences and conditions today.

4. *Social Movements and Social Change*

   - Teachers can share examples of movements of iconic and everyday people standing together to address the issues of social injustice.
   - Teachers can provide examples of ordinary people who have worked together to create change.

5. *Awareness Raising*

   - Teachers can provide opportunities for peer teaching of social justice issues.

6. *Social Action*

- Teachers can provide opportunities for students to take action on issues that affect themselves, their families, and their communities.
- Teachers can provide students with an array of social justice issues such that they can find what interests and motivates them (Picower, 2012a, 2012b).

Perhaps Beauchamp and Parsons (2012) sum it up best when they said, "Goals and rewards are wrapped into one key statement heard and, more importantly, (to be) practiced in each school: 'It's all about the kids'" (p. 47).

Social Studies Curriculum Taught by Socially Just Teachers

Despite concerns regarding the elementary social studies curriculum in general, teachers can employ specific pedagogical practices to help students grasp important ideas and perspectives about the historical implications of social justice. From an historical perspective, history/social studies curriculum has played a prominent role in the way discourses of race, gender, class, and injustice are presented in schools. Valuing the knowledge and experiences that students bring with them to school is important, especially in the context of high-stakes accountability and testing (Brown & Brown, 2011). Researchers agree social studies provide an important place where children should acquire critical sociocultural knowledge (Epstein, 2009; Howard, 2003). Few educational texts have received more public attention over the last century than those in history and social studies curriculum.

Having quality texts is imperative to effective teaching and learning. Teachers can draw directly from social studies texts to engage students at the elementary level in discussions about social justice and injustice. These conversations can occur concurrent with the teaching of traditional social studies content. Teachers can draw from and expand the existing curriculum to engage in critical examinations of racism, genderism, classism, and injustice. Making students' learning relevant to, and connected with, their life experience is vital to teaching them about social justice and the "isms." Another important issue is how various groups have been presented in curriculum and implications based on understanding from their personal experiences. Even without the biases found in much curriculum, all students, particularly those of color, girls, and from poverty as found in homelessness, benefit from a curriculum that critically engages these concepts (Brown & Brown, 2011).

Parker (1996) and Sunal and Haas (2005) argue that asking students to read directly from social just texts and use this knowledge to engage in critical discussion around the meaning, assumptions, and implications of race, gender, and class in the United States encourages them to actively obtain new knowledge. Knowledge about race and social justice offers a framework for understanding what it means to live in and effectively contribute to a multicultural democracy (Marri, 2003; Parker, 1996). It also sets the stage for preparing students to believe in, and act in the interest of, social justice. Hughes, Bigler, and Levy (2007) note, however, the positive

outcomes that White and Black elementary students gain when exposed to targeted instruction on racism and social justice.

Social justice requires that teachers approach teaching in ways that support active, engaged learning of all students, respecting all students backgrounds, and showing respectful empathy for differences. Such teaching also involves helping students learn how to recognize, challenge, and work towards the elimination of societal and school-based inequalities (Brown & Brown, 2011).

Racism, genderism, and classism are already explicitly and implicitly part of students' lives. Educators need to provide a culturally relevant (Ladson-Billings, 1994/2009) place for students to connect with their learning experiences. In a world that continues to deal with the harsh reality of social inequalities, educators must attempt to reach students and allow them to bring voice to their own knowledge and experience regarding race, gender, class, and social justice (Brown & Brown, 2011).

Key Social Justice Instructional Practices and Strategies in Elementary Settings

Social justice includes, but goes beyond, the basic curriculum. It involves the total campus culture and climate and what type of focus is placed on relationships between all groups of people. Student learning, thus, must target serving others (Beauchamp & Parsons, 2012). There are endless ways for elementary teachers to incorporate the teaching of social justice into and beyond regular curriculum including advocating teaching young children about racism, genderism, and classism as a practical means of improving attitudes about race in America (Brown & Brown, 2011). Others are also provided here.

Elementary Classroom Practices and Strategies

1. *Classroom Textbooks*
   - Readily available classroom texts, particularly within social studies, host a wealth of information which can be utilized for social justice lessons. Those of particular interest would be historical events and leaders from various cultures and races.
   - Of all the areas in social studies, American history is an ideal place to substantively explore issues of race and social justice (Brown & Brown, 2011).

2. *Fictionalized Books Based on Historical or "Real-Life" People*
   - Supplement textbooks with fictionalized books that specifically target the "isms" at the elementary and middle school levels.

- Elementary children especially enjoy hearing of real-life people and events. Many fiction books are actually based on true events or people, but with enough of a twist to make them realistic, yet interesting, for young children. An example would be Ntozake Shange's picture book, *Whitewash* (1997), which depicts a contemporary story of a boy and girl who experience racial violence. This book is particularly noteworthy because it draws attention to the fact that racism does indeed exist today (Bonilla-Silva, 2006).

3. *Media Print*

- Elementary children, particularly, enjoy and benefit from hands-on learning. Newspapers and other print media (DeLeon, 2006) provide an engaging tool for students to conduct research on a basic level while also being actively involved in the learning project. Current events are a perfect model to show the needs for social justice today. Considering some children still experience firsthand the impact of racism, genderism, and classism, utilizing newspapers and magazines as a tool to help them understand the nature and impact of race in America today is important because they are so readily available (Van Ausdale & Feagin, 2001).

4. *Reflective Journaling*

- Elementary reflective journaling, whether through pictures or the written word, can serve as a means for intra-reflection for young students regarding how race, gender, or class has impacted them personally (Milner, 2003). Students should be encouraged to freely express themselves within the safety and privacy of the written page.

5. *Real-Life Experiences*

- Utilizing real-life inside/outside classroom curricula interventions designed to promote social justice.
- Social studies teachers can initiate these kinds of learning experiences by posing critical questions to students about their experiences with race, gender, or other issues.
- Teachers can arrange course content around students' lives, including both the experiences the students have and the communities in which they live.
- Creating curriculum around the resources found in the daily lives and communities of students includes drawing from the knowledge and the cultural memory community members hold (Brown & Brown, 2011).

Conclusions

Social justice is one of the most critical issues of our time. The teaching of social justice through knowledge of theory and application of good practices and strategies to our youngest students will impact their thoughts and actions for a lifetime.

Therefore, there is no better time to begin their educations away from current discrimination and social injustice than at the earliest ages possible. Regardless, modeling equity to all people and groups is absolutely necessary. Actions always speak louder than words. To that end, we must remember the words of Mahatma Gandhi, "You must *be* the change we wish to see in the world." (Retrieved from http://www.brainyquote.com/slideshow/authors/top_10_mahatma_gandhi_quotes.html)

Key Instructional Practices and Strategies

Classroom Activities

1. Self-portraits that include skin tone identification.
2. Name poems.
3. Family interviews.
4. Grandparent or Foster parent guest speakers.
5. Cultural ABC books.
6. Sharing and discussing diverse family structures.
7. Field trips to cultural museums.
8. Guest speakers from cultural centers.
9. Studies and discussions of Native American genocide, slavery, the Holocaust, anti-immigration policies, anti-gender rhetoric and sentiment, media misrepresentations, gentrification, and issues that face their own communities.
10. Promoting knowledge, awareness, and discussions of abolitionism, the civil rights movement, and various labor movements.
11. Utilizing newsletters, other print media, and public service announcements.
12. Creating basic documentaries, use of the Internet, and social justice blogging (Picower, 2012b).

Schools Activities

1. Has adopted a "salad bowl" vs. a "melting pot" philosophy of education.
2. Has been able to forge a sense of community out of cultural diversity.
3. Has been able to capitalize on cultural diversity and maintain academic standards (i.e., has the same high academic expectations for all students).
4. Has a curriculum that is neither Eurocentric nor Afrocentric nor Asiancentric, but rather is Centered (i.e., it has a curriculum that fairly and accurately reflects the contributions of many cultures).
5. Goes "beyond Black History Month," Navajo Taco Day, etc. (i.e., it infuses multiculturalism and diversity in a non-stereotypical manner throughout the curriculum and the school year).
6. Provides students with forums outside of the classroom to communicate with and learn about their peers from diverse cultural backgrounds.
7. Have mechanisms in place to deal with racial/cultural tensions.

8. Has committed educators who engage in ongoing staff development and are not afraid to take risks or improvise when necessary.
9. Actively attempts to recruit a diverse staff of educators.
10. Have high levels of parental involvement and educators who consider language and cultural customs in their interactions with parents.
11. Broadly defines cultural diversity to include people with disabilities, people with diverse sexual orientations, people with diverse religious traditions, and older people (Lee, 2001).

Multimedia References

1. Projectcitizen405.com

   A great example of a social action project can be found at *Projectcitizen405. com* (Schultz, 2003), a website that documents former teacher Brian Schultz and his fifth-grade students' efforts to research the process and engage in a campaign to get a new school building because of the inadequacy of their facility (http://www.projectcitizen405.com/).

2. Education for Social Justice Podcast, Episode 6, Seminar in Comparative Education

   The Education for Social Justice Podcast series offers several excellent resources on social justice, particularly Episode 6 shown here, and Episode 12 shown below. Episode 6 focuses on meeting the actual physical needs of children of poverty as well as providing culturally responsive teaching regarding the different heritages of different ethnic groups (https://itunes.apple.com/us/podcast/education-for-social-justice/id345290705?mt=2).

3. Education for Social Justice Podcast, Episode 12, Seminar in Comparative Education

   Also from the Education for Social Justice podcast series, Episode 12 takes an in-depth look at what multicultural education is and is not. It focuses on the fact that today's educational systems are lacking in true multicultural education to the point of "eradicate(ing)" historical happenings. True multicultural education promotes social justice (https://itunes.apple.com/us/podcast/education-for-social-justice/id345290705?mt=2).

4. Commonly called the Multicultural Pavilion, this website is a part of a larger project, called EdChange. Both were developed by Paul C. Gorski of George Mason University and are dedicated to "cultivating and inspiring equity literacy toward positive change in schools & beyond (EdChange.org)" Multicultural Pavilion is a vast storehouse of resources covering everything from links, workshops and training, awareness activities, teacher resources, research, multicultural classroom curriculum, and more. It is a "must see" among multicultural resources https://www.google.com/search?q=Multicultural+Pavilion&ie=utf-8&oe=utf-8

5. Back to School: Episode 16, Drugs for Social Justice Podcast

   This podcast compares and contrasts completely different views of the ADD medication, Adderall, between Wells, the producer, and Anderson, a Canton Georgian pediatrician and claimed "social justice thinker." While Anderson does not believe in the ADD diagnosis, he does prescribe Adderall to children of poverty to "even the scales" for them academically. Wells counters his arguments and suggests that social justice can be improved through strong pedagogical thought and curriculum changes. This is a thought provoking, while controversial, podcast to listen to (Wells, 2012).

6. Book: *Putting the Movement Back into the Civil Rights Movement* (Menkart, Murray, & View, 2004) is an example that goes beyond the "heroes and holidays" approach (Lee, Menkart, & Okazawa-Rey, 2006). This book includes sections on education, labor, citizenship, and culture.

7. Other good children's books such as *Si Se Puede* (Cohn & Delgado, 2002), which focuses on the organizing efforts of a young boy whose mother participated in a campaign to unionize L. A. janitors, show children that injustice does not have to be tolerated.

8. Teachers can read works to students such as *Wangari's Trees of Peace* (Winter, 2008) and *Harvesting Hope* (Krull, 2003), about social movements led by Wangari Maathai and César Chávez to change unfair conditions that affected their communities. Follow-up may be done by engaging in age-appropriate role-playing to simplify the concept of gentrification.

9. Other helpful resources for elementary students include *A Kid's Guide to Social Action* (Lewis, Espeland, & Pernu, 1998), which breaks down some of the specific skills necessary for social justice to occur.

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Chapter 19
Social Justice: Agency and Practical-Moral Knowledge in the Teaching–Learning Process

Lynda D. Stone and Ana Garcia-Nevarez

Agency is not an attribute but the ongoing reconfiguring of the world.

Karen Barard, (2003)

What does it mean to teach for social justice? Some scholars argue that teaching for social justice demands culturally responsive, counterhegemonic, and democratic pedagogies (Gutstein, 2006; North, 2009; Sleeter & Cornbleth, 2011). Others argue that this form of teaching requires access to knowledge and mainstream learning practices as well as opportunities to interrogate, challenge, and recreate knowledge with the goal of transformation (Moje, 2007; Vasquez, 2004). Across these varying perspectives, there is an underlying assumption that students have developed the ability to act on and affect their world; this ability is referred to as *agency* (qua agential actions) in this study. Yet, there is scant research that examines the inter-relationship between teaching practices and how students come to engage in agential actions during routine learning events (for an exception see Stone, Underwood, & Hotschkiss, 2012). If students do habitually engage in agential actions, there are a cluster of interrelated questions that need to be addressed, that is, what forms do agential actions take, how do teaching–learning practices foster those forms of actions, and what contributes to children's inclinations to act agentially. This research will address these questions by drawing on current theorizing about agency as a social and semiotic competency.

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Before students can engage in actions that underlie social justice practices, they must first see themselves as agents who have some degree of control over themselves and others. The classroom is one place where students begin to learn about and develop the competencies to act agentially. Such competencies, however, do not occur in "neutral" arenas of learning. Rather, these contexts emerge from learning practices that mark what knowledge construction actions are morally right, desired, and legitimate (Stone, Kerrick, & Stoeckl, 2013). These contextual influences on agential actions are another neglected topic in research investigations into agency. Accordingly, this research will also examine how agency as a social and semiotic competency is interrelated with the practical-moral knowledge constructed within learning contexts.

Agential actions in classroom contexts (and beyond) are not simply the achievement of control over self or others. Rather, agential actions (or agency), according to Kockleman (2007), involve a process of semiosis, which is the construction of meaning through communicative practices. Peirce (1955) argues that this semiotic process involves the use of signs and symbols, i.e., language (see also Mead, 1934). What makes this meaning-making process so intriguing is that the very same semiotic processes through which agency emerges also act as catalysts for learning and development (Stone et al., 2012; Vygotsky, 1978). In other words, agency and learning are interrelated. The semiotic process in which agency and learning become interrelated is detailed by Paul Kockleman.

Basic Components of Semiosis

Kockleman (2007) explains that there are three basic components of semiosis: "(a) *signs* or whatever stands for something else; (b) *objects* or whatever a sign stands for; and (c) *interpretants* or whatever a sign creates [engenders] insofar as it stands for an object" (p. 376). The relationship between these three components can be illustrated in a common classroom event. For example, when a young student says to one of her peers, "Let's use the sound card to figure out this spelling," her peer looks up at the sound cards (sound-spelling picture cards) displayed on a wall and nods "Yes." In this interaction, the student is using her utterances (*sign*) to indicate the use of sound cards to solve a task/problem (the *object*), to her peer (the *interpretant*). A diagram (Fig. 19.1) of the three semiotic components involved in this interaction is shown below:

The *meaningfulness* of the interaction shown in this diagram of the basic semiotic process emerges from two relationships created by the interlocutor (speaker). First, she creates a relationship between the *sign* (her utterances) and the *object* (solution method to be used). Through her utterances, she also makes a bid to create the same relationship between the *interpretant* (her peer) and the *object* (solution method). In other words, the student uses her linguistic resources (a polite command) as a sign indicating her relationship to the object (the use of sound cards to solve a problem) that creates a similar correspondence between her peer (an inter-
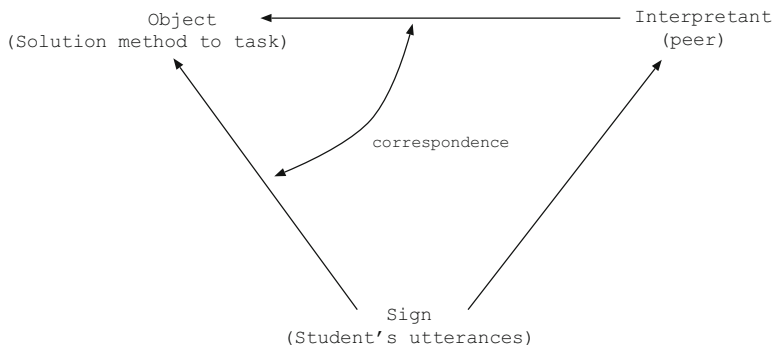
Fig. 19.1 Three Basic Components of Semiosis (Adapted from Kockleman, 2007)

pretant) and the object (solution method). This relationship is taken up by the peer who turns to look and nods her head in agreement as an indication of her willingness to use the sound cards as a solution method (object). Accordingly, this dual correspondence is co-created between interlocutors and their relationship to the object through the use of communicative actions (signs). Most importantly, this example illustrates that agential actions represent a relationship between two relationships. For this reason, agency as a semiotic process represents a *relational property* of the world that brings about particular actions and interactions in particular ways in the service of meaning making (Kockleman, 2007). Agency as arelational process, however, has more than one form.

Two Basic Forms of Agency: Representational and Residential

Taking a largely Piercian approach, Kockleman (2007) explains that agency involves two different forms of engagement: Representational and residential agency. *Representational agency* is similar to "knowledge" and "consciousness" or awareness of thinking. In this research, we utilize a Vygotskian approach to define consciousness as awareness and control of thinking, for example, voluntary attention or logical memory (see Luria, 1979, for a Vygotskian explication of consciousness). Awareness of thinking allows individuals to regulate how and under what circumstances they act on the world agentially. Specifically, *representational* agency is enacted when an individual determines: (a) the topic of a conversation, (b) what is said about a topic, and (c) what we conclude about a topic of conversation. In other words, representational agency involves "having knowledge about social, semiotic, and material processes" to construct meaning/knowledge about the cultural world (Kockleman, 2007, p. 376). On the other hand, *residential agency*, the second form, is related to "power" and "choice" and involves the wielding of power over "social, semiotic [tools/signs], and material processes" (Kockleman, 2007, p. 376). This

form of agency is enacted when an individual can control or determine: (a) when and where something can be expressed (expression of a sign), (b) what something means (i.e., sign–object relation), and (c) what effect the social interaction (sign) will have (Kockleman, 2007). When students have opportunities to engage in either or both of these types of agential actions, they are enacting agency though communicative processes while at the same time developing social and semiotic competencies for using such forms of engagement to construct knowledge.

The import of the semiotic processes in learning activities are threefold. First, when children engage in the language practices of knowledge construction, they are learning about the linguistic resources for enacting agency as well as learning through language, i.e., learning how to enact representational and residential agency to construct knowledge (cf. Ochs, 2002). In the classroom example, a child is engaged in residential agency by wielding power over the semiotic resources [tools/signs] and social processes used. That is, she is initiating and structuring collaborative knowledge construction by politely directing another to use tools or sound cards to accomplish a task (cf. Stone et al., 2012). Simultaneously, she is developing the social competency of knowing when, how, and with whom to use linguistic resources (directives, requests, hints, etc.) to direct the behavior of others and engage in residential agency to affect her world. And thirdly, she is developing the social and semiotic competencies for constructing meaning utilizing a sign system (language qua sign–object relations) to influence and accomplish goal-directed activities. Put simply, she is developing the communicative competencies needed for engaging in agential action during the social interactional processes of literacy learning.

Practical-Moral Knowledge as a Semiotic System

As mentioned earlier, however, children learn about and develop competencies with agential actions in arenas of learning that are not neutral. Rather, such contexts are characterized by "semiotic systems of rights, responsibilities, and duties that establish legitimate actions and interactions for competent participation" (Stone et al., 2013, p. 373). When students take on and utilize a learning community's semiotic system of morality to construct meaning with others, this is referred to as "practical-moral knowledge." According to Stone and her colleagues, this form of knowledge emerges from and structures the social and moral order of engagement in learning activity. As a consequence, the semiotic processes of students' agential actions also reflect an intimate interrelationship with their past (and emergent) understandings of practical-moral knowledge constructed in local learning communities. How this form of knowledge influences the persistent enactment of agential actions in learning communities is not yet well understood. To address this lacuna, this research utilizes video ethnography to document the interrelationship between practical-moral knowledge and agential actions during literacy learning in a sixth-grade classroom.

Classroom Research: Practical-Moral Knowledge and Agency in Literacy Learning

Dearing Elementary School (DES) was the setting for this research. DES is a kindergarten through sixth-grade elementary school, located in an urban northern California community. DES serves a bimodal population that includes children from middle and lower socioeconomic backgrounds. Both economic populations are ethnically and linguistically diverse with most children coming from Eastern and Western European, Latino, Asian, and Mediterranean backgrounds. Note that pseudonyms were used for the name of the school and all research participants.

The volunteer teacher for this study is Mr. Milton (Mr. M), who had 8 years of experience and was recognized by the principal and his colleagues for excellence in teaching. Field notes and observation of his instructional practices revealed three prevalent patterns throughout the academic year; these patterns were confirmed in interview data. First, he expected all students to draw upon a broad array of academic as well as personal and interpersonal resources to solve problems. That is, Mr. M had established a learning community in which such resources as teacher–peer and peer–peer help seeking, informal discussion, journal writing, and prior experiences, among others, were considered valuable for problem solving. Second, he designed questions to be generative meaning-making devices or tools such that students could generate their own solution methods and understandings of presented problems. This was reflected in his own words in an interview when he said, "one of the things I try to do is to figure out ways that I can ask questions that will get them to discover the answers rather than me." Third, when Mr. M engaged in problem solving with students individually or in group situations, he positioned himself as a collaborator in seeking solutions rather than solely as a hierarchically superior, or "more knowledgeable other." As a consequence, dialogic communication, or the coproduction of solutions and ideas, rather than lecturing, was the patterned way of engaging in problem solving. To ensure that students could take advantage of all resources, Mr. M required students to sit at tables in groups of four but they could also move about when they felt the need.

Data Collection

Data for this study were drawn from the first author's video ethnography of literacy learning in a sixth-grade classroom of DES. Video ethnography "involves documenting the moment-by-moment instantiation of social order and cultural orientation" (Ochs, Graesch, Mittmann, Bradbury, & Repetti, 2006, p. 388). This form of ethnography entails the collection of video and interview data and participant-observation field notes. This combination of data collection techniques makes it possible to document the emergence of social and moral order over interactional (synchronic) time as well as the semiotic processes of agential actions over

synchronic and historical (diachronic) time (i.e., over an academic semester or year). Ten 60-min literacy lessons, spanning 5 months in 2005, were videotaped in Mr. M's classroom. Data were collected one to two times per week; these times were determined by the teacher to accommodate his scheduling needs. In addition, Mr. M participated in semi-structured interviews equivalent to 2 hours. The researcher asked questions about his definitions of teaching and learning, the role of the teacher, and what it means to engage in literacy learning. All data were digitized and uploaded into Transana, a software program for qualitative data analysis (Woods & Dempster, 2011). Data were then transcribed verbatim using the Jeffersonian Method (Atkinson & Heritage, 1984; see Appendix for explanation of transcription conventions).

Data Analysis

These data were explored utilizing methodological tools drawn from linguistic anthropology, which combines discourse analysis and conversation analysis (Duranti, 1997). Discourse analysis provided a means to identify and examine the semiotic processes of talk beyond the clause, for example, interactions that produce multiparty help-giving events. Conversation analysis provided tools to analyze the sequential organization of speech utterances that made up such events. From a discourse analytic perspective, ethnography is necessary to document the meaning of speech acts (e.g., help-giving) and their role within the sociohistorical conditions of particular communities of practice. Through a general induction approach (Richards, 2005), we identified focal events involving semiotic processes of agential actions in both whole- and small-group activities. The unit of analysis used to determine the social organization of semiosis in focal events was the *relational habitus*, which consists of self-tools-task and others as an ecological ensemble of relations that influences intersubjectivity or the semiotic processes of negotiating meaning (see Stone et al., 2012, for a detailed description of the relational habitus). The events identified included but were not limited to explanations, clarifications, problem-solving negotiations, and problem articulation (i.e., the presented problem, and the local rules, norms, and strategies for engagement; Stone, 1996; Stone, Stoeckl, & Robillard (Kerrick), 2011). Next, we drew from the Stone et al. (2013) theory of practical-moral knowledge to identify how agential actions and practical-moral knowledge were interrelated. Finally, we compared and contrasted events to build analytical accounts of: (a) forms of agential actions, (b) how the social organization of teaching–learning events organized the intersubjective processes of agential activity, and (c) how the community's moral ethos influenced the construction of practical-moral knowledge and contributed to students' inclinations to engage in agential actions (qua embodied dispositions).

Our analysis of the sixth-grade classroom revealed that the most common form of agency evidenced in these data was representational agency, that is, determining the topic of conversation, what is said about a topic, and what could be concluded
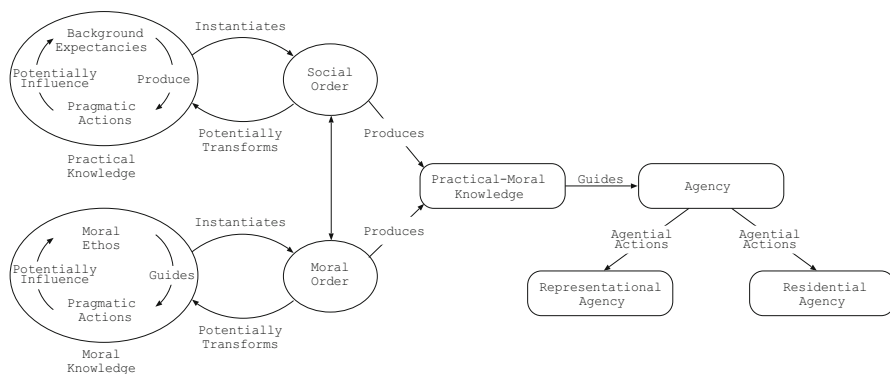
Fig. 19.2 Practical-Moral Knowledge and Agency (Adapted from Stone et al., 2013)

about a topic of conversation. Further, when students did engage in residential agency, (i.e., controlling the expression of a sign or its meaning or what effect a sign might have), the purpose was generally to help another student engage in representational agency (constructing knowledge/meaning).

Students' recurrent and persistent engagement in representational agency, we argue, is related to Mr. M's contribution to the construction of practical-moral knowledge. In all classrooms, there is an asymmetrical status relationship between teacher and students that places greater control in the hands of teachers for determining what forms of knowledge and actions are marked as valuable and desirable. This asymmetry in Mr. M's class, however, was mitigated in that he consistently positioned himself as a "partner" and collaborator in constructing understandings of concepts. As a consequence, the practical-moral knowledge constructed in this classroom marked representational agency as a desired and valuable form of engagement, which also influenced what form agential actions took and what linguistic resources were used by students to construct and negotiate knowledge. In other words, this study found that there was an interrelationship between practical-moral knowledge and children's inclinations to act agentially in the construction of understandings. Figure 19.2 below shows the interrelationship between practical-moral knowledge and agency.

Figure 19.2 depicts the dynamic and bidirectional relationships of the elements that are involved in the construction of practical-moral knowledge. When students in Mr. M's class drew from their implicit understandings of "background expectancies" of how to get things done, they were instantiating social order (Garfinkel, 1967). *Social order* in a learning community informs participants' understandings of who can do what, when, and how in routine activity. The social order of how to get things done, i.e., practical knowledge, in a learning community is linked to a second form of implicit understanding, *moral order*. Moral order arises from an implicit understanding about a community's taken-for-granted values, beliefs, norms, and expectations for what is desirable, preferred, good, and right in knowledge construction, referred to as the *moral ethos* of a community. In effect, as

mentioned earlier, moral ethos is a local semiotic system of rights, responsibilities, and duties that establishes legitimate actions and interactions for competent participation. When the students in Mr. M's class drew upon their community's moral ethos, they were taking up the obligation and responsibility to utilize the preferred tools, signs, and social acts of knowledge construction. That is, they were instantiating and sustaining moral order. The combination of social and moral order became constituents of Mr. M's classroom community's practical-moral knowledge. In other words, the social order of the learning practices in Mr. M's class is underpinned by local indices of legitimate actions, competent participation, and moral obligations for producing knowledge, both of which structure the pragmatics or "how to" of meaning making. Our data analysis will show that Mr. M and his students contributed to and drew from the practical-moral knowledge of their community to engage in representational and residential agency to pursue understandings of complex concepts.

The following two excerpts are taken from a poetry lesson in Mr. M's class. The purpose of the lesson was to help students understand the role of accented syllables in poetry so they could use this knowledge to create a poem of their own. To do this, Mr. M has written a poem on the board, "Jimmy Jet," which the students are expected to use as a resource to reflect on syllabic stress. The excerpts that follow were selected to illustrate the interrelationship between practical-moral knowledge and agency. In the first excerpt below, Mr. M is engaging in problem articulation to create a semiotic field of collaborative action in which representational agency is marked as valuable, desired, and preferred, that is, a field of action in which students, in part, determine the topic and what is said and concluded about a topic (Table 19.1).

In this excerpt, Mr. M initiates the presented problem with an instructional directive that weaves together the pragmatic acts of both individual and collaborative engagement in representational agency such that students will determine what is said and what could be concluded about accented syllables in poetry (lines 100–104). He accomplishes this by first directing (sign system) individual learners to

Table 19.1 Excerpt 1: Problem Articulation—Affordance of Representational Agency

Mr. M:	Write it and as you're writing it talk it over with each other s::ee if you can come up with (.) where those accents might go (.) (inaudible) so write it down first (.) say it to yourself and the::n (1.0) see what you think talk it over with each other…all we're trying to do is to see:: (.) which of the syllables are accented more heavily (.) and if we can see that then we can <pull the pattern> that the poet is using °out of the poem° … this information can transfer to your ability to be able to write in a pattern (1.5) cause that's where you want to be> if you were writing a poem< and you wanted to ↑fit a pat↓tern (.) you first get a sense of h↑ow is your poet's poem starting out what pattern is it ↑start↓ing with (.) and then you can make the rest of the poetry °fit that pattern°.	100 101 102 103 104 105 106 107 108 109 110 111 112

write down and then use private speech (interpretants) to think about their understandings of accented syllables (object). He further elaborates this directive (sign) to include peers (interpretants) in the "thinking about"/understanding of accented syllables (object). Such common classroom presented problems create a semiotic process of meaning making when the speaker (teacher) uses a sign system that creates the same relationship between himself and the object as between the interpretants (learners) and the object, in this case, determining the meaning of accented syllables in poetry. The intriguing aspect of this presented problem is the relationship that was created between students and teacher towards the object (understanding). This relationship positioned students (and teacher) in the present and future as having representational agency in their learning community. The practice of positioning students with representational agency was found across the data set and arose in Mr. M's presented problems when he used such directives as "think about it first," "you can have conversations," or "you can talk these ideas over." This approach to problem-solving instruction contributed to the local practical-moral knowledge by marking the enactment of representational agency as a preferred and desired form of engagement in relation to the construction of conceptual knowledge.

Mr. M also accomplishes another interesting pattern found across these data: he marks *the community* as having representational agency. He accomplishes this by frequently using the inclusive "we" (as the interpretant) to describe what needs to be done for the task (object), i.e., find which "syllables are accented more heavily" (lines 104–107) in both whole-group and small-group problem articulation. The use of the inclusive "we" could be interpreted as a polite directive. In these data, however, this form of "we" in directives functioned to include Mr. M as a co-participant with students in problem-solving processes that consistently involved "figuring out" rather than specified procedures. As a consequence, in this learning arena the inclusive "we" functioned to position all participants in the community as having control over what is said and what could be concluded about a topic, that is, representational agency. The locus of agency then was not necessarily in the hands of individual students but rather in the ongoing construction of knowledge and the practical-moral knowledge of the learning community that afforded such interactions. Further, by situating the locus of representational agency in the community, Mr. M marked relational responsibility-taking for meaning making as not only legitimate but also necessary for competent participation in literacy learning activities. It is this aspect of the practical-moral knowledge constructed in Mr. M's class, we argue, that explains why students in this community tended to persist in the pragmatic actions of residential agency, i.e., determining the meaning of something, even when such actions could be avoided.

The second excerpt taken from small-group work will show how representational agency at the community level creates an affordance between individual members in a community such that it evokes particular forms of agential actions. This excerpt begins immediately after a student, Alise, has just engaged in private speech to reflect on accented syllables and turns from looking at the front of the classroom to realign with her small group (Table 19.2).

Table 19.2 Excerpt 2: Representational Agency: Grappling for Understanding

Alise:	((*Puts her hand down from her mouth, turns and leans into the group. Glances quickly around the table.*))	135
		136
	I: do↑n't get this:	137
Nasir:	((*Looks up from his writing and looks at Alise and Emily.*))	138
Emily:	((*To Alise.*)) ah yeah, it's weird. you just have to say it like (.) my ↑fa::ther::	139
		140
Alise:	((*Looks rapidly between Emily and her notebook while Emily is talking.*))	141
		142
Nasir:	((*Looking up and smiling.*))	143
Alise:	((*Laughs.*)) my ↑fa::ther::= ((*Sing-song voice, smiling, moving her body in a rhythmic motion with her talk. Looks towards the front of the class then briefly at her notebook and then back up to Emily.*))= [was. the ↑f::irst: to hear °ok°	144
		145
		146
		147
Emily	[the firs:t	148
Alise:	What if you didn't say it like that. (hhh.)	149
	((*Alise's gaze shifts rapidly between Emily and Austin several times as she asks this question.*))	150
		151
Emily	Yeah you just have ta[	152
Alise:	((*giggling*)) [not everyone goes my [↑fa::ther::	153
	[((*Raises her eyebrows and shifts her shoulders upward.*))	154
		155
Emily:	[I know you just have ta. (..)=	156
Nasir:	[((*Nasir looks up from this paper toward the group. He smiles widely and laughs slightly.*))	157
		158
Alise:	[((*Alise looks back to her notebook.*))	159
Emily:	=you just have ta[=	160
Nasir:	[I am your fa::th::er:	161
	((*In a low voice—imitating Darth Vader, then returns	162
	to working in his notebook.*))	163
Alise:	((*Laughs.*)) ((*Reads from the board to the group.*))	164
	I'll tell you the story of Jimmy Jet and you'll know what I tell you is true. I didn't see >any [accent!<	165
	[((*Accentuates "accent" with a quick hand gesture.*))	166
	Can somebody help me with this?	167
	((*Glaces around the group beginning with Nasir and ending with Austin. She returns gaze to middle of table and waits for a response.*))	168
		169
		170
		171
		172

As Alise shifts from private speech to face-to-face participation, she initiates agential action with an implicit request for help, "I: don't get this:" as a *sign* to indicate the *object* (a need to understand accented syllables) in an attempt to create a similar relationship between this object (figuring out syllabic stress) and two students, Emily and Nasir (*interpretants*). On the one hand, this request is a bid to

engage in representational agency in that Alise is aware (consciousness) of her lack of understanding and utilizes this to determine the topic of conversation and what is said about this topic. On the other hand, this is also Alise's bid to control attention, a form of residential agency.

Nasir responds through gestures (interpretant) as he looks up and smiles during the interactional exchanges, thereby implicitly collaborating with Alise's bid to engage in both representational and residential agency (lines 138, 143). In a more pronounced way, Emily responds by initially aligning with Alise through an agreement, "ah yeah," and evaluates syllabic stress as "weird." This combination of speech acts displays Emily's agreement that syllabic stress is difficult and implies that Alise's implicit request for help is reasonable, thereby instantiating the same relationship as Alise with the object (figuring out syllabic stress). However, Emily also immediately offers an obligatory directive (and strategy), "you just have to say it like like (.) my ↑fa::ther::." Although this directive was softened by Emily's earlier alignment with Alise, it is nonetheless a bid to enact residential agency in order to control what the sign–object relation means. In effect, Emily is trying to wield power over the semiotic processes of meaning making during knowledge construction by explicitly telling Alise what to say (my ↑fa::ther::), but sans understanding. Emily makes this bid three additional times (lines 152, 156, 160) but without success.

The main reason Emily's bids for residential agency were unsuccessful is related to the moral ethos that underlies this community's practical-moral knowledge, that is, the expectation that problem-solving processes involve collaborative meaning making to construct understandings (see Stone et al., 2013). This may explain why bids for residential agency (controlling what something means) by utilizing responses without understanding were not characteristic of Mr. M's classroom, although there were bids to do so.

Alise responds to Emily's bid in a playful way by laughing as she revoices Emily's strategy for figuring out syllabic stress, "my ↑fa::ther::" but quickly shifts to ask a hypothetical question, "what if you didn't say it like that…not everyone goes my [↑fa::ther::" as she looks to the members of her small group. This question and explanation are another bid to collaborate in representational agency with her peers, which we argue arises from situating the locus of representational agency in the community through the construction of practical-moral knowledge.

Interestingly, after waiting a few moments to engage in a humorous way, Nasir draws from the voice of the Star War's character Darth Vader to exaggerate syllabic stress, "I am your fa::th::er:" (line 161). Unlike Emily's obligatory directives to simply say the response without understanding, Nasir drew from his pop culture experience and used it as a tool to help Alise understand the accentuation of syllables. Through this help-giving action, Nasir was collaborating in Alise's bid to enact representational agency (determine what is meant and is said about a topic) as he enacted a complementary form of residential agency by determining (offering) a "good" strategy for figuring out syllabic stress. Ultimately, Alise was not satisfied with the help she received from her peers as she again makes a bid for representational agency (line 169) to determine the topic of talk, that is, collaboratively figuring out how to determine syllabic stress.

Conclusions

Vygotsky (1934/1986) argued that to explain the semiotic processes of meaning making, the catalyst of higher mental functions, "we must uncover the means by which man learns to organize and direct his behavior" to affect the world and themselves (p. 102). In other words, agential actions are an essential aspect of human learning and development. The purpose of this study was to contribute to our understandings of how the very same semiotic practices through which learning and development occur also foster agential actions in learners. The agential actions that instantiate agency, we suggested, come in two forms, residential and representation agency (Kockleman, 2007). These forms of agency were argued to be part of a relational process that was influenced but not determined by a community's construction of practical-moral knowledge, which functioned as a affordance, that is, a value and belief system or ideology about when, how, and under what circumstances students could engage in agential actions. Further practical-moral knowledge as an ideology of agency became the means by which students selected and assessed what constituted appropriate actions and interactions for competent engagement in literacy learning activity.

Specifically, in this research, we endeavored to show that classrooms are moral and agential semiotic fields of activity. In Mr. M's classroom, through the subtle (and not so subtle) interactions that create routine learning activities, the students came to accept, value, and appropriate representational agency. Accordingly, they enacted their rights to take control over and contribute to the meaning of a task, to determine what conceptual tools were needed to negotiate an understanding, and, in collaboration with Mr. M, to define the task. But, were these students aware of their agential actions? Not likely. Rather, through repeated, goal-directed activities in a classroom where a teacher focused not on content but rather on understanding concepts as a means to learn content, these students tended to position themselves as collaborators in the construction of knowledge.

According to Sleeter & Cornbleth, 2011, teaching for social justice means developing democratic activism by preparing young people to analyze and challenge forms of discrimination that they, their families, and others face on behalf of equity for everyone. To engage in such activism requires students to see themselves as having the rights, responsibility, and competencies to participate in complex thinking, which includes reflecting, analyzing, comparing, and negotiating the meaning of claims and actions of others and those who represent policy making institutions. Such competencies and inclinations that make democratic activism possible come neither from a single curricular unit nor from a unique experience in a particular classroom. Rather, students develop such intellectual and moral inclinations over time through routine, repeated goal-directed activities in formal (and informal) learning contexts where agency is fostered through students' active learning. These learning contexts must afford access to such resources as conceptual tools, task definitions, rights to define topics and how these topics are talked about. Learning how to use the social and semiotic (language) processes to engage in agential acts, as we have argued, creates the competencies students need to construct understandings

about inequities with the ultimate goal of mitigating the ever-present unequal distribution of power and resources. Implementing curriculum that is based on conceptual learning for all participants, as in Mr. M's class, is how education can position students to engage in democratic activism.

Key Instructional Practices and Strategies

1. Focus on conceptual teaching/learning about content
2. Bring curriculum to life through a focus on students' thinking about content rather than teaching content
3. Create contextual affordances for agential action by positioning students as

   (a) contributors to the task definition
   (b) responsible for what is said about a topic
   (c) collaborators in determining the meaning of a topic
   (d) evaluators of what resources are needed to negotiate meaning
   (e) having authority to reflect on the thinking of others and themselves
   (f) accountable for their engagement in distributed thinking practices

Appendix

Transcription conventions used in this research were developed by Gail Jefferson for the analysis of conversational turn-taking sequences (for greater detail, see Atkinson & Heritage, 1984, pp. ix–xvi).

Symbol	Meaning
()	Unclear speech
(())	Paralinguistic information about context
(.)	Untimed pauses
(2.1)	Pauses in seconds and tenths of seconds
[	Simultaneous start-ups or overlaps
=	Contiguous utterances
:::	Extension of sound
> <	Signs enclose sped up talk reversed
> <	Signs enclose slower talk
↑↓	Up or downward shifts in intonation
!	Animated tone
Underlined or **bold** words	Increased stressed
<u>ohelloo</u>	Quiet talk in relation to surrounding speech

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Chapter 20
Stop! Drop. And Roll… Tackling Racism

Sharon F. Gooding and Frederick W. Gooding Jr.

Where's the Fire?

We must first stop to acknowledge good elementary school teachers. Why? Because it is the right thing to do! Good elementary school teachers nowadays truly are a dying breed. We ask so much of them while simultaneously deciding to give them so little. They are to be technology gurus, mathematicians, scientists, grammarians, event planners, poets, artisans, disciplinarians, counselors, judges, scouts, mediators, coaches, medics and oh, lest we forget—educators, of course! With all of these job responsibilities, one can argue that these full plates likely have little room for another job description: racism workshop facilitator.

So how can overburdened and underpaid elementary school instructors take on this last role competently and capably? By remembering the elementary school adage frequently employed during fire drills: "Stop! Drop. And Roll...."

In this chapter, we illustrate the best practices that readers can immediately employ by analyzing effective interventions through planned (and unplanned) curriculum, current event, and contemporaneous topics based upon the improvizational skills implied in being able to "Stop! Drop. And Roll...." And, while "firefighter" was not included in the aforementioned job description roles, we flesh out practical instructional practices that allow beleaguered elementary school teachers to put out and combat these race-related "fires" more efficiently and effectively.

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When to Yell Fire!

While there are a myriad of circumstances in which social justice issues might manifest themselves, we focus on three major instances: curriculum, current events, and contemporaneous events. Curriculum content has been the subject of public scrutiny for years. Experts in every school district develop what they vehemently believe to be a series of standards, which reflect the core content knowledge required and necessary for a student to succeed academically. Not only have the common core standards been relentlessly debated, but the incorporation of culturally relevant pedagogy into these tenets has also been a growing source of tension as well. Therefore, it is likely that issues may continue to arise in the near future which question not only the content of the curriculum but also whether its intended messages comport ideologically with the experiences of a diverse student body.

Accordingly, while many posit that the purpose of public schools today is to provide a free and equal education to all of its constituents, this stated goal has been complicated with the influx of social justice issues that infiltrate our schools. More specifically, the disproportionate rates at which students of color are achieving academically in comparison to their White counterparts is quite alarming (Brown-Jeffy, 2006; Rothstein, 2004). Further, data regarding suspension and expulsion rates along racial lines belie larger institutional and systemic failings that reflect inequities of our larger society and replicate discriminatory patterns which disproportionately impact students of color (Arcia, 2007). As such, one way educators can validate the existence of the real-life experiences of many of our students is to recognize reality and the implications of race in the classroom as well as student–teacher connections. Hence, it is imperative to recognize and discuss current events inside the classroom, even if parents and educators care to admit current events or not; students are already talking about these incidents outside the classroom. Therefore, having a facilitator to explore these topics in a meaningful way can have an effective impact both socially and academically for all students.

Lastly, addressing contemporaneous racist classroom incidents (if and when they occur) with immediacy is vital for the healing process. If a student experiences racial injustice in the classroom and this exchange goes unnoticed, ignored, or unaddressed, the long-standing effects can be extremely detrimental to that student's academic future. Such emotional distress can leave the student feeling helpless, marginalized, and invisible. The ongoing effects of such emotional distress can ultimately impact the student's unwillingness to fully engage in the learning process as well as make true emotional connects with peers and adults alike. Thus, all of the potential negative effects from ignoring racism heavily incentivize addressing social justice issues in the classroom because it is the right thing to do!

Smelling Smoke: Scenario A

"How was your day?"

This is the default conversation starter our son and I share on the drive home from school. From there, like the first move in checkers, our conversations often take many different paths as he regales me with stories of successful quizzes, corny jokes he heard, miscreant but amusing behavior always from his classmates and never himself, boring lectures, exciting gym play, etc.

This particular afternoon we went down the often-neglected path of actual course content. At the time of this writing, our son is in eighth grade and therefore has multiple teachers and classes. I cannot recall exactly how we arrived on the topic, but I was probing him on whether anything was bothering him within his classes since he seemed a touch disconsolate.

"Nothing."

OK. We all have heard this "final answer" before, so I push again wondering whether any particular class was giving him trouble.

"History."

OK! Now we are cooking with gas! The teenager is actually opening up and talking to me about something other than that which is anal humor related. So naturally, I ask what any prosecuting attorney worth his/her salt would ask of the witness next:

"What's wrong with History?"

"Nothing."

Drat! Back to square one! I fear I am out of ammo! What do I do next? How do I push the conversation forward without repeating myself? What can I…

"It's just that…"

OK…maybe he is hungry for food and must talk out of self-preservation in hopes I will provide an after school snack.

"…I had a problem with what was said today—I tried raising my hand but got shut down instead!"

Aha! Finally something to work with. Now let's unpack.

First, as a parent quizzing my teenager at the end of the day, I am already disadvantaged in two distinct ways. Not only was I not present to observe the interaction between teacher and child (my client), but I also receive such information after the fact, several hours after its occurrence. And sometimes, while I trust my gifted and talented teenage son and daughter, I do not trust their working memories in all instances. With unfailing detail they can record the barometric pressure readings whenever I absent-mindedly promise to do something "fun" for them. Yet invariably, their memories grow inexplicably foggy whenever I query them about the condition of past chores I assigned them. At any rate, I support my kids but want to ensure that I have all of the right facts before I begin any type of advocacy on their behalf at school.

Furthermore, according to my middle-class sensibilities and self-imposed respectability politics, I have been trained in academia to be "fair" and "rational" before I can resort to the ever-volatile emotion of anger. As my son tells it, the teacher was plodding through the material when he said something in particular that caught my son's attention. The white male history teacher said that slavery in North America was "easier" than slavery in the Caribbean. My son instinctively shot his hand up seeking clarification on the adjective "easier" but the teacher, evidently pressed for time, cut off the conversation and moved on to the next topic which did not sit well with my son. Nor with me either.

(1) Stop! The first thing the attentive teacher must do is to reflexively know when to keep time, as in keep moving with a predetermined schedule and when to give time to students and the classroom to discuss and tackle such issues as race. Very few K-12 teachers wake up in the morning, ebullient over the idea that they get to discuss diversity and discrimination in the classroom that day. If anything, let us acknowledge that racism, power, and privilege are awkward and sensitive topics (Jakubowski, 2001). Finally, it is vital to acknowledge who is hosting these conversations. At the elementary school level, chances are, it will be a white female (Deruy, 2013).

Thus, based upon historical sensibilities, individual educators may wish to avoid such conversations with children inasmuch as it makes them personally uncomfortable (Castagno, 2008). Even if "sympathetic" to the cause, teachers may eschew having such conversations with youth in the classroom because they do not want the youth to become corrupted or tainted by the "negativity" in the conversation itself (Foley, 2008).

However, turning a blind eye to all interruptions may prove to be costly in other ways. Teachable moments may be created by merely pausing for a few moments to acknowledge a major current event or question by a student. While the teacher does not have to feel the responsibility to exhaust the conversations, acknowledging the issue and encouraging the youth to discuss the matter in more detail within a home or lunchroom setting may be even more powerful, and educational.

In my son's case, the teacher simply did not stop to acknowledge the reality of the situation. Stopping time in this instance requires a strength of humility to acknowledge the possibility that a viable challenge may exist to whatever the teacher just said. But, learning should not be viewed as an adversarial process. If by virtue of pausing to engage critical questioning, the entire class moves closer towards a shared empirical truth, then all stand to benefit (Bhaerman, 1970). But once a student—who happens to be the only African-American in the entire eighth grade at the school, let alone his History classroom—raises his hand to engage the teacher on this statement, it is damaging to see the teacher keep going and fail to acknowledge that at least one of his students is experiencing blockage.

The larger unspoken context remains unspoken because perhaps it is understood so deeply and requires so many words to explain. This lone, solitary Negro male child of mine is indeed isolated at this high performing charter school by virtue of numerous social, economic, and political factors, many of which are inextricably tied to race. To the extent the isolated Negro male child "behaves," shoots his baskets

dutifully for the team, performs well and fits in, he magically turns transparent, and he is "just another kid" in the classroom. But to the extent he interrupts this idyllic narrative of faux racial cohesion with a critical question directly related to race—which was entirely relevant in light of the topic covered being American slavery as opposed to organic chemistry—then, the white majority is confronted with an unwanted problem. Now teachers feel the weight of feeling inadequate to single-handedly correct inaccurate historical narratives circulating in the classroom and wish to scurry forward, even though they had no problem delivering such instruction 5 min earlier without the critical inquiry. We believe our K-12 educators are competent and strong enough to withstand questions in the classroom and take pause to acknowledge those inquiries which are particularly difficult to answer, or more accurately, acknowledge those questions which have answers that are particularly difficult to accept.

(2) Drop. With the advent of high-stakes testing starting at the middle school levels especially, many teachers are under considerable pressure to "teach to the test" (Lazear, 2006) and predictably are not inclined to deviate from preset lesson plans. Thus, unplanned interruptions can cost the entire class precious time not unless the instructor purposely has planned for and built into the itinerary "discussion time." In my son's case, the teacher did stop to answer his question, but upon discerning that the question on the floor was a critical, pedagogically based question that would take more than 8 s to answer, the learning opportunity was closed by the teacher who decided purposely not to substantively engage the question.

Yet, sometimes, "life happens." Instead of awkwardly dismissing American enslavement as a "lightning rod" issue, educators can plan ahead when mapping out their methodical lesson plans to also factor adequate processing time for such topics. Any teacher worth her salt will always incorporate "Question and Answer" time into her lessons as it is unpredictable how sensitive materials will touch and inspire different students to think differently. For instance, early American history is too enmeshed and intertwined with African-American history to overlook completely the need to competently address traditional race relations. In my son's case, had the teacher "dropped" what he was doing to address the question, he would have delivered a powerful message—not just for my son who instinctively and immediately wanted his identity and history validated, but also for the majority white classroom who, by virtue of limited contact, is all the more susceptible to digesting historically problematic narratives still in circulation without any prior interrogation.

With respect to best practices, teachers need not fear spending 20 min on every single race-related question brought to their attention. Teachers can "frame" discussions by reminding the class "We have so much material to cover and can only spend a few minutes on this, but who would like to first respond to the question we just heard?" Teachers can also "drop" what they are doing to acknowledge a particularly difficult or painful topic around diversity and discrimination, give the issue exposure for a few minutes, and then encourage students to continue such conversation at home, in the cafeteria or in the hallways. By doing so, the irony is that students are encouraged similarly to "drop" their personal agendas and deal with substantive rather than superficial issues more regularly.

(3) And Roll… In my son's case, the teacher decided to "roll away" and similarly rolled the class away from a potentially awkward but powerful teachable moment. Eventually, I got involved, and after an unsatisfactory email exchange with the teacher, sat down with the principal who assured me of impending structural changes. The principal agreed with me about my contention that characterizing one region's version of the degradation, torture, and sale of human beings as "easier" from another was inartfully done and that "different" was a more suitable adjective to employ when contrasting American and Caribbean enslavement systems. The principal then spoke to the history teacher and directed him to respond to our unanswered email from 3 weeks prior.

This email I received 3 weeks late was quite remarkable. It was thorough. It was reasoned. It was substantive. It was long. It was documented with citations. So, what then, was the problem with this email? It was late—in fact 3 weeks late. The tardy nature of the response speaks to inference that this was not an important issue. It was also a secret. No one in the class had the opportunity to hear from the teacher his wide range of thoughts on the subject. While the teacher's rationale for defending his position was still flawed (i.e., saying that slavery was easier in the Americas with higher enslaved birth rates as proof of better conditions), it still would have been useful for him to engage the class for a few minutes, seeing how he was well equipped to do so given his response to me.

Many teachers push back, blanketly stating that they are not trained or equipped to have such conversations and thus are reluctant to "roll" along with such conversations. Again, "rolling" with a critical question does not necessarily mean that the only outcome requires hosting an unscripted and unplanned 35 min long "teachable moment" during class. The teacher can continue "rolling" with the new subject by extending the classroom through take-home web site links, recommendations for online research, or just a simple edict to discuss the current events with family members at home. However, something must be done to put the fire out. If one is on fire and merely stops and drops to a prone or squatting position, the only thing that person changes is their position in which they will still burn. Action must be taken to rob the fire of its oxygen. Otherwise, the embers still smolder indeed.

Dousing Flames: Scenario B

In the next scenario, a class of fifth graders are reading the 1969 novel, "The Cay," authored by Theodore Taylor. Apparently a classic, the book centers around the unlikely friendship of an older servant and his young employer once both are stranded on a raft that ends up on a deserted island. Needless to say, they have to rely on each other to survive this tumultuous journey. The quest to survive becomes somewhat complicated due to the inherent animosity in their relationship: the servant is African-American and the young boy is White and has a very negative perspective on the competency of his elder. So, the relationship goes through a series of ebbs and flows to reconcile and create a friendship in their mutual quest for survival.

In any event, the 5th grade students and teacher read aloud from the passages of the book in class consistently. Discussion would ensue to ensure comprehension of important thematic aspects. One day while reading aloud, the book describes the servant's "ugly black face with the thick lips" (Taylor, 2002) and our daughter instinctively raises her hand and states, "That's offensive!" The teacher responds with "Well, it is in the book." And moves on. Several days pass and our daughter happens to share this incident with us at the dinner table. That night, research was done on "The Cay" and its author. In fact, the book was read cover to cover by my husband in preparation for the meeting that he immediately requested with the teacher.

1. *Stop!* In this situation, the teacher should have stopped immediately to address the statement offered in class. First, before reading, it should have been incumbent upon the teacher to set the stage for the book's content. Therefore, when the student brings up the issue of race, instead of ignoring the comment and deflecting it back to the book's author, the instructor should have taken some time to unpack not only the description but also the history behind the words used describing the only African-American character in the book.
2. *Drop.* Second, since the race of both protagonists was fundamental to the story line about friendship, the teacher should have dropped the reading in deference to a brief conversation about that student's comment, observation, and feelings. More importantly, the student's feelings regarding the nature of the offense was equally as important to addressing the overall issue that ironically the author was attempting to convey to the class at large.
3. *And Roll…* The book, which presumably the teacher read and was knowledgeable about its contents, provided multiple teachable moments for the teacher since multiple offensive descriptions of the African-American servant were included throughout. As such, even if discomfort and fear engulfed the teacher at this moment, she had ample opportunities to roll with the discussion and even plan something for a future conversation. But to refuse responding contemporaneously to the offense brought to her attention by a courageous young girl was an inappropriate and inadequate response that impedes the entire class.

The Fire Next Time

As of print, numerous events and current events have provided teachers with opportunities to engage students about the role of citizens in a fully functioning democracy. If anything, too many opportunities have presented themselves via several highly celebrated cases of alleged police brutality that definitively ended in human death. While the death of young, unarmed, African-American Michael Brown of Ferguson, Missouri received wall-to-wall coverage during August 2014, along with the subsequent decision of the Grand Jury not to indict officer Darren Wilson for his involvement in the deadly confrontation, the Brown case unfortunately has not been isolated.

Since that incident, national conversations were seemingly held at the rate of once a fortnight with coverage of the non-indictment of six New York City police officers involved in the asphyxiation death of African-American male Eric Garner in December 2014 followed by the fatal shootings of unarmed African-American males Eric Harris and Walter Scott in Oklahoma and South Carolina, respectively, in early April 2015. All of which preceded the uprisings that took place in West Baltimore in late April 2015 during the aftermath of protests to preserve the memory of Freddie Gray, an unarmed black male who suffered a broken neck while in police custody and died shortly thereafter. The chicken and egg line of reasoning has us wondering whether more violent incidents between police and civilians are indeed occurring as of late or whether people are simply bringing to light what has been routine with more frequency and urgency. In either case, we as educators must take stock of the changing world around us.

Whether current events involve President Barack Obama, Osama Bin Laden, the World Series or Ferguson, Missouri, children are acutely aware of what is going on in the world. Young people communicate about events on the playground, in the lunchroom, and during unstructured times throughout the school day. Thus, when educators do not just take the time, but purposely make more time to *Stop! Drop. And Roll…* with these incidents as they occur, we as educators send the powerful message that above all, democratic life matters and that injustice—especially grave acts of injustice that are a part of the national domestic dialogue—is not a topic that the teacher is willing to overlook.

Conclusions

In invoking the fire prevention phrase "Stop! Drop. And Roll…," we realize that teachers are not firefighters. Yet, both teachers and firefighters are considered valiant public servants. More specifically, these *Heroes* and *Sheroes* are commonly summoned when vulnerable members of the public need assistance with some sort of emergency. On many occasions, it is a matter of life or death. With social justice in our classrooms, we must also begin to look at these matters with the same level of concern, responsiveness, and care. Why? Because these matters shape the souls, hearts, and minds of our children. Therefore, these conversations too are matters of life and death.

With more directed dialogue, teachers will build rapport with their students and will cultivate a communal sense of trust. Not every student will approach the teacher after the fact, telling them what a positive impact such discussions had upon them. However, conversely, even more rare is the student that will confront a teacher and inform them that they were sorely disappointed or hurt even, that the teacher did not take the time to properly answer their question or to check in with the class to constructively discuss current events affecting students outside the classroom. The flames of intelligence burn bright in us all and we cannot take the risk of extinguish-

ing anyone's future prematurely. This, after all, is not just the true role of a facilitator or educator within the classroom, it is just…the right thing to do!

Key Instructional Practices and Strategies

1. *Stop!* Upon hearing a challenging question or comment related to race, racism, discrimination or diversity, first and foremost, acknowledge the topic's presence rather than "play pretend" or "make believe" that the issue does not exist.
2. *Drop.* Class time is precious and is at a premium. Yet, incorporating time to reflect on unexpected but commonplace interruptions like the scenarios described is equally as important as curriculum planning. Therefore, in constructing lesson plans, anticipate and build in time for such discussions to alleviate pressure the instructor may feel about the class falling behind. Lastly, planning with colleagues teaching similar materials will provide a system of support where students learn how to deal with complex topics early, which in turn, moves the class ahead.
3. *And Roll…* Given the premium of time, thinking creatively of ways to extend the classroom material will assist the instructor greatly. Depending upon the nature of the material, challenging students to perform extra credit may be an effective bridge for classroom time management and personal development. In other words, take challenging conversations as they arise and turn them into intellectual challenges for aptitude. Instructors can suggest web sites for contextualization (see multimedia references, *infra*) and leverage technology to fill gaps that common core curriculum may not currently address.

Multimedia References (Serialized) with Brief Explanation Missing

1. *Britannica Kids* [http://kids.britannica.com/elementary/article-352712/African-Americans]—as the entries are topical overviews, instructors can direct students to general chronological topic areas and challenge students to compare and contrast conditions of the past to the present
2. *Oxford African-American Studies Center* [http://www.oxfordaasc.com/public/index.jsp?url=%2F&failReason=]—exceedingly thorough, can be a much more substantive and historically documented "first step" alternative to the ubiquitous Wikipedia site that has both its merits and flaws.
3. *Teaching Tolerance, Classroom Resources* [http://www.tolerance.org/classroom-resources]—tailor-made for the curious instructor, this site is an assortment of suggested age-appropriate activities, stories, photograph collections, and direct links to cutting-edge documentaries that are virtually guaranteed to keep

students engaged. Many of these resources can be included as supplementary materials within syllabi, or can be provided to parents directly at the beginning of modules where you anticipate the topic may arise. By including parents, not only are families prepared to help instructors extend the classroom, but instructors create powerful allies on the front end rather than unwittingly create adversaries by frustrated families on the back end.

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Chapter 21
Gender Justice in the Elementary Classroom

Lisa L. Persinger and Joey Dan'elle Persinger

Terminology

Language used to describe concepts and people evolve quickly. Terms considered acceptable today may be deemed offensive in the future. To ensure a shared understanding of the concepts discussed in this chapter, important terms will be briefly defined. The reader is referred to the Gender (2015, April 22) website area *Understanding Gender*. Unless otherwise referenced, we endorse the definitions as summarized by the American Psychological Association (2011).

- *Gender* is culturally bound and includes socially constructed roles, associated behaviors, and attributes considered appropriate for boys and men or girls and women in that culture.
- *Gender identity* is one's internal sense of being male, female, or something else.
- *Cisgender* is now a widely used term to refer to individuals whose birth-assigned sex matches their current gender identity. It is generally viewed as the opposite of *transgender* (National Association of School Psychologists, 2014).
- *Transgender* is the term used to describe individuals whose gender identity differs from their gender role based on biological sex.
- *Gender expression* refers to the ways one presents gender identity to others through clothing, behavior, oral communication, etc.
- *Sex* is typically assigned at birth and refers to the biological sex reflected in genital appearance as well as internal anatomy, chromosomes, and hormones.
- *Gender expansive* is an umbrella term for individuals who expand definitions of gender through their expression and identities (Gender, 2015).

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Gender Justice in the Elementary Classroom

"I like how nicely the boys' line is walking in the hallway." In elementary schools, children line up, eat lunch, and play at recess, often in single-gender groups. Teachers reinforce gender segregation in ways they would never intentionally segregate by other attributes. In fact, it is almost too ridiculous to imagine: "Attractive kids line, please follow the ugly kids line" or "I like how my white kids are walking in the hall." Why then do teachers feel comfortable so frequently separating by gender? What are other gendered expectations and experiences that happen in our classrooms?

Automaticity with Gender Assumptions

When you ask a child what it means to be a girl or boy you often get a reply that is replete with stereotypical gender-aligned behaviors. This is part of developing a sense of gender that often employs conventional understandings (Bradley & Zucker, 1997). A child may say girls enjoy dolls and playing dress up whereas boys play with cars and trucks. This kind of thinking leads to categorical projections about behavior on the basis of gender. Gender essentialism both reflects and influences how children evaluate and experience their own behaviors and that of others.

Gender essentialism has been thought to diminish as we age, gaining more social and cultural experiences to offset assumptions. However, a recent study found that adults persist with gender essentialism when pressed to draw conclusions about gendered behaviors without time to deliberate (Eidson & Coley, 2014). Like other adults, teachers may make unexamined assumptions about a child's predictable behavior, dress, and preferences based on biology. These assumptions enforce gender normative behaviors as a silent curriculum in school (e.g., Payne & Smith, 2014; Riley, Clemson, Sitharthan, & Diamond, 2013). Teachers as well as student peers are influenced by these assumptions, expectations, and gender reinforcements (DePalma & Atkinson, 2009; Nixon, 2010).

One challenge for teachers is assuming children's gender based on name or appearance. Teachers can be sensitive to cultural and intellectual differences in the classroom, but it can be difficult to identify, without being explicitly told, if children are exploring their gender identity, questioning their gender alignment, or rejecting the gender binary altogether. Variations of gender expression are often incorrectly conflated with the idea of gay or lesbian future orientation (Bradley & Zucker, 1997; Gerouki, 2010). Gender accepting environments where no child is pressured to conform, build children's capacity to accept a variety of gender expressions which benefits all children, especially those who struggle with gender identity.

Gender Identity and Biological Sex

How children's gender expressions align with expected gender norms results in responses from both adults and peers. Often, unexpected gender expression can generate familial and societal pressure and mistreatment that negatively influence a child's emotional well-being, academic achievement, and subsequent mental health (Goodrich & Luke, 2014; Kuvalanka, Weiner, & Mahan, 2014; Yunger, Carver, & Perry, 2004). Gender expansive youth both embrace and defy the constructs of their identified gender. Children as young as 2 years old struggle to assert their identity as part of expressing their gender (Diamond, Pardo, & Butterworth, 2011; Zosuls et al., 2009).

Theories explaining the development of gender identity generally fall into three categories: psychological, sociocultural, and biological. Most relevant to our discussion is the multidimensional model presented by Egan and Perry (2001), which focuses on factors impacted by the social environment—things we can influence as teachers and school personnel.

This model was later modified (Corby, Hodges, & Perry, 2007) to explore cultural influences on how different aspects of gender identity impact social and emotional adjustment. Though further research is called for regarding ethnic and cultural minorities, white children generally felt a positive influence on their adjustment when they were content with their gender assignment and felt they fit its typical expectations (Corby et al., 2007). Perceived pressure toward gender conformity was identified as a negative influence on adjustment. This suggests that if gender expression is defined and accepted more broadly, fewer children suffer from pressure to conform, which should improve adjustment outcomes. Regardless of the home context the child experiences, it has been argued that treatment and education at school can have positive impacts (Boskey, 2014; Stieglitz, 2010).

Recent policy decisions in public schools (Bowers & Lopez, 2012; Portnoy, 2015; Massachusetts Transgender Political Coalition, 2012) reveal the struggles within communities and school districts related to addressing transgender children's needs. These policies include extensive concern with bathroom uses, participation in sports, and dress codes. Only rarely do policy positions address curriculum (Bowers & Lopez, 2012) and then in only the most general terms. Almost never are there discussions about what a classroom teacher might do to best serve *all* children's social and emotional needs. Teachers can reduce unnecessary gender-oriented pressure and promote acceptance of variability in expression through thoughtfully designed classroom and professional practices, creating a psychologically and physically safe environment for children's development.

Social Justice

Social justice activity involves "active manipulation of social structures toward specific ends" (Shriberg et al., 2008, p. 464). This involves recognition of institutional power and subsequent personal advocacy, modeled equity, and actions that support

rights, opportunities, and empowerment of marginalized persons within our schools and classrooms (e.g., Clare, 2009; Rogers & O'Bryon, 2008; Shriberg et al., 2008).

We advocate for healthy development and the prevention of problems for gender expansive and transgender children in schools. We recognize the power of teachers' and other educators' influence on children's self-concept and social behavior. Through understanding of social factors influencing gender identity development and ongoing self-reflection of professional and personal practices, educators have the power to positively impact children's understanding and acceptance of the gender spectrum in themselves and others.

Teacher's Mechanisms of Influence

Preservice and active teachers have received little or no training on gender variation as part of diversity awareness or other inclusive practices (DePalma, 2013; Payne & Smith, 2014; Slesaransky-Poe, Ruzzi, Dimedio, & Stanley, 2013). In the absence of teacher training and professional development, it is personal experiences, values, and beliefs that teachers bring to the classroom to guide interaction with children (Gerouki, 2010). It is worth considering whether actions will be harmful or helpful to the healthy development of a child's self-esteem, identity, and resilience. How will an open and supportive stance toward gender expansiveness influence healthy identity development for all children?

Classroom Organization and Structure

From boy lines and girl lines to classroom leadership responsibilities, teachers structure their classrooms to promote positive behavior, community, and responsibility. Teachers can approach the task of establishing these structures with the intention to equalize genders and reduce the perception of pressure to conform to others' expectations of behavior, appearance, and interests based on perceived gender. Teachers are then free to consider classroom routines and practices that promote acceptance of variation in gender expression and increased comfort in self-exploration.

Classroom tasks are often designated by gender with boys moving desks and tables while girls hand out papers or help clean up. Children come to default to these duties as they move through school. This is a kind of socialized reinforcement of gender stereotypes that we can reconsider.

When creating classroom seating arrangements, first priority must focus on children's visual, hearing, and attention needs. Often, gender comes in a close second as girls are placed between boys as a means of social control. What message might this send to girls about their role as caretakers and peace makers or to boys about their ability to monitor their own behaviors?

Consider how curricular content versus social constructs can support routines and procedures. To assist your planning, ask whether a routine or procedure unnecessarily singles out students by gender. Can lining up just as easily be accomplished by having children work together to alphabetize by favorite cartoon character or author?

Adult Behavior Provides a Model

As noted earlier, children perceive pressure to conform to gendered interests, behaviors, and appearance. Children whose gender contentment is lower are at increased risk for negative outcomes when perceived pressures to conform are higher (Egan & Perry, 2001). Given this, consider how you perceive gender roles and behaviors, how you express your gender, and how you respond to the gender expression of children and families who are part of your classroom. What does your verbal and nonverbal behavior promote for gender expansive children? Do you convey openness and acceptance of expanded gender expression and interests?

Gender Representation in Children's Literature

When we read to children, we have so much work we're doing: building a love of story, teaching comprehension skills, enhancing language acquisition, and exposing students to worlds beyond their imagining. We are also, as it happens, teaching them about gender: what it means to be male, what it means to be female, and often, that those identities are mutually exclusive, obvious, and determined at birth.

When reading to students of any age, teachers consider many biases they may find in the text. Are the read-aloud materials only featuring one race or ethnicity? Are they focused on a single representation of socioeconomic class? Often when we consider gendered representations it is from a feminist or empowerment perspective—we want girls to know they can do anything (since boys, presumably, already know this).

In sharing texts with children, a positive next step might be exploring assumptions—about race, place, class, and gender. When we explore assumptions with students we provide them an opportunity to question, to know that the world isn't easily categorized, but is rich, messy, and full of possibilities. One way to explore assumptions is to ask questions for which many answers are possible. Children shouldn't be force fed alternate views of how girls and boys might behave, but rather exposed to multiple considerations. When a teacher contemplates reading aloud and the classroom library there are several questions to consider:

- How many of the main characters are female? Are male?
- Are female characters mainly active, daring, bold? How about male characters?
- Are female characters often rescued, passive, weak? Again, what about male characters?

It is surprising how many of the books we love fall into fairly typical characterizations of gender. The Cat in the Hat is mischievous, bold, a troublemaker—and male (Dr. Seuss, 1985). What message is conveyed to children about what it means to be male in this context? This is not at all to imply that a teacher should reject the entire classroom library. Instead, we encourage teachers to examine and become aware of realities in the text in order to pose meaningful questions.

We are fans of *Where the Wild Things Are* (Sendak, 1963) wherein the only identified female character seems to be in charge of child rearing and to exist for no other purpose. Max is wild, bold, and defiant; he becomes the king of all wild things. Despite these stereotypes, we would never discard *Where the Wild Things Are* from our library collection. Instead, we would take the time to craft and ask some reflecting questions.

- Would this story be the same if Max were Gwendolyn?
- How might it be different?
- What if Max's dad was home instead of his mom? How might the story be different?
- Are the monsters on the island girls? Are they boys?
- Why do you think so? What difference would it make?
- At the end, Max gets lonely and wants to be where somebody loves him most of all; what do you think about that?

These questions should get at students' currently held beliefs about gender. The key is listening to the answers and following up with discussion.

A word about advocacy texts. William's Doll (Zolotow, 1972) is, in its way, what we consider an advocacy text: a book written to make a point, to push acceptance (or one that is taken that way by readers). There are some strong literary examples among advocacy texts (*William's Doll* among them) and these can be found in a variety of places online (and in the Resources section of this chapter). These are too, the kinds of books that teachers are often reluctant to bring into their classrooms (DePalma & Atkinson, 2009). When we discuss making classrooms safe places for all members that includes the teacher as well. Though there is a recent increase in publication of picture and chapter books that we might consider transgender advocacy texts (Gudron, 2014), we recommend thoughtful and reflective use of all materials presented in the classroom, whether traditional, advocacy oriented, or limited by curricular restraints.

Conclusions

The practical strategies offered here are intended to inform classroom practice. These strategies also have broader intentions for promoting a world where all children feel accepted and safe, where the educational environments we create lead to acceptance of identities and expressions along the gender spectrum. Gender nonconforming children experience the social and psychological impacts of being outside the norm, being targets of bullying and harassment, and of being socialized by adults who might not be prepared to address their unique needs.

   Gender nonconformity may result from a transgender identity or may simply be behaviorally expansive. Though high social consensus about expected gender behaviors appears to be eroding in our society, giving way to a wider variety of views and greater dialogue on these issues, gender expansive youth require social justice action because they are marginalized in ways that result in negative outcomes. Teachers can promote social justice for them by expanding understanding and acceptance from their cisgender peers.

   Social justice for gender expansive youth involves supporting their rights, opportunities, and empowerment. Attention to our classroom routines, language, and thinking around gender, and leveraging curricular resources could decrease the pressures that all children experience related to gendered behaviors. Educators who recognize their power to positively impact children's understanding and acceptance of the gender spectrum will create safe and accepting environments, influence life trajectories for all students in their classes, and ultimately support healthy adjustment in our changing world. To that end this chapter offers a focus on teacher behaviors in the elementary classroom that support all children in understanding and accepting expansive gender expression through self-reflection, classroom structure and practices, and the thoughtful use of children's literature.

Key Instructional Practices and Strategies

1. Take some time to reflect on your own perceptions and beliefs about gender roles.
2. Ask your administration what the school policy is for welcoming gender expansive children.
3. Reflect on your own gender expression—you are the child's model, what are you encouraging/discouraging in gendered possibilities?
4. Find creative, non-gender based ways to manage children, ways that don't rely upon a boy line and a girl line, gendered job assignments or reinforcement, competition, or comparison.
5. Keep track of how you respond to children—their dress, their behavior, their participation in class. If the child's gender changed or if the child rejected the notion of being either a boy or a girl would your responses to the child change?
6. Explore the texts you use in class. Consider deeply the messages about gender contained therein. Craft meaningful questions that will open up dialogue about those messages.
7. Ask children what they prefer to be called (or if they have a preferred pronoun). Then use that name (and pronoun).
8. Seek out and use resources that are available to help you accomplish these practices. A list of possible resources is provided in this chapter.
9. Relax. It is easy to feel overwhelmed when tackling new considerations within the classroom. Exploring gender isn't something new to add to your To Do list. It is a way of being that promotes acceptance in all children.

Multimedia References

- American Psychological Association's Lesbian, Bisexual and Transgender Concerns Office: Safe and Supportive Schools Project: http://www.apa.org/pi/lgbt/index.aspx
- Gender Spectrum provides education, training, and support to help create gender sensitive safe and inclusive environments for children. Many free resources are offered: https://www.genderspectrum.org/
- Good Reads provides a list of transgender friendly books: http://www.goodreads.com/list/show/20314.Transgender_Friendly_Young_Children_s_Books_
- National Association for the Education of Young Children provides a list of books that challenge gender stereotypes: http://journal.naeyc.org/btj/200303/Books4Children.pdf
- National Association of School Psychologists offers a collection of free resources, educational materials, links: http://www.nasponline.org/advocacy/glbresources.aspx
- Safe Schools Coalition provides classroom resources for teachers and curriculum specialists: http://www.safeschoolscoalition.org/blackboard-teachers.html
- Teaching Tolerance is a project of the Southern Poverty Law Center. It provides stimulating educational materials for teachers and other school practitioners: http://www.tolerance.org/?source=redirect&url=teachingtolerance
- Welcoming Schools is a project of the Human Rights Campaign Foundation. Welcoming Schools offers an inclusive curricular approach to addressing family diversity, gender stereotyping, bullying and name-calling in K-5 classrooms in the form of lessons and resources: http://www.welcomingschools.org/

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Chapter 22
(Dis)ability in the Elementary School Classroom: Embracing an Inclusive Mindset

Danielle M. Eadens and Daniel W. Eadens

Too Polite to Look: Embracing Differences by Embracing Natural Curiosity

> Kids are naturally curious about what they don't know, or don't understand, or is foreign to them. They only learn to be frightened of those differences when an adult influences them to behave that way, and maybe censors that natural curiosity, or you know, reins in the question-asking in the hopes of them being polite little kids. (Mullins, 2009, 00:27)

The still Image from Aimee Mullins' TED talk shows her gesturing next to three pairs of prosthetic legs on stands while using a fourth pair as she walks across the stage. The first set on the stand are flesh-colored resembling traditional prosthetics, but the second two are unique, one made of wood and intricately carved and the third a combination of metal and polyurethane which Mullins calls "jellyfish legs" (Mullins/TED, 2009, 6:46) (Fig. 22.1).

If you walk into any elementary classroom and ask any student who in the room has food allergies, any student can usually quickly and accurately state who in the room cannot have peanuts, dairy, or red food dye. Students easily learn that their peers are unique and that some students in the room have unique dietary needs. The students easily accommodate and even advocate for their classmates, reminding parents when sending in Valentines that they need a different option for the student who cannot have red dye. Students easily learn about different needs in the classroom with regard to diet, yet education professionals continue to underestimate students' ability to learn the same with students who have different needs in other domains, like communication, behavior, and academics. Differences in the classroom bring value. Learning and embracing difference is what social justice education is all about. Dr. Karen Sealander embodies this mindset, noting that as teachers,

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Fig. 22.1 Still image from Aimee Mullins' TED talk (Mullins/TED, 2009, 6:46)

we embrace everybody who walks through the door and see their value (2015, March, Personal Communication).

Alana Patzwald, third-grade teacher, discussed how her class' curiosity about a classmate's disability was encouraged by the child's mother:

> I had a student with brittle bone disease last year. Her mom encouraged us to show how her bones are different with raw spaghetti (her daughter's easily breakable bones) and how ours are more like Twizzlers (flexible and able to take some bending/force). After explaining how her bones were different we then passed out M&Ms. Like the M&Ms we all may look a bit different but are the same on the inside. I feel this was one of the best lessons for little kids to get how some things about us may be different but inside we are all the same and want the same treatment of respect. (Patzwald, A., 2015, April 22, Personal Communication)

While it is not always appropriate to discuss a student's label or diagnosis, it is okay for students to know that fair does not have to mean equal in the classroom. When a student gets glasses for the first time, other children are curious and want to know more, but the teacher and parent are not usually going to share the child's vision prescription. Many parents of the children whose classmate recently started wearing glasses may find requests for glasses coming from children that do not have the need for them as a natural result of curious classmates. Curiosity of difference is not bad. We want curious children; we want citizens who care enough to learn about those around them and to be able to see things from another person's perspective. If we stifle curiosity in the name of politeness, there may be unintended consequences as a result. We could learn a great deal from the unadulterated curiosity of children. If world leaders who struggled to understand the history and religion of a region felt comfortable enough to ask questions to learn more, the world would likely be a more peaceful place. This curiosity to learn more and become better for it is one of the major premises of social justice education. Children can learn about diversity,

including disability, by harnessing their natural curiosity. They can become agents of change for the adults who surround them, explaining to the adult who does not know any better that the folks at the table next to them are deaf and just talk with their hands instead of with their voice.

Teachers must spend time examining their own biases and areas for growth to become more effective teachers for all their students in the classroom. As a teacher, what do you do when you see a child who appears to have autism having a meltdown in the hallway of the school? How about at the grocery store when shopping with your own children? So much of our understanding of how to interact with students or adults that are different than ourselves is based on previous experience. This does not apply only to those in the education profession. Police officers also are more likely to have a positive attitude towards those with an intellectual disability if they have had the opportunity and experiences to work and interact with persons who have those disabilities in a social setting (Eadens, 2008). Teachers know all about teachable moments, those opportunities to have moral discussions in the classroom. Leicester (2011) noted that those discussions come from insights we acquire in our personal lives. Environmental factors, one of which can be the teacher themselves, can be what "handicaps the 'disabled' individual" rather than the disability itself (Leicester, 2011, p. 325). Beckett (2015) argued that we have a responsibility to teach disability-focused anti-oppressive pedagogy that goes beyond what he terms "education about the other," but into a pedagogical approach that "seeks to unshackle the possibilities for what a life can be/do and where a life might go" with the end goal of creating enabling societies (p. 89, 76). The United Nations recommends educational approaches that engender "respect for difference and acceptance of persons with disabilities as part of human diversity and humanity" (UN Enable, n.d., Guiding Principle d).

Creating a Culture of Inclusion

> I believe that when we examine our own mental models toward disability, we won't default to pity and charity but will focus our efforts on making our society accessible to everyone, and everyone will benefit. (Dunlap, 2014, 16:46)

Far too often, teacher preparation and current teacher in-service training revolves around the medical model of disability where exceptionality is viewed as a deficit warranting identification and remediation and can even be considered a form of ableism (Ashby, 2012; Brabazon, 2015). Preservice teachers learn the most common diagnoses in the classroom in a disability-of-the-week format and then teachers learn the concepts of Universal Design for Learning (UDL) in a separate module or teacher training. The alternative disability studies or social model looks at disability as it interacts with the environment in which it resides whereby the environment and society are the limiting factors. Social and political contexts are the culprits in creating "hierarchies of ability and disability" (Ashby, 2012, p. 92).

In recognizing disability as an environmental and societal construct, any disability present in the school is emerging via interaction between the student and classroom opportunities and the perspectives and practices of their teachers (Ashby, 2012). If approaching students from an alternative minority group model, then teachers would see students with exceptionalities as part of a marginalized and stigmatized group (Ashby, 2012; Kayama, 2015). Far too often, students with disabilities are marginalized by being placed in inappropriate environments. The UN Convention on the Rights of Persons with Disabilities (CRPD) emphasizes society's obligations towards those with disabilities and their human right to full inclusion and participation in society (Griffo, 2014). The students themselves feel different when they experience "institutional discrimination" and such injustice can become "linked to a central aspect of one's identity as a disabled person" (Leicester, 2011, p. 325). Torrie Dunlap of Kids Included Together proposed a melded approach to the traditional approaches, the biopsychosocial model, "This model accepts that medical labels and diagnoses are part of the identity of the person and environmental barriers are also considered when looking at how disability influences a child's ability to function in the world" (Dunlap, 2014, 7:45–8:00).

Teachers need a mindset that shapes how they approach *all* students in the classroom. Brabazon (2015) offered a simple maxim, "We need to think about learners rather than impairments" (p. 78). This is where UDL plays a pivotal role. According to the Higher Education Opportunity Act of 2008, UDL is defined as:

> A scientifically valid framework for guiding educational practice that:
>
> (A) Provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged
> (B) Reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient. (Higher Education Opportunity Act of 2008, Section 103)

Simply put, UDL is an opportunity to plan a lesson for *all* learners in the room from the start, regardless of labels.

Disability is often viewed through a lens other than that of difference or diversity. Ashby (2012) noted that "considering disability as a social construct does not signify a denial of difference." (p. 92). Dr. Lisa Dieker noted, "Inclusion isn't something you do, it's something you believe… It's fascinating that people want data to show [inclusion] works. Did we do research studies to prove Brown vs. Board of Education?" (Dieker, as quoted in Wallace (2015)). Advocate Maureen Wallace (2015) summarized best, "To [Dieker], and many other inclusion advocates, it is a basic civil right" (Paragraph 12). We can teach our students about ableism and other ways of viewing the world through the lens of another. Leicester (2011) argued that disability awareness is an essential part of moral education. She asks, "How in mainstream society can we most effectively develop our students' understanding of, and commitment to, greater justice for disabled citizens and their non-patronizing empathy for those coping with impairment in a disablist world?" (p. 326). The answer to this question is through inclusive practices and social justice education.

Blum, Gutierrez, and Peck (2015) illustrated inclusive practice with a great anecdote of two children, Ahmed and Chinar, one of which has severe developmental delays, cleaning a chalkboard together,

> In the process, they both get some chalk and water on their [clothes]. Realizing how silly they both look, they begin to laugh hysterically… Ms. Ali approaches the students. Admiring their work, she says, "Why, this is the cleanest the board has been all year! Thank you my dear students!" When Ahmed's mother picks him up at the end of the day she asks, "Ahmed, how was your day?" Ahmed enthusiastically replies, "It was wonderful! Can we invite Chinar's family to our home for tea?" (p. 14)

Ms. Ali recognizes that every student in her class needs group membership in not only the classroom community, but also the community at large. Within an inclusive setting, Ahmed and Chinar have the opportunity to become friends, to learn empathy for one another, and to interact with those different than themselves in a safe and encouraged environment. The authors note that the children's development is actually intertwined together. Blum et al. (2015) argued that increasing students' access and participation in socially valued roles, activities, and settings are not only goals of inclusion but also the means by which these goals can be achieved.

For far too long, whether a student is included in the general education classroom has been determined solely by the child's ability to master the curricular content of the classroom. Blum et al. (2015) argued that "skill acquisition by itself does not exclusively determine the extent to which a student can participate with his peers" (p. 21). Just as a student would struggle to learn a math concept in isolation from its real-life application, students with all abilities need skill acquisition to be meaningfully included in the context of social activities and settings. Group membership is a key component in inclusive practice. Peers expect students of all ability levels to participate in activities as they do, which reinforces the belief of all students that the student with a disability is "one of us" (Blum et al., 2015, p. 21).

Teachers can encourage group membership by having students work in small groups with assigned roles so that each student's contribution is outlined and valued in the final product. When a student with a disability is first placed in an inclusive setting, peer supports will have to be initiated and often modeled by the classroom teacher. Eventually, peers will follow the teacher's lead and initiate social interactions and group supports. Samantha Borgman, a first-grade teacher, discussed how the impact of her direction to her students has increased the positive interactions in the classroom with a student who shows signs of being on the autism spectrum. One of her guiding teaching principles is "how we are all different and special in our own way and that we hold an important role in the class" (Borgman, 2015, May 3, Personal Communication). Borgman has trained all her students to use the designated calm down spot in the classroom when they are upset or angry. She notes that other students encourage the student on the spectrum to use the calm down spot when he is having an outburst due to frustration. As the year progressed, she notes that she now sees "them wanting to help him understand by reading with him or practicing math with him" (Borgman, 2015, May 3, Personal Communication).

Blum and her colleagues "propose an intentional move from the traditional curriculum focus of specific skill acquisition toward a more holistic view of student learning and development in which valued outcomes are defined by increased student participation in roles, activities and settings" (p. 25). All students in a classroom where students with disabilities are included will increase empathy, acceptance of differences, sense of self-worth, and commitment to personal principles of social justice (Blum et al., 2015).

An example of a social justice lesson related to the concept of ableism is related to the updated accessibility icon. During the past few years, there has been a push to update the International Symbol of Access icon to an updated one created by Sara Hendren and Brian Glenney. Some large cities like New York City have made important decisions to adopt the newer, more engaged, active, depiction of a person in a wheelchair where the person's head is forward, arm is pointing backward and the overall icon depicts motion and indicates that the person in the wheelchair is in control of his/her own mobility (Accessible Icon Project, n.d.). As we teach about policies in class and introduce the concept of ableism to our students, a lesson whereby children are comparing depictions of the accessibility symbol through the lens of ableism yields critical discussion on the topic. Students in elementary school can easily see the differences between the images, and it is a great way to start the conversation and help students build a different lens around the concept of disability for students that may not have had prior experiences with anyone in a wheelchair (Fig. 22.2).

The images depict the timeline of the evolution of the symbol for International Accessibility from 1968 through the accessible icon project icon described in the text. The 2011 depictions noted the Street Art Campaign where activists put a more active looking sticker person seated on top of the 1969 ADA & ISO approved symbol (Accessible Icon Project, n.d.).

As we look at all types of social justice education, we must ensure that we are preparing our future generations to not only be aware of racism, genderism, and the like, but also ableism. One elementary unit offered on the social justice website Teaching Tolerance is entitled Picturing Accessibility: Art, Activism and Physical Disabilities and it expands the concept and looks at ableism in a four lesson unit: http://www.tolerance.org/lesson/picturing-accessibility-art-activism-and-physical-disabiliti.

Fig. 22.2 Timeline for symbol of International accessibility

Mentality Not Just Accessibility

"Inclusion teaches everyone in the classroom to accept students with disabilities and value their contributions, to adapt to challenges and celebrate strengths" (Wallace, 2015, para 18). As teachers and members of society, we must go beyond accessibility and move into an inclusive mentality. Teachers need an inclusive mindset that shapes how they approach *all* students in the classroom. Thinking about learners rather than impairments is easily accomplished through the premises of UDL. We must also go beyond people-first language in our classrooms where we are substituting terminology like "autistic child" with "child with autism." Let's change from people-first language to community-focused language and behaviors. To reference the earlier allergy example, students can understand at a very early age that one student being allowed to eat a peanut butter sandwich while another must eat a ham sandwich is not inequitable, it is simply ensuring each student's dietary needs are met in the lunchroom. Erica Levey, a first-grade teacher, discusses a quote from a former professor with her students: "Fair isn't everyone getting the same thing. Fair is everyone getting what they need to succeed." Levey notes, "I have discussed this with my students and it has contributed to a sense of community that has benefited all students!" (Levey, 2015, April 27, Personal Communication). Teachers must challenge any terminology or systems that make us sort, classify, and rank-order our students (Ashby, 2012). Levey shared one way she meets the academic needs of the students in her room without allowing students in her classroom to rank-order themselves:

> I used to use pre-determined, differentiated spelling lists for my approaching, on-level, and advanced students. However, in spite of my attempts to conceal this with "cute" list names and varied colors, students quickly realized what list they had received. It became a source of bragging and ridicule, so, I implemented a weekly spelling pre-test. Every student receives a list based on their pre-test. I found that this has greatly curbed the "bragging rights," while also giving a clearer picture of my student needs. (Levey, 2015, April 27, Personal Communication)

Far too often students with disabilities are excluded by peers and the teachers find themselves without the appropriate tools to intervene and to assist their students in developing empathy for all. Leicester (2011) pointed out how in principle, most parents of children with exceptionalities feel their child should not be bussed to a school other than their neighborhood school, but how some felt they had to make that choice due to issues with bullying in an inclusive setting. They made the choice for a more restrictive environment "for the sake of their child's happiness and well-being while at school" (p. 324). Teachers must create a warm and caring community in the classroom where all students feel they are a member of the classroom community. When teaching a classroom of students with mixed abilities or backgrounds, one lesson that can be easily implemented is to pair students off into groups of two or three and have them create a Venn diagram together whereby they can see what they have in common with one another. It gets students talking about what they have in common and serves as a foundation for friendships and mutual interests for the remainder of the term or school year.

Teachers must ensure that the literature in the classroom is representative of all the students in the classroom and beyond. Literature has the unique ability to build empathy and nurture social acceptance by allowing students to imagine themselves in the shoes of the character in the story (Rieger & McGrail, 2015). One role teachers play in social justice education as it relates to disability is to "reframe students' understandings of disability, identity, and equality" (Curwood, 2013, p. 16). As teachers choose high-quality literature and media selections for their classroom, Curwood encouraged teachers to look for characters that have a disability who are positively portrayed, to stay away from plotlines with binary oppositions like normal/abnormal and ability/disability. Teachers should seek stories where the character(s) with disabilities should be afforded the same citizenship rights as the other characters in the story. Literature and other media tools can be a tool to expand attitudes and perceptions of one's self and others.

This concept of creating community and helping students see their strengths and similarities applies far beyond students with exceptionalities. Teacher Alysia Dillon tells a story of how she worked with a second-language learner in her kindergarten class who had moved from Egypt whereby his primary language was Arabic. He was trying to learn English, Spanish and had a diagnosed learning disability and speech impairment. After his behavior escalated in the classroom, Dillon chose to celebrate his uniqueness publicly to her class, noting how hard he was working towards becoming trilingual. The class rallied around him trying to learn Arabic in addition to the mandated Spanish as a foreign language in their curriculum. The student's behavior and language proficiency improved as a direct result of his classroom community celebrating his uniqueness (Dillon, 2015, April 24, Personal Communication).

Conclusions

Changing the classroom environment so that *all* students feel that they are part of the community will not happen overnight. If a teacher shifts to an inclusive mindset, helps students develop deep and meaningful relationships with students different from themselves, implements UDL effectively, and creates a classroom community where curiosity is encouraged, the classroom can experience transformation. All students will develop deeper relationships with one another, become empathetic and appreciative of diversity, and will go on to become agents of social change in their communities. We want a future where everyone has the opportunity to have a limitless life and to do that we must start with the breeding ground for society, our elementary school classrooms.

Key Instructional Practices and Strategies

1. Advocate for the value of difference and diversity in society and your classroom community.
2. Design each lesson so that it meets the needs of all students using UDL.

3. Go beyond people-first language to changing the language used to refer to students with disabilities. Be wary of how the language you select in your clasroom positions students in the classroom (Ashby, 2012, p. 93).
4. Include high-quality children's literature that includes positive portrayals of students who represent a diversity of students, including those with disabilities.
5. Be a critical user of media in the classroom.

   Examine all stories for stereotypical representations of those in any group, including those with disabilities. Be certain that you are selecting options that include children or adults with disabilities in the story "rather than constructing disability as outside" (Ashby, 2012, p. 93).
6. Examine your own biases and lack of experience with persons of diverse backgrounds and experiences. Fill in those gaps by making new friends, volunteering your time to work with an organization, etc.
7. Build deep and meaningful relationships between your students. Encourage students to build relationships by learning about each other and find what they have in common. When working in small groups, have assigned roles, so that each student's contribution is critical to the group product. If students are excluding students with diabilities during unstructured time (like recess), plan ways to include all students, and facilitate discussions about how to include all classmates. Teach all students conflict resolution skills and mediate where needed so students can learn from conflicts with their peers.

Multimedia References

1. *Center for Applied Special Technology* (*CAST*) http://www.cast.org/udl/
   "Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (para 1). CAST is the premier resource on UDL and offers multiple resources for understanding the concept.
2. *Council for Exceptional Children* https://www.cec.sped.org/
   "The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents. CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, advocates for individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice" (/about-us, para 1).
3. *TASH* https://tash.org/
   "Tash is an international leader in disability advocacy. Founded in 1975, TASH advocates for human rights and inclusion for people with significant disabilities and support needs—those most vulnerable to segregation, abuse, neglect and institutionalization" (para 1).

4. *Teaching Tolerance* http://www.tolerance.org/

   "A place for educators to find thought-provoking news, conversation and support for those who care about diversity, equal opportunity and respect for differences in schools" (para 1). The Teaching Tolerance organization has a wonderful database of searchable lessons for the classroom and free resources for teachers. If looking for social justice lessons related to the field of disability, simply search under the string "Ability."

5. *Think Inclusive* http://www.thinkinclusive.us/

   "Think Inclusive is an online resource that promotes the full and authentic inclusion of people with disabilities in their school and communities through education and advocacy" (p. 1).

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Chapter 23
Promoting Greater Acceptance of and Skills to Teach Young Children with Disabilities: Blended Training of Early Childhood Educators

Jody Marie Bartz and Karen Applequist

Introduction

Janice was excited about her second year of teaching as she surveyed the classroom of new kindergarten students teeming with energy. Last year was challenging, she wasn't going to deny it, shifting from student teaching to a full time teaching position, but she felt she was fairly successful. This year presented new challenges, including Thomas, a child wEho is eligible for special education. She was invited to the Individualized Education Plan (IEP) meeting last spring and felt totally unprepared for it. She learned that other professionals would be available to assist her in meeting his learning needs; however, she also knew that they would not be working alongside her every day. It would be her responsibility to teach him, along with nineteen other children. They informed her that he has been diagnosed as "Developmentally Delayed" and the decision was made to place him in kindergarten rather than a self-contained classroom. She is all in favor of inclusion, but she feels she doesn't fully understand how to teach Thomas. Reflecting back on her university classes, she realizes that she only had one class about children eligible for special education, and it was very general. She feels woefully unprepared to teach this child. What was she going to do?

Legislation exists that mandates young children with disabilities be educated with their peers without disabilities. Professional organizations (National Association for the Education of Young Children and the Council for Exceptional Children, Division for Early Childhood) issued policy statements in support of inclusive early childhood practices. However, inclusive practices are not always commonplace. To make inclusion a reality, all teachers need to be prepared to teach culturally and linguistically diverse students with unique learning needs. In this

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chapter, we will address how Institutions of Higher Education (IHEs) and teacher preparation/training programs may better prepare teachers for inclusive classrooms.

Social Justice for Young Children with Disabilities

Legal Mandates

The 1986 passage of PL 99-47 (IDEA) was perhaps one of the most radical and profound outcomes of legislation for children with disabilities (Horm, Hyson, & Winton, 2013). The law stated children with disabilities would be educated alongside their typically developing peers—with special education services being provided to children with disabilities from ages 3–21 in the least restrictive environment, and states would receive federal incentives to develop an early intervention system for infants and toddlers with disabilities, ages birth through 2, and their families (Odom, Buysse, & Soukakou, 2011). IDEA mandates that students with disabilities be educated with children without disabilities to the maximum extent appropriate, which means that unless there is a strong rationale otherwise, all students eligible under IDEA should be educated in the general education classroom.

The most recent data from the annual Office of Special Education Programs (OSEP) report to Congress on IDEA indicated that nearly 50 % of preschool children with disabilities are included in early childhood education settings for some part of the day (Odom et al., 2011). Unfortunately, legislation regarding students with disabilities can appear "watered down" as jurisdiction and interpretation of the law is transferred to each state and ultimately the individual school districts. Although there are many reasons that inclusive practices are not commonplace, in this chapter we will address how teacher training/preparation programs can be better designed to prepare teachers for inclusive classrooms. With inclusion being mandated by law, *all early childhood teachers* are likely to have children with a range of developmental skills and learning needs, including identified and unidentified disabilities, in their classrooms.

Broader View of Diversity

Early childhood (EC) professionals need to be prepared and competent in linguistic and cultural diversity, interdisciplinary models, and rich field-based experiences. This is true *especially* in high-need Local Education Agencies (LEAs) and persistently low achieving schools. Nationally, 43 % of school-age children are from a minority group and 20 % have a primary language other than English (U.S. Census Bureau, 2010). It is challenging to determine the level of English competence for young learners with disabilities, as language development is one of their most significant areas of delay. Future teachers need to be instructed in evidence-based practices to reach young learners from culturally and linguistically diverse backgrounds.

Professional Organizations

Early childhood educators are responsible for knowledge and mastery of (a) national and state professional teacher preparation standards and (b) developmentally appropriate practices (DAP). Two national professional organizations, the National Association for the Education of Young Children (NAEYC), and the Council for Exceptional Children (CEC) Division of Early Childhood (DEC), provide standards that educators must adhere to. NAEYC and DEC issued a joint statement supporting inclusive practices for young children with and without disabilities. At Northern Arizona University (NAU), our Blended Early Childhood program is closely aligned to NAEYC/CEC (DEC) and Arizona Department of Education (ADE) Personnel Preparation Standards.

Research

Teacher Training Programs

The 5-year period from 1986 to 1991 in which early intervention and preschool programs were to be designed and subsequently implemented under P.L. 99-457, the emphasis in personnel development and personnel preparation (teacher preparation) was twofold: (a) specifying standards for Early Childhood Intervention personnel and developing a "comprehensive" system that would support personnel to achieve the standards (Snyder, Hemmeter, & McLaughlin, 2011). The terms personnel preparation and personnel development in the literature referenced both pre- and in-service training. Personnel preparation during early years focused on training large numbers quickly; however, quality was uneven, unpredictable, and generally ineffective with respect to outcomes. In recent years training shifted to emphasize interdisciplinary team-based approaches, family-centered practice targeting developmental, academic, and social outcomes.

Research advancing the field's understanding and knowledge about early childhood inclusion has accompanied and been prompted by these policy changes (National Professional Development Center on Inclusion, 2011; Odom et al., 2011). We know, for example, that (a) positive outcomes have been identified for both children with disabilities and their typically developing peers enrolled in inclusive educational programs; (b) specialized instructional techniques such as embedded interventions, curriculum modifications, and use of assistive technology enhance the development and learning of young children with disabilities; (c) collaboration with families and other professionals is an essential feature of effective inclusive programs; and (d) a range of factors (e.g., program standards, resources, professional development) affect the implementation and quality of inclusive programs. Horm et al. (2013) identified three key components of blended early childhood teacher preparation programs: ability of teachers to (a) address the needs of young children with disabilities

and their families, (b) work effectively with infants and toddlers, and (c) effectively teach math skills to young children. Stayton, Smith, Dietrich, & Bruder (2012) examined teacher preparation programs across the United States and outlined five "models" for teaching certification ranging from "Discrete programs to merged [blended] programs" (p. 7). The Early Childhood program at NAU is a dual certification Early Childhood Education/Early Childhood Special Education (ECE/ECSE) program.

The field of EC grew from research on child development focused on providing environments that facilitate learning and ECSE has been influenced by special education and focused on *individual* approaches to education that meet unique needs of our youngest learners. Although positive outcomes for children with and without disabilities have been well documented in the literature, variations continue to exist in general and special educators' attitudes toward inclusion (Elhoweris & Alsheikh, n.d.). For the purpose of this chapter, we have defined blended EC programs (and subsequently teacher training programs) as "equal access, participation, and success for ALL children" (Grisham-Brown, Hemmeter, & Pretti-Frontczak, 2005). *ALL* forms of diversity—e.g., culture, language, disability, and family structure—must be recognized, appreciated, and valued.

Attitudes and Perceptions

Ntuli and Traore (2013) found that although teachers understood the benefits of inclusive education, they were stifled in their implementation due to (a) limited resources, (b) lack of teacher aides, (c) lack of developmentally appropriate materials, and most importantly, (and key to this chapter) (d) lack of proper training on how to manage inclusive classrooms. Additionally, Muccio, Kidd, White, and Burns (2014) noted that Head Start professionals' inclusion needs were greater than the supports available to them and a lack of professional development was the biggest barrier to successful inclusive early childhood programs.

Our Experience

NAU currently offers an undergraduate degree in Early Childhood Education. Included in the degree are six units of coursework in Early Childhood Special Education and a one-unit practicum. While candidates graduate having some understanding of the learning needs of children with disabilities and approaches to promoting positive learning outcomes, they are not adequately prepared to teach in inclusive classrooms.

Creation of a Blended EC Program

Faculty decided that coursework should be designed to be integrative rather than continue with the existing model. It should be noted that our blended EC teacher preparation program is currently "in process." Our intent is to share our process to date and some of the lessons learned.

- *Core steering committee*. Four key faculty members from the EC and ECSE programs comprised the core steering committee. The Steering Committee met regularly (at least twice per semester) and was integral in guiding the overall process as well as providing structure to the larger blended committee meetings.
- *Larger committee*. Faculty from EC, ECSE, and Bilingual and Multicultural Education (BME) formally gathered eight times over the course of four semesters. Each meeting had a specific agenda and minutes were taken and posted for the entire committee to view. All faculty involved worked collaboratively to define the mission, vision, and goals for both the committee and the new program. A shared BbLearn/Blackboard Learning Management System (LMS) course shell was set up to allow for more efficient sharing of documents.

Northern Arizona University Blended Early
Childhood Teacher Preparation Program
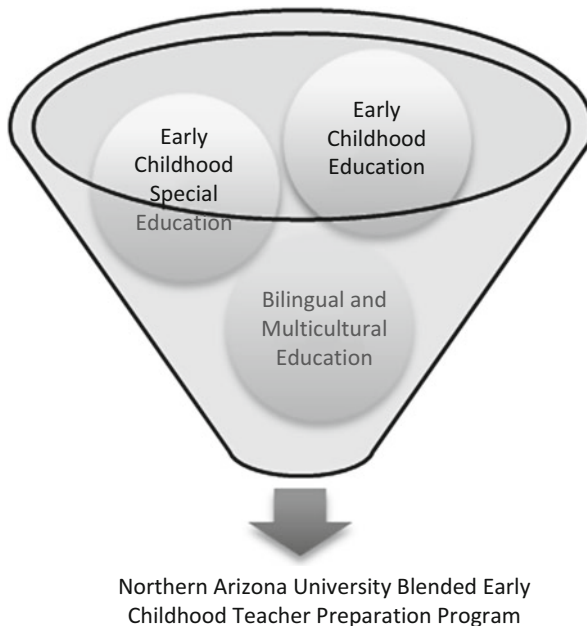
Fig. 23.1 Vision for Blended Curriculum Building Process. Coursework is designed to be integrative, rather than continue with the existing separate programs model. Bartz & Applequist (2015)

- *Smaller committees*. Twelve smaller groups were formed from the larger committee that were tasked with designing courses for the blended program. For example, three faculty designed an introductory course that introduces students to the profession and includes historical, legal/ethical, and empirical foundations of both early childhood and early childhood special education. One of each of the two faculty members from ECSE was present on all smaller committees (Fig. 23.1).

Barriers and Challenges

No discussion of the process of creating a *truly* blended EC/ECSE would be transparent without acknowledging the barriers and challenges encountered. Similar to the extant literature, several prominent themes emerged: (a) negotiating differing paradigms; (b) constructing children as special; (c) exclusion in practice and inclusion as an alternative thought; (d) interpersonal challenges and lack of commitment to committee.

Negotiating Differing Paradigms

Faculty brought their own unique experiences, training and beliefs about their discipline into the discussion. This resulted in competing priorities for courses and program foci. For example, while many early childhood educators embrace constructivism, early childhood special educators are more focused on more behavioral approaches that support individual children.

Constructing Children as Special

The language of "special needs" (Purdue, 2006) is difficult to remove from the teacher preparation program arena as it is embedded in the legislative and political framework guiding early childhood practices. Throughout our smaller committee discussions, effort has been made to focus on ALL children, not emphasizing the young children who have "special" needs. Although the discussion of a tiered model to instruction of young children is relatively new to the field, we have focused our course design conversation around including a universal approach to instruction for all children with targeted interventions designed for those children who may need more support (e.g., Behavior and Assessment). Additionally, all EC environments (Birth-3, 3–5 and 5–8) were covered within each course.

Exclusion in Practice and Inclusion as an Alternative Thought

Purdue (2006) highlights that "special education [teacher preparation programs] has given [us] the idea that you need to have all sorts of special procedures and qualifications to understand [children with special needs]…" (p. 13). Resources, "technicalities," and logistical details, both material and human, all need to be "in place" for inclusion to "work." For some team members, their knowledge of typical child development combined with pedagogical differences and limited experiences with young children with disabilities created the opportunity to educate colleagues on best practices for our youngest learners. We recognized that like-minded individuals who inherently believed that ALL means ALL—have to work to remove barriers, discuss curricular and classroom accommodations and modifications, and collaborate to support EC inclusive programming.

Interpersonal Challenges and Lack of Responsibility to Committee

When convening a large group of faculty, differences exist both professionally and personally. Successful collaboration depends upon a climate of respect for one another. While the steering committee attempted to create a positive tone and encourage open communication, interpersonal differences sometimes occurred. The degree of commitment and vision around the process varied across faculty. Although this was not a major obstacle to reaching our goals, we did have to address issues as they occurred.

Conclusions

There is no denying that creating blended EC teacher preparation program requires hard work by committed faculty with a unified mission—fully prepared ECSE personnel can better provide education in the *least restrictive environment* for 100 % of the time. Research has provided substantial support for providing inclusive educational settings for both young children *with and without* disabilities (Odom et al., 2011). This evidence provides rationale for teacher educators to continue to move forward in creating "blended" training programs in order to prepare *highly* qualified, *fully-certified,* and *competent* early childhood teachers who are prepared to instruct ALL children. Institutes of Higher Education (IHEs) are responsible for preparing EC educators for today's classrooms—substandard training programs "cheat" our youngest and most vulnerable learners out of the quality education they are entitled to.

Key Instructional Practices and Strategies

It is readily apparent from the literature (Miller & Stayton, 1998) that many factors influence the process of establishing a blended program. The perspectives of others who have already blazed the trail and have shared their insights informed our process. What follows are some important strategies to consider during the process of designing and implementing a blended program.

1. *Creating a shared mission*: Devote sufficient time for participating faculty members to agree upon a shared mission. This step is critical, as it promotes greater acceptance of and commitment to substantive curricular changes. Our team of faculty met on six different occasions discussing our mission and vision for our work. It is also vitally important to communicate your mission with administrators who will be involved in many key decisions.
2. *Operate with realistic expectations*: Create a reasonable workload and time frame to complete all tasks. Faculty will likely be assuming different roles related to their expertise and available time. It is extremely important to recognize every faculty member's unique contribution. After gaining consensus from our team regarding the mission, goals, and timeline, we created a steering committee to oversee the project and take primary responsibility for writing and submitting curricular proposals for review through university entities. This allowed faculty to focus their attention on course design. Our timeframe was initially very organic as we spent almost a year working on the mission and goals. A full day meeting was dedicated to identifying key courses for the program of study followed by a period of 4 months were allocated to fleshing out the syllabi for new courses.
3. *Assure input from all faculty*: The success of the entire process depends upon effective collaboration among participants. While the necessity to collaborate may seem quite obvious, obstacles may exist that prevent effective collaboration. It is important to communicate the importance of and create the space for collaboration throughout all phases of the project. Faculty members bring different expertise, experience, and collaborative skills to the table. We created twelve Curricular Action Teams comprised of at least three faculty having different expertise to design new or revise existing courses to be fully blended. Each team has a team lead responsible for setting up meetings, overseeing the process, and communicating progress to the steering committee. The unique composition of each team results in a high degree of variability in the process. Miller and Stayton (1998) identified interpersonal issues as one of the barriers identified by faculty representing blended programs. While most of our teams were very effective, it wasn't true of all teams. In some instances junior faculty may defer to senior faculty and alternately, senior faculty may be less willing to compromise.
4. *Maintain open communication*: While scheduling meetings with the entire committee can often prove challenging, the importance of creating an open and transparent process where all faculty can contribute is essential. Faculty members bring unique perspectives emerging from their own education, experience and research. These perspectives may not always be congruent with other members

of the team, and conflict may occur. Heston, Raschke, Kliewer, Fitzgerald, and Edmiaston (1998) noted that conflict resulted when faculty adopted positions perceived to be in opposition to one another (constructivism and behaviorism). It is important to create a climate where faculty feel free to express their opinions and differences can be resolved in a professional manner.

5. *Align curricula to appropriate standards*: The impetus for many IHE's to create blended early childhood education programs is often the standards for teacher certification set by state certifying bodies. In some cases, certification in early childhood and early childhood special education are closely aligned in a manner that facilitates blended training. Programs will have to align to state requirements, and in institutions with Council for the Accreditation of Educator Preparation (CAEP) accreditation, standards for both the National Association for the Education (NAEYC) and the Council for Exceptional Children (CEC) will have to be addressed. Beyond these alignments, though, the process must assure what Blanton and Pugach (2011) refer to as "curricular coherence." In our case we convened the entire committee routinely during the time the Curriculum Action Teams were working on syllabi for individual courses to discuss unifying themes that need to be threaded throughout the curriculum. Some examples of unifying themes we identified are engendering positive attitudes toward all forms of diversity, collaboration, using evidence-based and ethical practices.

Multimedia References

1. *Council for Exceptional Children* (*CEC*) *Division for Early Childhood* (*DEC*)—The DEC is one of 17 divisions of the Council for Exceptional Children (CEC), the largest professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents. http://www.dec-sped.org

2. *DEC recommended practices*—The DEC Recommended Practices were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities. http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf

3. *Early childhood technical assistance center*—The Early Childhood Technical Assistance Center is a national center funded by the Office of Special Education Programs (OSEP) to support early intervention and preschool special education programs and practitioners. http://ectacenter.org/default.asp

4. *National association for the education of young children* (*NAEYC*)—NAEYC promotes high-quality early learning for all children, birth through age 8, by connecting practice, policy, and research by advancing a diverse, dynamic early childhood profession and supporting those who care for, educate, and work on behalf of young children. http://www.naeyc.org

5. *The early childhood personnel center* (*ECPC*)—The ECPC was funded to serve as a national and state resource on personnel standards, competencies, and recommended practices for professionals who serve children (aged birth to five) with disabilities and their families. http://www.ecpcta.org

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Part III
The Adolescent Learner

Chapter 24
The Shaming: Creating a Curriculum that Promotes Socially Responsible Online Engagement

Shadow W.J. Armfield, Dawn M. Armfield, and Laura O. Franklin

Introduction

When scanning social media feeds, you will be hard-pressed not to find postings, memes, and videos degrading specific individuals. From pictures of bedrooms decorated in sports team memorabilia adorned with the text "Signs your child might be gay!" to an image of a woman cowering in the corner with a statement like "Women deserve rights…and lefts," to imperatives like "The smell of cigarettes and shitty cologne, COME OUT PERSIANS WE KNOW YOU ARE HERE," social networking is used to shame "others" from a wide swath of the global culture. The constant flow of humiliating and potentially violent information presented in a forum without question, and sometimes with many "likes," "favorites," or other positive reinforcement makes such postings appear innocuous. By posting declarations of inequity and dominance, the internet has reinvigorated the role of shaming in public environments.

Language has often been used to devalue others and the implementation of social media environments has exacerbated the use and visibility of degrading language and imagery. Bitch, faggot, retard (including fucktard and other variations), and other defamatory monikers are used to not only shame the individual to which the language is aimed, but also to degrade the populations the words represent. By comparing one group to another group in negative ways, the composers of this information are stating that the groups to whom the individual is compared are less than the

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composer and his/her audience (Foucault, 1973; Goffman, 1963). The stigma of marginalization then hampers engagement, connectedness, and social development.

Social media is playing a greater role in middle and high school students' lives. It is not only used for personal communications, but for school activities as well, in which individuals use language, imagery, and video for those communications. While the majority of postings are often inoffensive, some can be hurtful and damaging, even visually depicting hateful and violent acts (Catanzaro, 2011; Hindman, 2011; Johanson-Sebera & Wilkins, 2010). As social media becomes more integrated with the curriculum, it is imperative that teachers and schools address how students engage in online activity (Aragon et al., 2014). In this chapter we examine how media is used to humiliate and coerce marginalized populations, and how teachers and students need to develop curriculum that empowers students to stand up for themselves, their peers, and the stigmatized foci of such activity. Pedagogical resources will be included to assist readers in developing their own curriculum with this social justice focus in mind (Dover, 2013; Llewellyn, Cook, & Molina, 2010).

Background

In order to understand the ways people have been shamed in online spaces, we must investigate different ways of portraying those with special needs in the media, as well as how the homogeneity of social media constructs an environment ripe for shaming, and, finally, how that this leads to the us versus them mentality that constructs an outsider/"other" status.

Shaming in Popular Media

Shaming in media tends to occur in ways or places that make another, often the protagonist, character seem more likeable, sympathetic, or understandable. For instance, in "Of Mice and Men," in both the literature and film versions, George is seen as the character who must endure the actions of Lennie, his companion, even as he looks out for him and advocates for him. He does this all while shaming him, calling him a "crazy bastard," "poor bastard," or "crazy fool." Indeed, Steinbeck (1994) exacerbates this view of Lennie by labeling Lennie as wild while innocent who has a whimpering cry (Steinbeck).

In the 1990s, shaming was used for political gain in the impeachment of President Clinton. It could be argued that the President was shamed for his definition of "sex," but the person who was shamed repeatedly in mass media was a young woman who had very little power. Monica Lewinsky had found herself in the company of arguably the most powerful man in the world, and, subsequently, at the center of a notorious shaming.

Shaming occurs in all types of media, especially pop culture media. In a very popular song from 2004s, the word "retarded" is used to indicate a simplistic view of the singer's emotions:

Oh, therapy, can you please fill the void?
Am I **retarded** or am I just overjoyed?
Nobody's perfect and I stand accused
For lack of a better word, and that's my best excuse
(Armstrong, 2004)

This use of language is indicative of the ways that shaming occurs not only of others, but of the self. In fact, the title of the album from which this song originates is American Idiot, which inflates the concept of self-shaming and/or ridiculing within this piece.

The idea of how far is too far is also explored in the film "Tropic Thunder." Communicating the idea of when it is ok for an actor to "go full retard" is a segment performed by Robert Downey Jr.'s character (while his character is also in blackface, which is a double commentary on concepts of shaming in popular media). Downey discusses the different performances of retarded and what is acceptable versus what is not. Throughout this discussion the "other" is defined at varying levels: full retard (Sean Penn's portrayal in "I Am Sam"), slow and maybe retarded (Tom Hank's in "Forrest Gump"), and appear retarded, but not be retarded (Dustin Hoffman in "Rain Man"). Dumb, moronic, and imbecilic are terms set up as boundaries between these levels within this movie. The resulting commentary is that one can "never go full retard" or will go home empty-handed (from the Oscars), resulting in being less than the norm. This language is so fleshed out and defined that it attempts to encompass an entire population of individuals.

While these may seem rather banal and help to create an ethos about the characters and/or artists, when combined with the onslaught of this type of communication and the proliferation of media such as "shock jocks," who use shaming as a means of communication, much of society begins to see shaming as something that is the norm. Increasingly, we not only see or hear about shaming in popular media, but also see it in the places we congregate online.

Social Media and Homogeneity

Social media has revolutionized the ways we can communicate with one another. From simple text-oriented messages to longer pieces of writing to visual communication, the advent of social media has changed the ways we share and interact. Not only has the shape of the communication changed, but the speed of that communication has changed. For instance, in the earlier section we mentioned the Clinton-Lewinsky situation. At that time, social media was very young (Twitter, Facebook, and Instagram weren't even a consideration). Chat rooms and Internet Relay Chats

(IRC) were the common forms of social media, but those were typically used only by people who were interested in online communications. That situation permeated media on television, radio, and in newspapers. It took a bit longer for the majority of the American public to hear about it, and most of the international public didn't hear about it for at least a day or more. Today, however, shaming occurs much more quickly. Not only does it occur more quickly, but many social media users make an assumption that their audience is just like them, and will, consequently, laugh, joke, or ridicule as they would. As Kane et al. (2014) writes,

> If people are limited to establishing similar formal connections with diverse sets of others including trusted confidants, casual acquaintances, and family members in their social networks, the platform homogenizes all these relational connections as being equivalent. (e.g., friends, contacts)

Social media environments encourage this way of thinking, and are, in fact, created to induce this concept of homogeneity to increase levels of connectedness and belonging. The most salient theory that addresses this idea of mediated society is the concept of habitus. Habitus addresses the level at which the ways we classify the world in social action are generated by structural features of that same social world (Bourdieu, 1990). While Pierre Bourdieu was not speaking to the interactions within media, nor social media at all, his explanations of the ways we interact because of the environmental structural features is an important way to discuss our communicative processes in social media, and to define the reasons shaming occurs so frequently in social media communications. As Bourdieu (1987) writes,

> …the point of view is a perspective, a partial subjective vision (subjectivist moment); but it is at the same time a view, a perspective, taken from a point, from a determinate position in an objective social space. (objectivist moment)

Thus, in social media, the communication is subjected to the perspective that is already defined by the system and which, once disseminated, defines the space the communication takes place and how that communication is defined. This isn't to say that we have no free will over what we post. We do. But it does speak to the ways that social media platforms naturally create space for the designation of "other."

Stigma of "Other"

A stigma is created when there is a discrepancy between what an individual is "supposed to be" and what he or she actually is. Assumptions of what an individual is "supposed to be" make up what is called the virtual social identity, while the attributes that the individual really possesses make-up what is called the actual social identity. Goffman (1963) explains stigma in a broad sense as an individual who does not measure up to the normative expectations and righteously presented demands set by society. For instance, when a new individual, a stranger, enters a room possessing an attribute that sets him or her apart from the norm that society has embraced, a difference in what is expected or allowable, then that individual is

reduced from a whole person to a tainted or discounted one. So in a very real social sense, stigmas and the process of stigmatization sets the boundaries of what is allowable (the norm, ordinary) and what is not (other). This idea of normal or the ordinary is in the eye of the beholder. What is deemed ordinary must also allow for what is not ordinary, the stigmatized, the other.

Goffman (1963) also describe how a shameful gap forms between virtual and actual social identity for those individuals whose stigma is fully visible because the norms that define the ordinary are very obviously not met. It is then the ordinary, not the different, that holds the burden of understanding of "differentness" (p. 127). The ordinary may not be a clearly defined set of values for individual's identities, but these values do pervade all of society. At one point or another, most individuals are at odds with the ordinary. This idea of deviating or conforming to the norm, to the ordinary, is something everyone encounters many different times and in many different social circles because it speaks to power.

The continual interaction of the virtual and actual social identities is like a play, a play whose main character is always in flux, always changing, and not always fitting into the norm or the stigmatized. "These identity concerns point to the difficulty of sustaining a drama of difference between persons who could in many cases reverse roles and play on the other side" (Goffman, 1961, p. 112). However, recognition that we each have this ability to play the other side is not typical knowledge or awareness for the majority of individuals. Or if there is awareness, there also exists the unwillingness to accept that my identity could just as easily be shaped by or fit into other. So it also seems that there is a dance away from the outlying boundaries of the norm toward the center of the ideal virtual social identity.

It is not preferred to find one's actual social identity somewhere in the stigmatized. It is not even preferred to find oneself able to identify with the stigmatized because there is fear of owning the difference, the "other." Therefore, stigma must be managed. Stigma management is a process that occurs wherever there are set societal norms (Donovan, 2008). This type of management of what is construed as ordinary and what is "other" happens in social networking. The concepts of power that are held by the group that is presenting, shaping the ordinary have very wide reaching markets. YouTubers have followers of their blogs that allow them a large amount of power to dictate and perpetuate what they choose to present as part of the ordinary "in" group. Through this presentation of ordinary, a sense of belonging is created for the in-group that segregates the "other." "Other" becomes the out-group, the target, the bullied, the shamed. The hand-in-hand character of "other" and ordinary can be observed through their symbiotic existence.

In and Out Groups

Being part of the "in-group" comes with a positive social stigma. It carries with it a sense of social belonging and representing what the virtual social identity should be. The in-group sets the boundaries for what is ordinary, the norm. Therefore, with the existence of the "in," there must also be an "out." The out-group does not

follow the norms and the actual social identities of its individuals fall outside the boundaries of the virtual social identity. Being part of the out-group requires a sense of otherness, being other than ordinary. Foucault (1973) explains the term "othering" as how social groups tend to define themselves through the cultural boundaries of inclusion and exclusion.

Marginalization

The idea of marginalization also has a significant role in the idea of stigma and "other." If an individual does not fit within the boundaries of what is allowable, then he or she is set apart and therefore marginalized. That individual's identification with the ordinary is not valued and he or she is placed outside and away. Marginalization is usually discussed with a political stance on inequalities. It attempts to fractionalize the different groups with which an individual may belong and then deconstruct them. The process of fracturing and deconstructing focuses on descriptive traits of individuals and this focus can "obscure the deep-seated power relations that help to produce marginalized subjects" (Hindman, 2011, p. 191). Therefore, when someone who is "other" and described as wrong or outside what is allowed, power is shifted and the individual is then marginalized. Hindman (2011) continues to explain that these individuals within marginalized groups can also be silenced or their identity overlooked. There is a need for discourses that do not emphasize demographics and descriptors, but encourage "us all to rethink the forms of citizenship invoked by the prevailing signifiers of group identity" (p. 210). Rethinking what and how individuals are identified within various groups can allow for a more transformative discourse. This act of rethinking is one that can take place inside the classroom, as a lesson of citizenship, or, with more specific connections to media, digital citizenship.

Developing an Understanding of Digital Citizenship

Making distinctions between what constitutes private interactions and public ones can be difficult for young people as they begin to maneuver digital media. Figuring out the importance of creating social capital and managing it appropriately can come at a price in terms of what language is used. Becoming part of the digital citizenry requires a conscious decision to make positive connections with others. We should teach our students to be part of the language of the positive us, not the negative them. As Buckingham and Martínez-Rodríguez (2013) point out,

> Digital media have become a resource in young people's efforts to build their social capital, to create community and to learn about the wider world. In the process, they are having to learn to handle risks, and to make complex judgments about the relationships between the public and the private.

Although young people need to learn to handle these risks, they do not always have the tools to do so.

If left to their own devices, students will typically migrate to the format the system has created—constructing environments full of people just like them. Again, Buckingham and Martínez-Rodríguez (2013) explain,

> Young people today are growing up in a context that is saturated with relational technologies and mediated communications; and in these new digital spaces, they develop preliminary frameworks for interpreting life, sets of opinions and prejudices, stereotypes and dilemmas, that guide their understanding of the meanings of everyday actions.

Therefore, it is key to use these digital spaces in a manner that perpetuates positive stereotypes about others. When communicating, especially online, there must also be an obvious choice of interpreting others in the environment with positive identities. The framework for interpreting this needs to be strong in order for all individuals to make sense of interactions in these created spaces.

The Role of Schools

Technology in schools has been used to develop barriers to protect students from what has been deemed inappropriate and harmful material. Setting up firewalls and limiting access to mobile devices etc. served as a means to protect students from undesirable and distracting information. As digital technology has become ubiquitous, teachers need to be more proactive in teaching how to behave in online spaces because students will access social media and other networked resources within and beyond the school walls. "While some fall back on the notion that the school's primary role is to protect children from risk, others proclaim a faith in technology as somehow inherently democratic and empowering" (Buckingham & Martínez-Rodríguez 2013, p. 11). Each of these arguments has merit, but each is limited in scope. Technology is neither inherently harmful nor democratic and empowering, but it does provide opportunity for both. Therefore, it is the responsibility of the education system (in conjunction with families, community, and social media organizations) to prepare learners for understanding potentials for democracy, empowerment, or harm.

The Pedagogy of Digital Citizenship

Digital citizenship requires us to think outside the box when determining how to interact with technology in and out of schools. We must think about how we want students to interact with others, and how these interactions are manifested in the use of technology—because technology will be a part of their communications going forward. Digital citizenship is a natural progression from teaching

citizenship, but it can also be reinforced as a way to think about others the students are not physically connected with. Because the distance of online communications often creates a barrier to connectedness, students will need to understand how their interactions in these spaces can have the same consequences as those in their immediate circles. The ways that digital citizenship can be approached should also include an understanding of what privacy is and how that is protected. "Teaching students how to protect their privacy is critical. Everyone has the right to free speech but students need to be taught to think about what is said and posted online, which has far reaching effects" (Hollandsworth, Dowdy, & Donovan, 2011, p. 41). Encouraging students to understand the differences between public and private, understanding different levels of intimacy online and off, and learning how to navigate those systems is crucial. This does not, however, give educators the right to define what is private or public for each student or how to define what constitutes shaming. Students should have the latitude to explore, discover, and embrace new ways of interacting in order to be confident in the decisions they make, but to do so with guidance, not rules. Students need to have the tools of citizenship within their reach in order to make educated and compassionate choices in their digitally mediated communications.

Conclusions

While the infrastructure of social media is naturally conducive to creating communities of like-minded interactions, educators and students must work together to determine how to successfully navigate the systems in order to develop positive interactions that do not shame nor "other" those who are not a part of their immediate online communities. Communicating something that shames or has adverse effects on others is not restricted to an immediate audience in today's hyper-connected world. In order to not only understand the inherent problems with negative compositions, students need to understand what it means to be a part of a community in which they may not know everyone their words or images will reach, how to navigate that successfully, and how to create positive spaces for anyone. The world is no longer a huge space in which people 5000 miles away cannot hear your voice or see your actions. We should learn to be conscientious citizens promoting positive interactions and eschew negative effects of "othering" and shaming.

Key Instructional Practices and Strategies

1. Promote citizenship (face-to-face and virtual): Citizenship in the face-to-face environment and citizenship in the online environment should parallel and support one another. As educators begin work with their students, they should

collaborate to develop definitions for classrooms norms. These norms should include (1) personal safety, (2) treatment of others, (3) expectations for students and teachers, and (4) use of classroom materials and resources. Teachers should support students in understanding how these classroom norms will manifest in the face-to-face and online environments. Expectations should be held that both the teachers and the students will maintain these norms in and out of the classroom.

2. Age appropriate materials, tools, and interactions: Not all technology is appropriate for all ages. Teachers must intentionally determine the applications, hardware, and resources they are providing for student use. Technologies are often created with specific age groups in mind. Having a clear understanding of the tools and resources will support the teacher in providing positive student activities and interactions. For younger students this will help to solidify citizenship by not prematurely engaging in environments that move beyond the classroom norms. For older students, this gives the teacher the opportunity to encourage questioning technologies and online engagements.

3. Guide activities: Understanding the needs of students and their different maturity levels is key in supporting students in digital citizenship. For less mature students, this may mean the teacher has clearly defined social interactions using tools, like ePals, for safe interactions. As the students mature, fewer controls will be required allowing the students to fully engage with unlimited resources. In both cases, the teacher must continually provide the students with structured decision-making scaffolds, objectives for activities, and opportunities to assess information, interactions, and the technology itself.

4. Promote inclusion and equity: When thinking of promoting inclusion and equity, teachers need to look at technology from two perspectives. First, they must assure that all of the students in their classes are equally prepared for the activities and that the tools will work for all individuals. Once accessibility and usability have been provided, the teacher must then begin to assess resources and interactions. Students must be prepared to encounter information and individuals that do not adhere to the classroom norms. This may include discussions about how imagery, language, and other multimedia are created and how their content can be used to shame and degrade. Students should learn to be proactive in minimizing shaming and promoting civil engagement.

5. Promote a balance: The classroom is a place of balance. While teachers should not be Luddites, they should also be aware of a hyper-focus on technology. The teacher should work with the students to understand the role of technology in the classroom and beyond. Students should work to understand when technology should be used and when it shouldn't. Students should be encouraged to question how the technology is being used and to determine whether it adds substance to the activity. Students should question how they balance their use of technology both within the learning environment and in their personal lives.

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Chapter 25
Social Justice and Student Empowerment: Developing Social Justice Awareness and Empowerment Through Novel Studies

Mae S. Chaplin

Introduction

The inclusion of social justice curriculum, critical pedagogy, and transformational teaching practices can foster the development of social justice awareness and empowerment (Cook, 2000; Duncan-Andrade & Morrell, 2008; Mitchie, 2009; Morrell, 2004; Sleeter, 2005). While such social justice consciousness is essential in fostering civic awareness and activism in youth from a variety of backgrounds, it can also provide a foundation for empowerment and academic engagement for students from traditionally marginalized populations (Freire, 2007; Hooks, 2003; Sleeter & Stillman, 2009). Given the current educational climate of high-stakes, English-only exams as measures of student "proficiency," the need for respectful, culturally relevant, and transformative instructional practices is pressing.

Educators working with adolescent students possess a unique opportunity to connect with youth at a time in their development when both their ability to socialize and participate in academic learning is expanding (AMLE, 2010). For this reason, it is essential to consider the unique social and emotional needs of adolescents in lesson design and implementation. According to the Association for Middle Level Education (AMLE), effective education for students aged 10–15 years should be framed by four essential attributes: (1) developmentally responsive; (2) challenging; (3) empowering; and (4) equitable (AMLE, 2010). Furthermore, educators need to make a concentrated effort to challenge students academically as well as help them develop the social awareness and capacity to become empowered and active global citizens (AMLE, 2010). Such a charge takes on additional significance with considering the overarching framework of the Common Core State Standards

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(CCSS) and curricular shifts that currently contextualize the larger educational system in the United States.

In addition to the above curricular guidelines, the sociocultural and sociopolitical contexts of students from marginalized populations provide further guidance in providing relevant and equitable instruction to marginalized adolescent students. Historically, ethnically and linguistically disenfranchised youth have been subjected to pedagogies and curriculum that reflect the deficit-based ideologies of the dominant culture (Frederickson, 2002; Gonzalez, 1990; Valdés, 2001; Valencia, 1997). In particular, the passing of California's Proposition 227, or "English for the Children" initiative in 1998 ushered in an era of "English-only" instruction, often resulting in a loss of native language and identity (Cline, Necochea, & Rios, 2004; Olsen, 2010; Sloan, 2007). Furthermore, the practice of using standardized high-stakes exams to label schools and students as "failures" ushered in with *No Child Left Behind* (NCLB) and expanded with *Race to the Top* (RTTP) federal policies continues to influence the type of curriculum and instruction offered to marginalized students. How to move both educators and their students away from the "drill and kill" mindset overshadowing education, particularly during the past decade, is a challenge that must be addressed, especially when considering how to provide disenfranchised youth with equitable educational access and opportunities. The instructional shifts necessary to implement the Common Core State Standards provide the foundations for such work.

Planning Academic Instruction: A Framework for Empowerment

As previously noted, curriculum and lesson design for adolescent students from disenfranchised populations should consider a variety of elements including adolescent development as well as the larger sociocultural and sociopolitical contexts of education. For this reason, the development of the Framework for Middle Level Student Empowerment through Curriculum presented in this chapter was grounded by the following components: (1) Middle Level Education; (2) The Common Core State Standards for English Language Arts; and (3) Social Justice and Empowerment. This framework was then applied to the novel study detailed in this chapter.

Middle Level Education

The research presented in the AMLE's work (2010) *This We Believe: Keys to Educating Young Adolescents* provided the foundations for selecting texts and materials that would actively engage middle school students with the material covered during the novel study. A close review of the four essential attributes of education for young adolescents (AMLE, 2010) was used to determine the major themes of

effective curriculum and lesson design for middle level students. These themes included: valuing students for who they are developmentally, a belief in the potential of all students, providing students with a sense of empowerment and autonomy, and a commitment to equitable education for all students (AMLE, 2010).

Common Core State Standards for English Language Arts

Once a review of the specific considerations for middle level education was completed, it was necessary to look to the Common Core State Standards (CCSS) for English Language Arts (ELA). For this purpose, the standards themselves, the work of Calkins, Ehrenworth, and Lehman (2012), as well as the draft of the California English Language Arts and English Language Development (ELD) Framework were examined (California Department of Education, 2014). Themes that emerged from this review entailed: exposing students to a variety of text types and complexities, integrating lessons across academic disciplines, motivating and engaging students through respectful curriculum, designing appropriately challenging lessons and tasks, and developing language and academic skills simultaneously.

Social Justice and Empowerment

The final aspect that was used to create the Framework for Student Empowerment through Curriculum was that of social justice and empowerment. This review included work previously done in the areas of multicultural education (Nieto, 2000; Olsen, 1997; Sleeter, 2005), critical pedagogy (Duncan-Andrade & Morrell, 2008; Freire, 2007; Wink, 2005), and student voice and empowerment (Duncan-Andrade & Morrell, 2008; Mitchie, 2009; Morrell, 2004). The major implications for lesson and curriculum design that were discovered through this process were: the selection of culturally relevant materials and activities, possessing a deep understanding of student backgrounds and sociocultural realities, engaging students in a process of problem posing, and setting appropriate expectations for student outcomes.

Framework for Student Empowerment Through Curriculum

As previously noted, a close review of the above areas was used to develop the Framework for Middle Level Student Empowerment through Curriculum. This framework for planning is represented in Fig. 25.1.

   The Framework for Middle Level Student Empowerment through Curriculum centers around the needs of middle level students, specifically those from traditionally marginalized student groups. The four main components, as identified
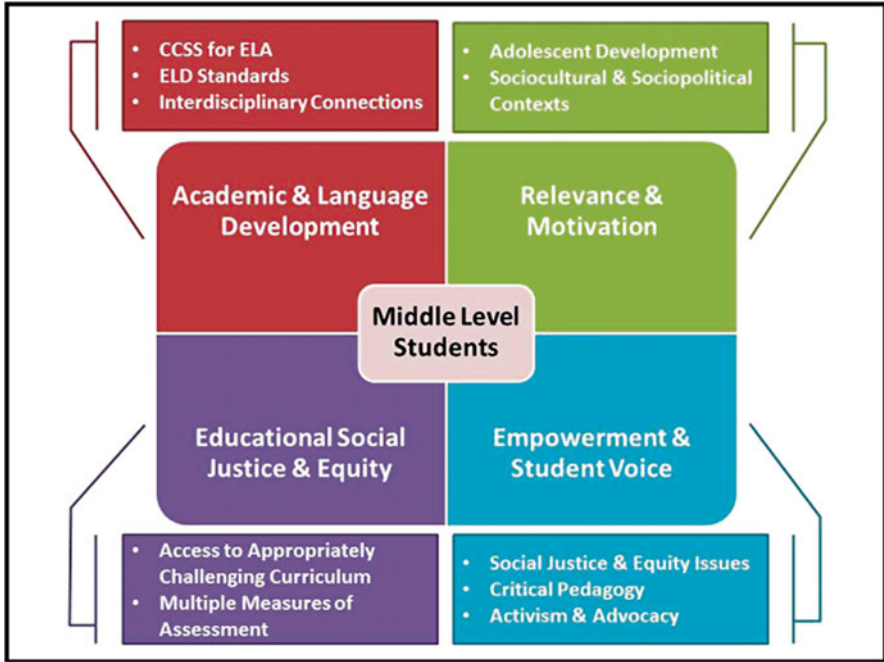
Fig. 25.1 Framework for middle level student empowerment through curriculum

during the previous review, that facilitate student empowerment and development of voice include: (1) academic and language development; (2) relevance and motivation; (3) educational social justice and equity; and (4) empowerment and student voice. Specific planning considerations for each of the preceding areas are as follows:

1. Academic and Language Development—When planning for academic and language development it is essential to make curricular and instructional connections among the CCSS for ELA, ELD Standards, and various academic disciplines.
2. Relevance and Motivation—To design relevant and motivating lessons and units of study for middle level youth from disenfranchised populations, it is important to consider the specific needs of adolescents as well as the sociocultural and sociopolitical contexts that shape student home backgrounds as well as their experiences within the academic system.
3. Educational Social Justice and Equity—Lessons and units of study that build on the principles of social justice and equity must be designed to provide students with multiple activities to access appropriately challenging curriculum. Furthermore, educators should use multiple methods to assess student understandings and outcomes.

4. Empowerment and Student Voice—Including materials that expose students to social justice and equity issues, critical pedagogy, and activism and advocacy will lead students to develop their overall of societal awareness while giving them the tools necessary to advocate for social change and transformation.

Finally, the above framework was designed to provide educators with a method of streamlining their planning process along both academic and social justice lines. The following is an example of how such a process might look.

Planning the Novel Study: Background Information

The novel study outlined in this chapter was initially written in 2012 as a series of ten novel studies designed to help teachers and students prepare for the upcoming implementation of the Common Core State Standards (CCSS) in California. The teachers who piloted these novel studies worked with their site Literacy Coach to determine which novels and activities best matched the grade levels and individual backgrounds of their students. The novel studies created during this project were implemented at a large middle school in an urban setting in Southern California. At the time when these studies were taught to students, school demographics were as follows: Latino, 66.4 %; White, 20.1 %; English Learners, 38.1 %; and Free/Reduced Lunch, 91.5 % (Ed-Data, 2015). Furthermore, the neighborhood community where this middle school was located was historically marginalized and viewed as a problem by the white, middle-class majority of the city. During the teaching of these novel studies, anti-immigrant and English-only sentiments were reflected by City Council ordinances targeting immigrant communities as well as the partnership between the local police department and Immigration and Customs Enforcement (ICE). Such ideologies were also mirrored by the school district's reliance on English-only curriculum and the use of language "support" classes to replace "electives" for students who were labeled as being "at-risk" of academic failure due to their status as an "English Learner" (EL) and standardized test scores. The novel studies were written as both a counter to such methods and as a means of providing students access to relevant and grade-level curriculum.

Ten young adult books were used to create novel studies that varied in their inclusion of social justice and equity themes. The outline novel study presented in this chapter details one the selections that was specifically used to promote social justice and equity and advocacy. As a young adult novel, *Fire from the Rock* by Sharon Draper (2007) presents a highly engaging description of the Little Rock Nine and the first attempts at racial integration at Central High School in Little Rock, Arkansas. Overall, *Fire from the Rock* contains numerous connections to the elements necessary for designing curriculum and activities that will promote empowerment and academic engagement for marginalized adolescents. Additionally, the interdisciplinary connections to eighth-grade Social Studies were another factor that weighed heavily in the selection of this particular novel for use with eighth-grade

students. The potential for students to associate the events in *Fire from the Rock* to the issues of racism and discrimination they experienced in the school system and larger community were the final factors that lead to the decision to use this novel. As indicated by this selection process, the understanding of one's students, their backgrounds, and community issues provided the lens when selecting the materials for students to explore during this particular unit.

Planning the Novel Study: Outlining the Scope and Sequence

Once *Fire from the Rock* was selected as the novel of study, the next step was to determine the assessment to be used at the conclusion of the unit. For this purpose, it was decided that students would be given a choice of writing prompts at the conclusion of the novel:

1. Think of the adversity, discrimination, and racial stereotypes faced by the characters in *Fire from the Rock* and other readings about civil rights issues. Write an essay to describe how the events in *Fire from the Rock* match those of history and modern times. Provide evidence from *Fire from the Rock* and the other class readings to support your ideas. Remember to include an introduction and conclusion. (CCSS—W.8.2.a–f)
2. Write an essay to describe Sylvia's character traits. Use examples from *Fire from the Rock* and the additional texts about the civil rights to explain if you think Sylvia would have been able to integrate with the Little Rock Nine Central High School or not. Remember to include an introduction and conclusion. (CCSS—W.8.2.a–f)

Based on what students would be required to do to answer the above prompts, supplementary texts not only had to inform students about the Civil Rights Movement and current struggles for equality, but also the personal qualities of non-violent protestors and activists in general. Additionally, this novel study was the culminating project for a year's worth of activities and learning and was designed to allow students a chance to apply the literacy skills they had developed throughout the year in a comprehensive manner. Both the selected texts and final writing assessment were shaped by the placement of this novel study towards the end of the school year. Therefore, the following outline should be read as possible steps to use when planning novel studies for individual groups of students and as something that should be modified when necessary.

Introducing the Novel

Three main activities were used to introduce the novel to students. Such activities had the primary purpose of showing students how to apply skills from their Social Studies course as well as previous literacy lessons regarding informational texts to

support the reading of the novel. The secondary purpose of these three activities was to build background on the Civil Rights Movement and school segregation. The sequence for these activities included:

1. Students applied their knowledge of primary source analysis by working in groups to evaluate various primary sources related to the Jim Crow South. Each group shared their ideas with the class, which lead to a discussion regarding racial segregation in the South. (CCSS—RI.8.9 & RLHSS.6-8.1)
2. In groups, students read a short article "Civil Rights Road Trip" (Teaching Teaching Tolerance, 2012) which included a timeline of the Civil Rights Movement. Groups had to identify the main ideas of the article. These were used to facilitate the whole-class creation of an annotated timeline, including key terms that students self-identified. Such terms included, Jim Crow, segregation, "separate but equal," discrimination, civil disobedience, nonviolence, prejudice, segregation, etc. (CCSS—RI.8.3)
3. Students watched the short documentary *Mighty Times: The Legacy of Rosa Parks* (Hudson & Houston, B. (Producers), Houston, B. (Director), 2002) and took notes on the struggles and obstacles faced by activists during the Montgomery bus boycott. They also wrote a short reflective piece at the end of the film to process what they had learned about the Jim Crow South as well as issues connected to discrimination and segregation in their own community. (CCSS—RI.8.7 & RL.8-7)

Students kept their notes and texts, including the primary sources from the first activity, in a folder for use throughout the reading of the novel. Having students keep their notes and texts allowed them to have a robust set of resources when it came time for them to write their final essay.

Reading the Novel

The novel was "chunked" into six distinct sections. Each section was paired with a supplementary text(s) that either provided additional context to the novel or allowed students to connect the events in the novel to local news and issues. As previously stated, the supplementary text selection for a given novel study should vary each time the novel is taught. Such flexibility allows teachers the opportunity to build on distinct student backgrounds and find new and engaging material regardless of when the novel is actually taught.

To scaffold the reading of the novel for students, and to allow them opportunities to work with the text independently or in groups, the same reading routine was followed throughout each of the six sections of the novel. This routine entailed:

1. Whole-class teacher directed reading at the start of the section
2. Group/independent reading during the middle of the section
3. Whole-class teacher directed reading to conclude the section (generally 1–2 pages only)

4. Supplementary text connection (combination of direct instruction and group/individual work depending on the complexity of the text and student tasks)
5. Written reflection/journal entry responding to section and supplementary text(s)

Students were held accountable during the group/independent reading of the novel by completing a double-entry journal as well as assigned literature circles roles (see the strategies section for details.). Because students had previously completed several cycles of literature circles, they were comfortable with these roles and could easily apply them to reading *Fire from the Rock*. Furthermore, the above sequence for reading the novel and supplementary texts was designed to move students up what Calkins et al. (2012) refer to as the "ladder of text complexity." This ladder presents a way to conceptualize both the quantitative and qualitative levels of complexity present in texts within grade-spans (Calkins et al., 2012). Teachers should consider where their students are on this ladder and design instruction to move them forward. As noted previously, the students who participated in this novel study were placed in an English Language Development (ELD) "support" class and had not previously been presented with many authentic chances to access appropriate grade-level texts. Because students had the support of the whole-class activities as well as their previous work with literature circles, they were able to move through the novel without overly relying on the teacher or audio version of the text to make meaning and synthesize ideas.

Sample Section of Fire from the Rock

The following is a sample of what a reading of a given section of *Fire from the Rock* could include. More information regarding the strategies and resources used during this reading are included at the end of the chapter.

1. *Pre-reading Journal Entry*: Describe the community of Little Rock at the time of Sylvia's story. How do people feel about integration? Do you think the community will be supportive when the students integrate at Central High School? Use examples from what you have read to support your opinion.
2. *Whole-Class Reading*: Review student plot diagrams. Read pages 123–131 together. Have students practice their "questioning skills" as you read. Give students a chance to ask their partners/groups questions and share out after the reading is complete. They also need to complete their "Double Entry Journal" for this section.
3. *Groups/Individually*: Read pages 131–147. Students may read with a partner or individually during this time. They should complete a "Double Entry Journal" and their assigned literature circles role to share with their group.
4. *Whole-Class Reading*: Read pages 148–156 together. Update the plot diagram. Briefly give students a chance to share their ideas (CCSS—RL.8.10).
5. Supplementary Text Connection "A Tale of Two Schools" (Close Read).

(a) Guide students through a text preview and close read of "A Tale of Two Schools" by Maria Fleming (2000) Students need a balance of direct instruction and group/independent practice during this activity.

(b) Students should be directed to underline and annotate the article for examples of racism and discrimination faced by the Méndez family and Latinos living in Westminster during one of their three "close" reads (CCSS—RI.8.2).

(c) Journal Entry/Exit Ticket: Describe at least three ways the experiences of the Méndez family are similar to that of Sylvia's family and friends in *Fire from the Rock*.

The above sequence of events was used to set a routine for the reading of both the novel and the supplementary texts. As previously indicated, students were directed to keep all journal entries, notes, text annotations, and other resources to help them write their final essay.

Writing the Essay

Once the reading of the novel was concluded students were given a choice of two prompts. The students formed small groups based on the prompt they selected to provide them with teacher and group support during the pre-writing, drafting, and revising stages of the writing process. All work was completed during class sessions to ensure that students had the support necessary to complete the written assessment. It should also be noted that students had previously written summaries, descriptive essays, argument pieces, and personal narratives before completing this assessment; and therefore, were able to apply their writing skills in a cumulative manner through this particular assessment of their writing. Additionally, the class had learned how to deconstruct prompts and use a rubric to guide their writing in previous lessons. This assessment built on that knowledge by asking them to work with a group or individually to go through the process with little direct guidance from the teacher. Had this assessment been at a different point of the year, the teacher would have taken a more central role in working with students during the writing process.

Strategies and Resources

Just as the selection of supplementary texts and final assessment related to the novel depended on the backgrounds and skills of individual students, the main strategies employed were chosen for use with specific students in mind. For example, prior to reading *Fire from the Rock*, students experienced difficulties understanding how skills used to read an informational text could be applied to the reading of a

narrative. Because the ability to read closely and pull evidence from text, regardless of text type, is stressed in the Common Core State Standards (CCSS) the following strategies were used in both reading the novel and supplementary texts.

1. *Close Reading*: This activity calls for students to read an informational text 2–3 times through different lenses. The first reading starts on the literal level while additional readings call for students to look closely at the craft and structure of the text itself and make inferences. For more information see Fig. 25.1 of the Common Core State Standards (Common Core State Standards Initiative, 2010).
2. *Annotating the Text*: This strategy was used as students read the informational texts. Their annotations varied depending on the purpose for reading. For example, if students were reading for the main ideas, then they would underline and annotate main ideas. If they were reading to make personal connections with the text, then they would underline and annotate those connections.
3. *Reflective Journal Entries*: Students were asked to make frequent personal connections among the various texts and their own experiences. These took the form of short personal journal entries. Such entries allowed students to process their thoughts as well as reflect on some of the deeper topics, such as racial profiling, racism, and racial tension that were covered throughout this unit. At times the teacher would comment in student journals and address any questions or concerns raised by students in their reflections.

To scaffold instruction during the reading of the longer novel, the following supports were used:

1. *Double-Entry Journals*: These journals required students to select a quote from the novel and react to it on a personal level. While this selection was unstructured, the pulling of quotes enabled students to interact with the text and begin to gather evidence for the final essay assessment.
2. *Literature Circles*: Various formats for conducting literature circles can be used within a variety of settings and grade levels. Traditionally, literature circles can be used to provide for student choice in reading material while helping them to develop the critical reading, questioning, and analytical skills necessary to read literature. This is accomplished by assigning students a variety of roles to perform as they read and discuss their chosen book with classmates. Because the students who participated in the *Fire from the Rock* novel study were experienced with literature circles, the various roles were used to keep students honest during their group/independent reading and allow them the supports necessary to discuss what they had read with their peers with minimal teacher direction.
3. *Plot Diagrams*: A traditional plot diagram was used to help students make meaning of the different events that occurred throughout the novel. This diagram also reinforced their knowledge of previously taught literary devices. Students used their completed plot diagrams as a resource when writing their final essays.
4. *Questioning Skills*: Students were required to write a series of "below the surface," questions throughout the novel. These questions were text dependent and

could have more than one answer. This type of questions was something students had been working on developing throughout the year. They were also able to use their questions during peer-lead discussion of the novel.

Such supports provided students with a way to access the novel and supplementary texts as well as the information and evidence they would need to address either of the two prompts after the reading was concluded.

Conclusions

Working with students as they read *Fire from the Rock* and the supplementary texts was an inspirational teaching process. Specifically, watching students make connections among the themes discussed in the novel, the materials covered in the supplementary texts, and their own lives was highly motivating. The issues related to discrimination and racism raised in *Fire from the Rock* directly connected to the racial profiling and anti-immigrant sentiments directed at the Latino community where this novel study was taught. For this reason, students were able to connect to the events in the novel on a deeper level than they had during previous units of study that year. In fact, students were so motivated to read *Fire from the Rock* that they would often show up after school asking to take the novel home with them to read ahead or reread certain sections. Such engagement was also evident throughout the class discussions and in student journal entries.

Providing traditionally disenfranchised youth with the opportunity to see their experiences and backgrounds reflected in the curriculum is an essential step in promoting educational equity (Duncan-Andrade & Morrell, 2008; Nieto, 2000; Olsen, 1997; Sleeter, 2005). Furthermore, supporting students as they interact with appropriately challenging and grade-level materials is a charge that must be taken up by educators working with historically underserved student populations (Duncan-Andrade & Morrell, 2008; Olsen, 2010; Valencia, 1997). As educators move forward with the implementation of the Common Core State Standards and expect students to develop their critical thinking skills and ability to interact with a variety of text types and complexities, such expectations are necessary to ensure that all students are granted access to a relevant, respectful, and challenging educational experience.

Key Instructional Practices and Strategies

The following instructional practices and strategies were essential during both the reading of the novel and writing of the essays. Furthermore, it should be noted that students were highly encouraged to work collaboratively and view the teacher as a facilitator in this process.

1. *Close Reading:* This activity calls for students to read an informational text 2–3 times through different lenses. The first reading starts on the literal level while additional readings call for students to look closely at the craft and structure of the text itself and make inferences. For more information see Fig. 25.1 of the Common Core State Standards (Common Core State Standards Initiative, 2010).

2. *Annotating the Text:* This strategy helps students learn how to process information as they read and is especially beneficial when reading informational texts. Teaching students that their purpose for reading should serve as a guide for their annotations and the type of information they underline or highlight. For example, if students are asked to read for the main ideas of a given text, then they should underline and annotate main ideas. However, if they are required to make personal connections with the text, then they should underline and annotate those connections.

3. *Double-Entry Journals:* These journals require students to select a quote from the novel and react to it on a personal level. The students' selection(s) of quotes is generally unstructured. This activity teaches students to interact with a text on a personal level and help them develop their ability to gather and cite evidence from texts.

4. *Questioning Skills:* Teaching students to write multiple forms of questions can help them develop their critical thinking skills. For the purpose of this novel study, students were taught to write text-dependent questions that could have more than one possible response. Additional methods of teaching questioning skills include requiring students to write questions according to the different levels of Bloom's Taxonomy or having them analyze questions to determine which level of Bloom's they represent.

5. *Peer Editing:* This activity can take many forms depending on a given group of students' previous work with peer editing and how comfortable they are with the process. For the purpose of this novel study, students used the rubric that matched their choice of prompt to peer edit the work of a partner. Additionally, students also used post-it notes to write questions about their peer's word choice, transitions, or overall writing piece. Students also used the post-it notes to highlight what they thought their peer did well and areas or ideas for improvement in their final draft. It should be noted, that providing these types of comments as well as using a rubric for editing were techniques that the teacher had modeled for students throughout the year to help them develop their peer editing skills.

Multimedia References

While many resources for lesson planning and text selection were used during the creation and implementation of this particular novel study, the following represent more current materials that can be used in the development of novel studies.

1. *Pathways to the Common Core: Accelerating Achievement*, by Calkins et al. (2012)

    This text is an excellent resource for teachers as they develop CCSS aligned lessons. The authors include guidelines for selecting texts and activities that are appropriate for students to use during CCSS instruction.

2. *Middle and High School English Learners and the Common Core Standards: Equitable Instruction in Content Area Classrooms*, by Annette M. Daoud (2015)

    Daoud (2015) provides descriptions of the considerations and planning strategies to use when designing lessons for English Leaners. Sample lesson plans from a variety of academic disciplines and examples of the alignment between the English Language Development Standards (ELD) and CCSS are included.

3. *Perspectives of a Diverse America*, by Teaching Tolerance (web-based): http://perspectives.tolerance.org/

    Teaching Tolerance recently added this curriculum to their website. This free resource aligns to social justice and equity standards as well as CCSS. Their "Central Text Anthology" is extremely valuable when looking for appropriate texts to supplement the reading of a longer novel. Videos and other forms of multimedia are also included in this anthology.

4. *Read, Write, Think* (web-based): http://www.readwritethink.com

    Read, Write, Think is a comprehensive resource for K-12 English Language Arts teachers. It includes lesson plans, descriptions of texts, professional development, and articles designed to promote the teaching of literacy.

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Chapter 26
Teaching English Language Arts Students About Social Justice

Angela Hansen and Theoni Soublis Smyth

Introduction

The secondary English language arts classroom allows for excellent opportunities to educate students about social justice: adolescent students are faced with the challenges of growing up including the pressures of finding their identity, fitting in with their peers, deciding on their life aspirations, facing psychological and emotional conflicts, navigating family relationships, and discovering their relationships with society and culture. Because of the nature of the English language arts (ELA) classroom and its use of literacy practices emphasizing literature and writing, the ELA classroom can become a safe space for students to explore the human experience through issues surrounding social justice. According to L.A. Bell (1997),

> Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. We envision a society in which individuals are both self-determining (able to develop their full capacities), and interdependent (capable of interacting democratically with others). Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole. (p. 3)

English language arts teachers can use this vision as a model for their own classroom. Through literature and other texts students can explore the question of equitable treatment of others (or, the lack of equality of certain social groups); through personal reflection and writing students can become self-determining; through collaborative activities and discussion students can learn how to be interdependent.

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In order to create a classroom centered on issues of social justice, we believe teachers should embrace a constructivist approach to teaching the English language arts, which offers many opportunities for students to deepen their awareness of social issues. A constructivist approach emphasizes the learner's personal experiences (which will allow learners to examine their own encounters with identity issues such as race, class, ethnicity, and gender). Constructivism emphasizes the social context of reading—the reader considers the cultural issues and historical conditions of a text as well as the social purposes of reading a text. A constructivist approach emphasizes the importance of *multiple perspectives*: there is no one right answer, no one correct interpretation, and no one way to read and understand a text. Each reader brings his or her own experiences to the text and we must consider how the transaction between the reader and the text affects an interpretation. We need to teach students to value and respect multiple perspectives in literature, in each other, and in society as a whole.

What We Teach and How We Teach It

When designing an English language arts classroom that teaches students about social justice, one must consider the content of the curriculum: what we teach and how we teach it. To consider what we teach, we can begin with the types of texts we plan to use. The texts used in an ELA classroom can help students to examine their own experiences and beliefs as well as to introduce them to the experiences and beliefs of others. Through literature students can question and challenge social norms and practices that lead to inequality. One way to accomplish this is for ELA teachers to embrace a multicultural educational curriculum. According to Banks (1993), multicultural education is the idea that all students regardless of their gender, social class, race, ethnicity, or cultural characteristics should have an equal opportunity to learn. One way to implement a multicultural curriculum is to change the content of instructional materials. Literature in the English language arts curriculum has been criticized for being white, male, and Eurocentric, and has been accused of marginalizing the contributions of women and people from other cultural traditions (Applebee, 1992). While the criticism of the literary canon expressed in the works of Applebee and Banks is more than 20 years old, many teachers can still attest that traditional textbooks remain woefully inadequate when it comes to including multicultural perspectives and ELA teachers will often have to find and include their own supplemental texts.

If one of the purposes of expanding the literary canon is to expose students to a curriculum that reflects the characteristics of a diverse society as well as to provide students with insights into different aspects of the culture of the United States and the world, then texts can be analyzed for their multicultural characteristics based on guidelines for evaluating multicultural literature (Cavanaugh, 1995; Council on Interracial Books (CIBC), 1980; Temple, Martinez, Yakota, & Naylor, 1998; Yakota, 1993). Rather than using this checklist as an evaluation tool however, ELA teachers and students can use it as a tool for examining and discussing the themes and issues

surrounding social justice in texts including issues of race, ethnicity, gender, socio-economic status, and ability/disability through the following categories: cultural details, authentic language, point of view, cultural stereotypes, relationships, standards for success, conflicts, and resolutions. Not all categories will work for all texts and issues related to social justice; therefore, teachers should select the items they feel are most appropriate for the text being studied. Students and teachers should use these categories and questions to create opportunities for reflection (both written and oral), to foster discussion, and to promote critical thinking. Please note that the use of the term "dominant culture" could also be exchanged with more appropriate terms such as gender, race, ethnicity social class, and ability.

Instructional Strategy 1: Checklist for Examining and Discussing Multicultural Content

Introducing these questions to students can help to expose them to the underlying issues of social justice that can then be challenged and discussed (Table 26.1).

In addition to addressing the content of the curriculum, English language arts teachers need to consider the HOW of teaching: what curricular approach will best lead to allowing students to discuss a wide variety of literature and examine themes surrounding social justice? We recommend using conceptual thematic units:

> According to Smagorinsky (2008), a conceptual unit is designed to organize students' learning around a particular emphasis. Literature, nonfiction texts, and related artistic texts provide the stimulus for student inquiry into the unit topic. The texts, it's important to remember, include those produced outside the class (typically in published form) and those produced by students. Students do not simply react to texts and consume previously produced knowledge. Rather, they have an active role in constructing new knowledge through their engagement with the unit concepts. They produce texts of their own that contribute to the class's exploration of the key unit questions and raise new questions. (p. 111)

Unit topics that lend themselves to issues surrounding social justice that we find work particularly well with middle school and high school students in ELA classrooms include but are not limited to the following: Coming of Age, Identity, Self-Discovery, The Individual and Society, Overcoming Adversity, War, Survival, Society and Systems of Power, Voices of the Oppressed, Prejudice and Acceptance, Assimilation, to name a few. Smagorinsky (2008) goes on to present several types of rationales ELA teachers can use for teaching these unit themes, many of which support a social justice approach: psychology or human development (this rationale will help students grow and develop), cultural significance (this unit theme is central to a particular culture), civic awareness (this rationale will help students become better democratic citizens), and the focus on a current social problem (this rationale will encourage students to become engaged problem solvers in society) (pp. 140–144). As stated above, conceptual units allow for teachers to introduce students to a variety of texts and genres as well as writing and discussion activities, which can expose students to richer and deeper understandings of multiple perspectives surrounding issues of social justice.

Table 26.1 Multicultural checklist

Category and question	Explanation (explain your answer with textual evidence/quotations/page numbers)
Cultural detail: Does the selection include details specific to a culture other than the dominant culture?	
Authentic language: Does the selection include language and dialect beyond Standard English? If yes, what is the impact of using this language and dialect?	
Point of view: Does the author provide an insider's perspective into the culture?	
Point of view: Does the main character view himself or herself as a cultural insider?	
Point of view: Does the main character identify with or attempt to align himself with the dominant culture? Why or why not?	
Cultural stereotypes: Does the selection address cultural stereotypes?	
Relationships: Does the selection show equal relationships between social groups?	
Standards for success: Do any of the characters have to perform extraordinary feats in order to be accepted by the dominant society?	
Standards for success: Do the members of the dominant culture determine the standards for success?	
Relationships: Do any of the characters struggle with the issue of assimilation?	
Conflict: Does the selection deal with injustice?	
Conflict: If yes, does the selection show resistance to injustice?	
Resolution: Are the problems in the selection handled by the protagonist or other members of the culture?	
Resolution: Does the selection have a state resolution to the conflict?	
Resolution: Does the selection end positively for the main character?	
Resolution: Does the selection offer hope for the future?	

Instructional Strategy 2: Cultural Eye

One way to introduce students to concepts of social justice is to have them examine their own cultural lenses that they use to view the world around them. According to Meeks and Austin (2003):

> Cultural Eye is a term…created to refer to the sum total of a person's discourse communities. A person's worldview is made up of many discourse communities, which reflect beliefs about a number of important issues. These discourse communities, or the cultural eyes through which life is viewed, influence all that people do, say, and believe. The cultural eye colors what people read and how they read it, and what people write and how they write it. (pp. 28–29)

The categories Meeks and Austin use for helping students examine cultural beliefs are as follows: spiritual beliefs, education, race, age, gender, social class, political beliefs, marital status, and sexual experience (p. 29). The authors suggest having students first begin by examining their own "cultural eye" as a way to better understand how discourse communities affect their truths and meanings and how they perceive the world. Then, similarly to Instructional Strategy 1, students apply this framework to the literature they are reading in the English language arts classroom.

In order to provide practical classroom examples of how the issues and categories related to social justice can be taught in the English language arts classroom, we will now provide examples from specific texts and the categories of gender, ethnicity, and ableism.

Gender with Harper Lee's *To Kill a Mockingbird*

Harper Lee's *To Kill a Mockingbird* (*TKAM*) remains one of the most frequently taught novels in secondary English language arts classrooms and, therefore, we will use it as an example of how these instructional strategies can help students examine issues of social justice, noting that these strategies can be used for multiple texts and genres including poetry, short fiction, nonfiction, and dramatic texts. *To Kill a Mockingbird* is a novel about a Southern town during the depression era that struggles with racial divides and a rape trial of an innocent African American man. The heroine, Scout Finch, is a young girl living with her widowed father, Atticus, and her older brother Jem, as well being chaperoned by her African American maid, Calpurnia, and her socialite Aunt Alexandra. The story examines many conflicts that arise from issues of social justice including racism, gender issues, and classism.

Instructional Strategy 3: Venn Diagram with Characters from TKAM

Using the categories developed from the Checklist and Cultural Eye, students could examine perspectives of different characters to expose how cultural backgrounds influence how character's respond to different situations they encounter. For example, in *To Kill a Mockingbird* Harper Lee examines issues pertaining to gender attitudes and stereotypes. The main character, Scout, is considered a "tomboy": she wears overalls, swears, hangs out mainly with her brother and their best male friend Dill, and is generally uninterested in becoming a "lady." However, Scout's Aunt Alexandra has made it her personal mission to change Scout in this regard:

> Aunt Alexandra's vision of my deportment involved playing with small stoves, tea sets, and wearing the Add-A-Pearl necklace she gave me when I was born; furthermore, I should be a ray of sunshine in my father's lonely life. I suggested that I could be a ray of sunshine in
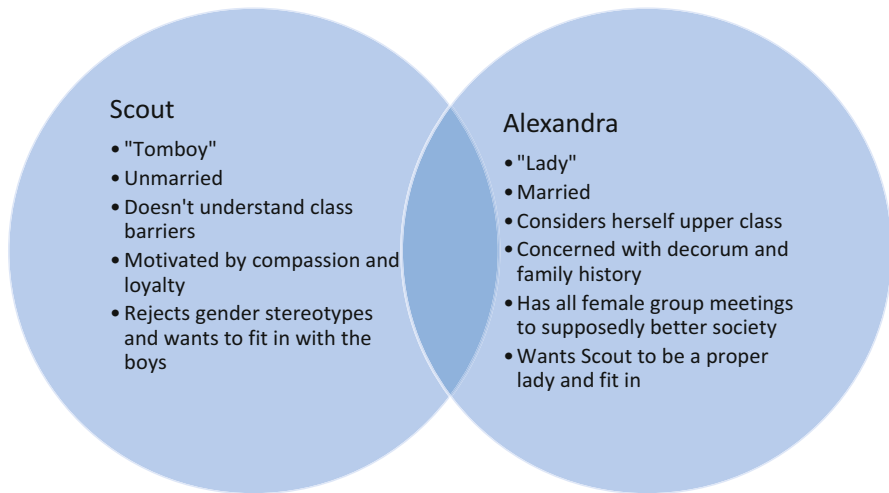
Fig. 26.1 Venn diagram

pants just as well but Aunty said that one had to behave like a sunbeam, that I was born good but had grown progressively worse every year. (p. 81)

Figure 26.1 is an example of a Venn Diagram comparing Scout and Alexandra that students might create could look like this:

In the middle of the Venn Diagram, Scout and Alexandra would share characteristics such as being female, being white, being Southern, and being members of the Finch family. By examining the cultural differences of characters in a novel, students can expose the ways that people are influenced by their cultural communities and also understand how conflicts arise.

Frequently students will easily notice the blatant gender stereotypes in a novel, especially when they are portrayed quite comically, as they are in Lee's novel. The different expectations of masculinity are also called into question in Lee's novel with the characters of Jem and Dill. Jem is portrayed as a boy's boy, playing football, and eventually wanting to separate himself from his sister and also reinforce gender stereotypes:

Overnight, it seemed, Jem had acquired an alien set of values and was trying to impose them on me: several times he went so far as to tell me what to do. After one altercation when Jem hollered, 'It's time you started bein' a girl and acting right!' I burst into tears and fled to Calpurnia. (p. 115)

While Jem had previously treated Scout as an equal, as he is growing up and becoming a "man" he attempts to separate himself and falls back on traditional gender roles.

Counterbalancing Jem's stereotypically male endeavors and characteristics is their good friend Dill: he is artistic and a dreamer—a storyteller who makes up elaborate stories to explain his troubled home life. Dill's mother sends him away in the summers to stay with his Aunt Rachel and his father is absent in his life. In part

two of *TKAM* we learn that the next summer Dill did not return because his mother was getting remarried and his new father and he were going to "build a fishing boat together." However, later that summer Dill shows up at the Finch house having run away from home. It appears that Dill did not meet the requirements of a son that his stepfather expected and Dill didn't feel he fit in with his family:

> Dill's voice went on steadily in the darkness: The thing is, what I am trying to say is—they *do* get on a lot better without me, I can't help them any. They ain't mean. They buy me everything I want, but it's now-you've-got-it-go-play-with-it. You've got a roomful of things. 'I-got-you-that-book-so-go-read-it.' Dill tried to deepen his voice. 'You're not a boy. Boys get out and play baseball with other boys, they don't hang around the house worryin' their folks. (p. 143)

Dill's dreaminess and intellectualism seem to confuse his parents and he feels unwanted and unwelcome in their home. Students could use the Venn Diagram to compare the characters of Jem and Dill to discuss how gender expectations also apply to males as well as females. Even Atticus is criticized by Jem as being "too old" and not wanting to do typical male things; only when Atticus shoots a dog and Jem discovers that he is a good shot (a more traditional male activity) does Jem seems to be impressed. However, by the end of the novel Jem has changed his perspective on the "Standards for Success" for males (see Instructional Strategy 1).

Ethnicity and *American Born Chinese* by Gene Luen Yang

The first graphic novel to be recognized by the National Book Foundation, Yang's *American Born Chinese* blends the stories of three characters: The Monkey King, a character from an ancient Chinese fairytale, Jin Wang, a Chinese American boy, and Danny, an American boy with a Chinese cousin, Chin-Kee. Each short is exciting in itself, but the combination of the stories depict the realities of trying to become something you are not, the embarrassment adolescents feel about family life and customs, and the difficulties of fitting in with peer groups. Yang juxtaposes contemporary American life with Chinese traditions and beliefs through the creation of the novel's characters. This graphic novel lends itself extremely well to the Checklist for Examining and Discussing Multicultural content including cultural details, authentic language, insider's and outsider's point of view, cultural stereotypes, assimilation, and standards for success.

Instructional Strategy 4: Family/Cultural Traditions

In an effort to expose students to how cultural heritage affects their point of view, students can research three traditions their families celebrate. The traditions can be found in their culture or simply be unique to their own family. Students will interview their families asking questions such as: (1) When did our family start

celebrating the tradition? (2) Why do we celebrate this tradition? (3) What are the foods and/or symbols that exemplify this tradition? Students can bring in food, jewelry, photographs, etc. to introduce their peers to the celebrations that make their families unique. Students may discuss simple traditions like family game night, or they may bring in traditions as unique as celebrating the "Name Day" in the Greek Orthodox faith. They can then compare their traditions to those of their classmates.

Instructional Strategy 5: Comic Strip/Storyboard

In the spirit of the graphic novel, students can design a comic strip, graphically depicting the "rules" of a particular social group they are a member of. This could be something such as a video game group, a social club, a religious organization, a workplace group, etc. The point of this activity is to show an insider's and an outsider's perspective and how difficult it can be to assimilate into a new group that may have specific rules, language, policies, and expectations that are unknown to the outsider. Students should first outline the plot of their story, then, design artwork to correspond with the story they would like to tell. If students don't feel confident in their drawing skills, they can use magazines to cut out pictures and images to help bring their stories to life. Students can then transfer their comic strips to storyboards to be shared with the class and ultimately displayed around the room.

Ableism and *The Curious Incident of the Dog in the Night-Time* by Mark Haddon

While gender, race, and ethnicity are perhaps the most easily recognized and taught issues of social justice and equality, one frequently overlooked category is ability discrimination, or ableism. Rauscher and McClintock (1997) describe ableism as follows:

> …A pervasive system of discrimination and exclusion that oppresses people who have mental, emotional, and physical disabilities. Like racism, sexism, and other forms of oppression, ableism operates on individual, institutional, and societal/cultural levels. Deeply rooted beliefs about health, productivity, beauty, and the value of human life, perpetuated by the public and private media, combine to create an environment that is often hostile to those whose physical, emotional, cognitive, or sensory abilities fall outside of what is currently defined as socially acceptable. (p. 198)

One novel that examines issues of ableism is Mark Haddon's *The Curious Incident of the Dog in the Night-time*. This novel follows the story of Christopher John Francis Boone, a 15-year-old boy who appears to have a disorder (although not specifically stated) similar to Asperger's syndrome. Christopher is extremely bright and excels at math but also faces many social and behavioral difficulties. The story

chronicles Christopher's attempts to solve the mystery of the murder of his neighbor's dog. The Checklist for Examining and Discussing Multicultural Content is especially useful with this text since it deals so specifically with an outsider's perspective on the world and specifically how Christopher's differences also make him unique and special.

Instructional Strategy 6: Symbols of Me

One thing that makes this story so extraordinary is the way in which Christopher views the world. He has very specific likes and dislikes which can prove to be challenging but also help to make him unique. For example, he has difficulty expressing emotions so he has learned to use a series of faces representing how people feel and how he is feeling (this is pre-emojis but very similar). Christopher loves murder mystery novels, loves dogs, likes the police, and very much likes math. In addition, Christopher has catalogued his "behavioral problems":

A. Not talking to people for a long time
B. Not eating or drinking anything for a long time
C. Not liking being touched
D. Screaming when I am angry or confused
E. Not liking being in really small places with other people
F. Smashing things when I am angry or confused
G. Groaning
H. Not liking yellow things or brown things and refusing to touch yellow things or brown things
I. Refusing to use my toothbrush if anyone else has touched it
J. Not eating food if different sorts of foods are touching each other
K. Not noticing that people are angry with me
L. Not smiling
M. Saying things that other people think are rude. (p. 47)

This novel is rich with symbolism and imagery since one of the ways Christopher views the world is through concrete images, math formulas, colors, etc. Students can create a visual display of the symbols, images, and themes of the novel to represent how Christopher views the world. Some students go so far as to create a digital video complete with music and flashing images to represent Christopher's world view. In addition, students can create their own visual display that represents symbols of themselves, their uniqueness, likes, dislikes, and quirks. They can follow with a written description of their images and how they are similar and different from Christopher and how treating people as outsiders is discriminatory and rather, that we should celebrate uniqueness as Christopher clearly has extraordinary gifts as well as challenges.

Conclusions

The Secondary English language arts classroom offers teachers a vast amount of possibilities for teaching students about social justice. By using a diverse and wide array of classroom texts including novels, short fiction, poetry, nonfiction, and drama that illustrate different points of view and cultural backgrounds we can help students realize issues of justice and injustice and promote the ideals of equality and democracy. By choosing specific texts that celebrate diversity and multiple perspectives as well as exposing issues of injustice and conflict and by organizing them around themes that promote discussion and reflection, we can create a classroom environment that celebrates critical thinking and compassion. The English language arts classroom can teach students about racism, gender inequality, social class, and ability discrimination through such instructional strategies as those discussed in this chapter.

Key Instructional Practices and Strategies

1. Constructivist classroom where learners' personal experiences are emphasized
2. Valuing multiple perspectives while interpreting a text
3. Expand the literary canon to include multicultural texts
4. Examine and discuss the characteristics of multicultural texts (strategy—multicultural checklist)
5. Teach using conceptual units allowing students to discuss a wide variety of literature around themes of social justice
6. Examine texts for issues such as gender, ethnicity, and ableism

Multimedia References

1. www.learner.org Video workshop: "Teaching Multicultural Literature: A Workshop for the Middle Grades." Celebrates diverse American writers and how to teach them.
2. www.learner.org Video workshop: "The Expanding Canon: Teaching Multicultural Literature in High School." A series of web videos for teachers celebrating multicultural texts using a variety of pedagogical approaches.
3. http://www.scholastic.com/teachers/article/how-choose-best-multicultural-books 50 book recommendations for teacher and advice about choosing multicultural literature.
4. http://www.pbs.org/pov/educators/lesson-plans.php?search_type=grade&grade_level=grade_level_9&subject=multiculturalism#.VfAy-WTBzGc PBS website with lesson plans for teachers specifically based around multiculturalism.
5. www.tolerance.org A website that contains lesson plans for teachers based around social justice.

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Chapter 27
Literacy Is a Civil Write: The Art, Science, and Soul of Transformative Classrooms

Vajra M. Watson

Introduction

The 1989 Convention on the Rights of the Child recognizes literacy as a right. Catts, R., & Lau, J. (2008) built on this notion, asserting that literacy is the mechanism that allows other human rights to exist. The National Adolescent Literacy Coalition states, "An informed and literate public is the foundation of democracy." Plaut (2009) in *The Right to Literacy in Secondary Schools* argues that adolescents have a right to critical literacy practices that empower them to "participate in, lead, and transform society" (p. 2). A fully literate citizenry is compelling theoretically, but at the practical classroom level, it is harder to achieve.

The crisis in adolescent literacy is a vivid indicator that the education system continues to leave children behind. According to data from the U.S. Department of Education's 2007 National Assessment of Educational Progress, less than a third of eighth graders read and write at a proficient level. And for low-income students and students of color, the statistics are even more alarming: just 13 % of African-American, 17 % of Latina/os, and 15 % of low-income eighth graders are meeting benchmark standards in English Language Arts.

Researchers and practitioners agree that children need better reading and writing skills as well as opportunities to use literacy practices in school and community contexts (Chappell & Faltis, 2013; Christensen, 2000, 2009; Gallego & Hollingsworth, 2000; Heath, 1983). Scientific studies on the benefits of expressive writing have been linked to increases in happiness among all age groups and have shown statistically significant improvements in school attendance, grades, and high

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school and college graduation rates. Building on this research base, in this chapter I examine a creative writing program, giving particular attention to the impact of placing community-based poets into classrooms.

My findings suggest that spoken word performance poetry is an educational model where the ideals of multiple literacies take root and blossom. In these classroom spaces, the writing of young people literally and figuratively becomes center stage. Instead of educating students to read and use literacy as a form of escaping their environment, spoken word performance poetry reinforces communities because it is rooted in the cultural practices, needs, lexicon, and realities of the lived context. For many students whose pieces will be illustrated throughout this chapter, it is a place of juxtapositions: insecurities and resiliency, poverty and power, brutality and healing. Findings demonstrate that this important literary arts process supports students to become authors of their own lives and agents of change within and beyond the walls of school.

Literacy Is Alive

Historically, compulsory education has been entangled in capitalistic and colonialist policies and practices. As an institution of assimilation, schools have been used to reinforce and perpetuate inequalities (Angus & Mirel, 1999; Bowles & Gintis, 1976; Kozol, 1994, 2005; Oakes, 1985). Simultaneously, democratic principles have promoted the ideals of meritocracy and opportunity. As the United States becomes a nation where the majority of citizens are people of color, reformers across the political spectrum grapple with issues of diversity and educational equity (Anyon, 2005; Hursh, 2007).

Among scholars, decades of research undergird the significance of teaching for social justice. Advocates of culturally responsive teaching argue that when academic knowledge and skills are situated within the frame of reference of students, learning becomes more personally meaningful, students have greater interest and engage in school-based practices more readily, and achievement levels increase (Delpit, 1995; Heath, 1983; Ladson-Billings, 1994, 1995; Noguera, 2000). "As a result," explains Gay (2002), "the academic achievement of ethnically diverse students will improve when they are taught through their own cultural and experiential filters" (p. 106). This has particular implications for literacy instruction.

On the one hand, an autonomous model of literacy (Street, 1997, 2001, 2008) is one in which literacy is seen as a universal technical skill that is the same everywhere. Based upon this paradigm, literacy becomes impersonal and static; in other words, dead. This unresponsive form of standardization divorces skill from the particular social context and interactions of everyday life. Applying this autonomous model of literacy to the classroom, the teacher becomes a manager of discourse (even in a classroom with a "diverse" curriculum that features writers of color) and the keeper/evaluator of knowledge while students are obedient workers tested on how well they regurgitate information (Apple, 2004; Bakhtin, 1981). Hence, there

is one way to write a "correct" essay, one way to decipher text, and, when a teacher asks the class a question, there is one correct answer.

On the other hand, an ideological model of literacy views literacy as a social practice, situated in the local co-construction of knowledge among members of a community of practice (Freire, 1970, 1973; Street, 1997, 2008; Gallego & Hollingsworth, 2000). Essentially, if all forms of knowing are valid, the rubric of proficiency shifts; the measures of success change form. An asset-based approach to language development disrupts the master narrative because each person's worldview, experiences, and perspectives are utilized as equal forms of text.

Many well-intentioned educators strive to recognize the diversity of their students. Naturally, this can be quite challenging in an urban classroom where students are from different ethnic backgrounds and speak various languages and dialects. Nevertheless, the teachers strive to engage each group. When choosing what literature to bring into class, for instance, many of them try to create a melting pot of texts—almost like a checklist—where there is a short story from a Hmong author, a poem by a Cherokee elder, a speech by an African-American leader and so on. While this approach to multicultural education is partially supported by research (e.g., Banks, 1995), it is a bit contrived. A comprehensive multiple-literacy approach to academic instruction engenders something different: an atmosphere of participation that allows students to tap into the language resources and cultural knowledge of their home communities (Moll, Amati, Neff, & Gonzalez 1992, p. 133).

Life as Primary Text

Although multicultural literature traditionally focuses on distinct ethnic groups, it is equally important for educators to understand the cultural forms and stances that young people produce within what is commonly referred to as youth culture. Research on hip-hop demonstrates the newfound complexities of how students are defining themselves beyond borders and even race (Dimitriadis, 2001, Mahiri, 1998). Moreover, a growing number of scholars also make the case for hip-hop to be infused into the curriculum (Ferguson, 2001; Hill, 2009; Watson, 2004).

Building on these hip-hop studies, over the last decade, research on spoken word poetry has burgeoned (Fisher, 2003, 2005, 2007a, 2007b, 2009; Holbrook & Salinger, 2006; Jocson, 2006, 2008; Stovall, 2006; Watson, 2013; Weinstein, 2010; Weiss & Herndon, 2001). In major cities across the United States, poetry-writing workshops have become available inside schools and have become increasingly embedded in curricula. Jocson (2008) discusses teen poetry spaces as "symbolic sanctuaries" (p. 2), places where young people can proudly and freely proclaim who they are. Youth spoken word performance poetry is an unabashed multilingual storytelling outlet. As such, it provides a provocative literary genre based in student-centered instruction.

"I am not who you think I am…" is the first line of a student's poem that belies stereotypes about single-family households and underachievement. Standing at

nearly 6-ft tall, a tenth grade African-American student weeps as he pronounces the roots of his family tree and proclaims all he was born to be. This moment is soul-stirring because less than a year ago he was deemed an academic failure and kicked out of school. He now stands, on stage, receiving a standing ovation from both his teachers and his peers. It is a break-through moment. Scenes such as this have become commonplace at poetry competitions and open mic events throughout the country. Over the last 15 years, I have participated in hundreds of these events; yet I often leave these prolific experiences wondering: *How can teachers better tap into this insatiable adolescent passion to creatively write and speak?*

The answer lies in the ways educators can courageously conceptualize literacy.

Research Process

To begin my quest to better understand the teaching of literacy, I partnered with an urban school district in Northern California. In this particular school district, students and their families speak over 42 languages. The schools in my investigation were all situated in a high poverty area where 82 % of the population is socioeconomically disadvantaged and nearly all students are eligible for free or reduced-fee meals. As part of my research, I was given access to a variety of middle and high school classes, including traditional English Language Arts courses, remedial, low-track special education English classes, and ESL/ELL classes. For the duration of a year, I spent over 100 h at these sites detailing the ways English was being taught and what, if any, opportunities students had to read, write and speak. Throughout this first stage of my investigation, I wrestled with the ways English acquisition was being used as a gatekeeper that regulated student self-expression. Far too often, I documented ways in which students were shamed into learning grammar or penalized for writing the way they speak (e.g., unconsciously using Ebonics). As I grappled with these findings, I found reprieve in the words of critical scholars who drew important distinctions between voice and power.

The ways in which language can be deemed "correct" is based, in part, on power and dominance. Bell hooks (1994) shares that Standard English, far from being a neutral tool of communication, "has the potential to disempower those of us who are just learning to speak, who are just learning to claim language as a place where we make ourselves subject" (p. 168). Upon further reflection, hooks states, "it is not the English language that hurt me, but what the oppressors do with it, how they shape it to become a territory that limits and defines, how they make it a weapon that can shame, humiliate, colonize" (p. 168). In learning the "oppressor's language," Macedo (2000) agrees, "We are often forced to experience subordination and conformity" (p. 23). These scholars describe a complex duplicity of expression, reminiscent of DuBois' (1903) concept of double consciousness. I became fascinated with the tensions of learning English. I wanted to understand:

1. To the extent that the English language signifies oppression, how can it be used as a liberatory tool?

2. For social justice educators, in particular, how can they support students to use language in academic contexts in a way that fosters resilience, honors their identity, and propels them to succeed?

To answer these research questions, I built upon the modes of literacy discussed earlier (autonomous and ideological) and designed a study to examine multiple-literacy instruction through the outlet of spoken word performance poetry. My data collection occurred inside ten treatment classrooms over the course of 3 years (2011–2014).

Bringing the Community into the Classroom

Based on my previous research on the pedagogical insights of community-based educators (Watson, 2012), I was convinced that people from the neighborhood could offer a particular kind of literary instruction that I, nor most of my colleagues in schools, could not. I wanted to find homegrown experts, individuals born and raised in these areas. Accordingly, for this literacy intervention, I explicitly sought out neighborhood poets. These individuals would come to comprise Sacramento Area Youth Speaks (SAYS).

After the poets were identified, my colleague Amaya Noguera and I trained them in basic curriculum development, critical pedagogy, and social justice youth development. After completing this certification process, they were hired by the University and placed inside SAYS classroom residencies, wherein they worked alongside a classroom teacher for the duration of the school year to devise curricula based on student experiences as a catalyst for learning.

To date, SAYS has trained sixteen poet-mentor educators (PMEs), all people of color ranging in age from 18 to 56. They represent a unique mix of community activists, hip-hop MCs, and spoken word artists.

Once a week, SAYS poet-mentor educators enter classrooms to teach writing workshops and lead spoken word poetry activities. Because of their personal experiences and intimate knowledge of who the students are and where they come from, the PMEs are able to create space inside the schoolhouse for local literacy practices to be honored, honed, and exonerated. In this milieu, students are given an opportunity to freely express themselves in their own cultural terms, lexicon, and native voices.

Our Children Have Something to Say

Today, all desks are assembled in a circle and the SAYS guidelines are on the board.[1] Students sluggishly enter class after lunch. They are met by Mama Laura, a poet-mentor educator, who smiles wide as she shake hands, gives fist bumps, and even

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[1] The SAYS Guidelines are provided in section "Appendix A: SAYS Guidelines."

offers a few hugs to each sixth grader. Without direction, the students go to the SAYS box and collect their journals. A few anxiously check inside their notebooks to see if there is a personalized note of response from Mama Laura. With their notebooks and pencils in place, the students take a seat. Mama Laura kindly reminds me as well as the classroom teacher to join the group.

After a momentary check-in, Mama Laura, as the students call her, begins the writing workshop in a soothing monotone. She speaks rather slowly. "Write what I am about to tell you in your journal and then keep on writing." She provides the writing prompt: "When I look in the mirror…"

During the next 5 min, we all sit writing intently in our journals. It is so quiet that the only sound is of pens and pencils in motion. Next, Mama Laura asks "my babies" to share. Hands raise. Within minutes, the classroom is filled with young people's raw testimonies about what they see when they look in the mirror.

Kajal reads to us out loud:

> When I look in the mirror, I cry because a side of me is dead inside.
> When I look in the mirror, I hate what I see. I'm not the girl I used to be.
> When I look in the mirror, I see a black shadow hovering.
> But when I look again that black shadow is me.
> When I look in the mirror, I want to break it but I can't so I sit there looking at the girl that was taken.
> When I look in the mirror, I stare at it hoping this reflection would go away so I turn off the light and walk away.
> When I look in the mirror, what do I see.
> Is this girl I wish wasn't me.

Alberto also shares,

> When I look in the mirror, I see
> Struggle
> Because I'm struggling in school
> And I'm failing my classes
> But I'm trying to get good grades
> And I'm trying to stay out of trouble

The mirror exercise provides an important window into the student's self-perceptions, which inevitably shapes their aspirations. There are no put-downs or laughs. Rather, a sacred solemnness fills the air and the only thing to do is stay present and hold space for one another as each voice takes center stage. These acts of vulnerability are cathartic for the speaker and also create camaraderie amongst the class.

Through this SAYS workshop with Mama Laura, students share who they are becoming in the world. This lesson is part of a larger unit on identity, and yet teachers and poet-mentor educators alike consistently remark that this simple prompt opens students up in newfound ways and shifts the culture of the space from the teacher to the students.

Building Consciousness and Community

In high school, Denise was getting into fights or not coming to school altogether. She landed in special education for being emotionally disturbed.[2] When SAYS entered Denise's remedial English class, she was completed disengaged, including never having submitted an assignment to her teacher. In preliminary conversations, I was told that this particular student might not even know how to spell her name. Over the course of the school year, we discovered that Denise was highly intelligent but did not care about school whatsoever. "Why should I care about school?" she told me 1 day. "When has school ever cared about me?"

Throughout the SAYS residency course, it became evident that Denise was actually a prolific writer. SAYS offered Denise many things and her attendance and grades improved significantly, but perhaps most importantly, she discovered a healthy outlet for her pint up aggression. Instead of fighting with her fists, she started channeling her anger into words.

The harsh despair that Denise expresses in the below piece is directed towards poverty. Poverty in this case is not textbook-driven, like some abstract eighteenth century Marie-Antoinette's "Qu'ils mangent de la brioche"—"Let them eat cake." Rather, the next poem illuminates Denise's personal analysis of her own life and the constant communal strife and stress of survival.

> *I am from a large crowd that is not all the same.*
> *I am from the thud of a body drop after a bullet hits through a little black boy's brain.*
> *I am from whips, chains and physical strains that my ancestors had to go threw so that my people to remain.*
> *I am from D.P.H.*
> *The deepest part of hell and the name reminds me of the closing doors of a cell.*
> *I am from the thug life looking for a savior.*
> *The demons on my block because the devil is my neighbor.*
> *I am from the quarter that drops into a hobo's cup or the greedy eyes that look at them like they're shit out of luck.*
> *I am from the long long lines of soup kitchen where people fights just to eat.*
> *I am from scattered tears on abused child feet.*
> *I am from a song by R Kelly called I wish I wish I wish and I hope the lyrics come true as I wish myself out of this pit.*
> *I am from a place where fear and hate concurs [conquers] our dreams.*
> *There you will find what poverty truly means.*

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[2] Subjective Disabilities include intellectual disabilities, learning disabilities, speech/language impairments, and emotional/behavioral disorders. There is a disproportionate identification of disabilities among particular ethnic/racial groups. For instance, Native Americans are 24 % more likely than their peers to receive a learning disability label and African Americans are 59 % more likely than their counterparts to be identified with emotional/behavioral disorders (Artiles, 2011).

> *I am from a place with lost love where everybody seems to loose faith in you*
> *even the God above.*
> *I am from a place where the words hope and pray are only used when you*
> *have to go to court trial the next day.*
> *I wish that I could have made this poem a little sweeter before I begun.*
> *But sadly it's just not sugar coated where I'm from.*

Although poverty is a tool to control behavior, it is not who people are. This distinction is often missed in media portrayals of the inner-city as well as deficit-based research reports. An assumption exists that successful schools help students escape their neighborhood. SAYS operates under a different assumption: literacy is a tool that can help students understand and transform their immediate surroundings. During SAYS writing workshops, a lot of students celebrate where they are from. Cristian writes,

> *I am from a place where people help each other out*
> *Where hunger and poverty takes place*
> *Where we work together to stay alive*
> *I am from where people say its ghetto*
> *And that it's the best place to live*
> *I am from what people call a survivor*
> *I survived from a disease that is cancer*
> *I was about to give up*
> *I am from those people that learned many things through suffering*
> *So they learn to appreciate, respect and be helpful*

In the same vein, Lil' Nicki, a middle school student raps to his class:

> *The cryin', the whinin', the ghetto*
> *Used to be a hurtful word but now we proud to say it though*
> *We raise our head up high but it ain't always been like this*
> *…Sorry if you don't like it but this is our town now!*
> *We may be going down but the last time I checked,*
> *we was about to stick around!*

Our Write to Go Home

As I examined each SAYS classroom residency with my research questions in mind, I documented a pattern. I was struck by the level of intimate, unabashed communication between youth and the poet-mentor educators. Through the creative writing process, there was no need to code-switch. We were home. And the poets urged students to find their authentic voice. For this type of learning environment to flourish, trust was pivotal.

Irrespective of teacher or school site or type of class (standard, continuation, or remedial), each community-based poet-mentor educator sought to nurture an educa-

tional experience for students based upon love and respect. Although SAYS has other guidelines, it was love and respect that foreshadowed all other rules. This was demonstrated in classroom management styles, including a common reference that the PME knows matter-of-factly that "you kids don't be acting up like this at home so don't get to thinking you about to do it in here." Borrowing from Delpit (1995), these were not "other people's children." On the contrary, in interviews with the poet-mentor educators, it was evident that they saw aspects of themselves in their students; I was repeatedly told: "these students are just me when I was younger."

Poet-mentor educator and SAYS coordinator, Patrice Hill, goes into tremendous detail to codify the role of SAYS in the lives of students (P. Hill, personal communication 2014). She shares,

> Some of us are facilitating workshops at the same schools that expelled us. These experiences have allowed for an intense understanding of the traditional urban classroom and a deep understanding of the way students are often disengaged in the classroom. At SAYS, we possess a diverse and growing group of educators that are reaching and teaching the very students we once were. We are these young people! We sat in the same classrooms, went through the same experiences! Some of us have experienced the same disconnect with school and educators that has transitioned into an intense connection and deep understanding of urban youth, especially youth of color. It's a lifelong commitment to the uplifting and empowerment of our babies. This calling is indeed the pedagogy of our lives.

When devising the SAYS curriculum, poet-mentor educators are cognizant that they want the classroom to serve as an extension of the neighborhood. For instance, fights on campus are recurring and the surrounding area is often in the news for gang violence. It is not surprising that students' social-emotional needs and trauma are apart of their narratives. SAYS does not avoid such topics but rather uses an ideological form of literacy to situate learning that is alive with the texts of their communities.

Peter is a student in a high-school ESL course. He sits in the far back corner with other Hmong youth. In field-notes I record that "even this small class of 14 students is segregated." Peter rarely talks in class, but perked up during one of the writing workshops when the PME told him he would receive extra credit for writing a spoken word piece in his native tongue. "I got this," he gasped. On the day of his presentation, nobody knew what he was going to say. But the students became very quiet as they became raptured by Peter's piece. He bellowed:

> *Tav si no peb cob hmoob yuav tau sib ko sib pab*
> *Right now my Hmong people help each other*
> *Stov ua yee ncuab hmoob uas tsu hulb hmoob*
> *Don't go against each other Hmong, Hmong will have to learn to love and*
>   *care for each other*
> *Hmoob tsis hulb hmoob ces lej tug yuav hulb hmoob*
> *If we don't love each other then who will love us*
> *Tsov mus ua me ynua las cia li muaj tej ntaw tso tes*
> *Don't go and become a gang member let all that go*
> *Cob me nyau las tab puas tsuas peb hmoob luv npes su tog tsus tej no ej cia li*
>   *sib paj*
> *All those who are in gangs you guys always bring bad news to our people and*
>   *our name so please stop all this nonsense and help each other.*

Peter's boldness stunned his peers; they were excited and inspired by Peter's pronouncement to Hmong people. As soon as he was done, hands went up throughout the room. Students from all different racial and ethnic backgrounds provided commentary on turf wars and gang violence—given they were from the same hood, it was an issue they all had in common. Each person had their own analysis of the situation and insights on creating peace. Peter's poem served as a springboard for other writing activities throughout the year, including letters to the Mayor asking for a neighborhood community center and summer employment opportunities for youth.

Our Write to Heal

Poverty is a tableau of inquiry in SAYS, especially because it weighs so heavily on student's lives. When poet-mentor educators ask students to write down three things they care about, the most prevalent answer is money. In the workshop, *Taught to be Caught*, capitalism comes under investigation with a particular focus on the school-to-prison pipeline.[3]

Xavion provides a nuanced analysis of misguided opportunities, policy brutality, and the fact that he is not just guilty until proven innocent, but an actual target. He reads his perspective out-loud to his peers:

> I am from a city where we all fight for jobs. We dying for money. Money is an object of fake opportunity. Will I be a rich nigga that's clean like a form of soap? Or will I follow the family special in forming dope? The future cannot be told. But yet I'm anxious to know. Ima nigga in America changing the plans they have for me. Argue with a cop and yo life be gone in a minute. The whole world watch and it still makes up no difference. It doesn't make a difference, cos it's all scripted. Tho a nigga innocent, I fit the description. California colored boy, this the repentin. Might as well spit then, til I get em to listen.

Poet-mentors live in the same neighborhood as their students and this bridge allows students to be open and honest. During free-writes, expressing oneself in one's own voice is paramount. Censorship is not allowed.

In place of syntax, students form synergistic circles of care. As Jelintha read the below piece to her classmates, they held her, brought her the box of Kleenex, and founds ways to remind her she is not alone. Jelintha opens up and tells the group,

> *It's the pain behind her smile*
> *And the smile that hides the pain*
> *A lost girl in a cold world*
> *Her tears are invisible in the rain*
> *She runs and runs*
> *But couldn't find an open door*
> *She wants to cry it to the world*

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[3] See section "Appendix B: Says Lesson: *Taught to be Caught*" for the full workshop.

> *But instead she cries to her book!*
> *…Yeah, never in life would she ever thought to speak her life on the mic*
> *So if it wasn't for SAYS*
> *The only door open would be suicide*
> *So thanks SAYS for letting me speak my pain*
> *Y'all eyes was the only one who saw my tears that were once invisible in the*
> *rain*

Jelintha's words above, like so many others, bring a shiver to the soul because she is crying out to be seen and heard. So are all the students, but in different ways. In Jelintha's case, she explains, rather intimately, that SAYS saved her life, providing a critical release and catharsis for her pain. Jelintha is not alone in experiencing spoken word poetry as a healing tool.

As a result of thought-provoking lessons, students begin to experience school and their peers differently. Writing in this paradigm is personal and communal; it is a fundamental tool that allows participants to read the word, the world, and each other with renewed possibilities. SAYS received an unsolicited letter from a continuation school student about the ways the program stimulated her and her classmates.[4] Amanda writes,

> This year has been wonderful! I've never experienced a program like SAYS and honestly, it's been extraordinary. I've been able to see kids and myself get inspired like never before. SAYS brings out the potential in my peers like I've never seen, and it's truly astonishing. It's mind blowing and makes me over over-joyed to see my peers find motivation within themselves and get inspired like they do @ SAYS… SAYS is an experience I will never forget, and I want to thank you for your time and compassion.

Conclusions

A possible solution that would improve literacy rates lies in spoken word performance poetry. My findings suggest that engaging young people in critical literacy activities inside school is a precipice of academic progress. Poet-mentor educator, Ijeoma Ononuju, explains that, "poetry and spoken word are being used to effectively change the curriculum so that the students are learning more about themselves… As a result of learning more about themselves and having the freedom to fully explore and express themselves, they begin to feel more validated in the classroom. This validation leads to improved engagement in the curriculum." The transformation in achievement that ensues is not simply about a grade point average or increasing test scores, it is about using English classrooms as an oasis to practice freedom, create spaces that heal, and encourage young people to make education their own.

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[4] This particular continuation school is for students who have either been expelled from the main high school, are teen parents, and/or are returning to the district from juvenile hall.

To combat the failures of disengagement and underachievement and actualize the ideals of democracy, SAYS emphasizes the relational aspect of teaching; the art of human connection and the science of translating knowledge and understanding to the next generation. Because of the nature of teaching, it is critical that we all courageously engage in authentic levels of introspection. In other words, since learning is relational, educators must remember that we are not teaching *content*; we are teaching *people*. Therefore, the identity and diversity of our students (linguistic, cultural, economic, social, ethnic, etc.) has everything to do with who we are and our ability to engage them affectively and effectively. This type of pedagogy does not disregard the need for subject matter expertise. Yet we desperately need to be both conscious and standards-based: mindful of the injustices and committed to help urban students excel scholastically.

Social justice instruction is not for the faint of heart. It demands courage because it is an act of love. Not paternalistic, missionary love, but love that transcends and connects people across generations, geographies, and genealogies. Love without justice can remain ethereal, even hokey (Duncan-Andrade, 2009). The truest quest for equity is simply the material manifestation of love on earth. Hooks (2013) recently reflected on her encounters with social justice activists around the world. She was struck that "it was always love that created the motivation for profound inner and outer transformation." She contends, "love was the force that empowered folks to resist domination and create new ways of living and being in the world" (p. 195). Echoing this same sentiment, Greg Boyle, founder of Homeboy Industries and author of *Tattoos on the Heart* commonly shares, rather emphatically, that "there is no *them* and *us*. There is only *Us*!"

An all-encompassing revolutionary love relates directly to classroom life. Social justice is not a personal venture; it is a collective quest. The democratic ideals we seek to construct cannot be discovered in a book, per se, but they can be actualized through our interactions with one another. What better fertile ground than the classroom? But to create equitable and excellent learning opportunities, it's not just what we teach, but how we live. This inevitably shapes the seeds we sow with young people who are eager to speak and be heard.

SAYS connects students to a literary tradition of resistance that is embodied in the art, science, and soul of learning. It is a literacy that liberates by cutting open reality in a process that is vulnerable and revealing for artist and audience, teacher and student. These classroom spaces are sanctuaries of student expression—revealing, cathartic, and emancipatory. The SAYS poet-mentor educators, themselves, embody a transformative education. It is through the structure of the class, the ways they scaffold lessons based upon community knowledge, and the genuine care that literally and figuratively turns nouns, like hope, into verbs. Hope becomes a doorway into the imagination, a place where words paint the world anew.

In between what is and what could be, there is poetry.

Key Instructional Practices and Strategies

1. *Relationships*

   (a) *Be honest.* It is important for educators to be courageous and vulnerable about themselves and where they come from as a basis for genuinely connecting with students.
   (b) *Open your heart.* Sometimes students write about topics that unnerve us and it is critical to remain empathetic and not shame them for sharing who they are in the moment.
   (c) *Have gratitude.* Appreciate your students and the complexities of their identities and ideas. Diversity enriches classroom life and curricula.

2. *Relevance*

   (a) *Be current.* Address topics that connect to student's daily lives. The subject matter needs to be student-centered and culturally engaging and informative.
   (b) *Open your mind.* It is important to provide students with questions that foster critical thinking and allow yourself to engage and be open with their analyses of the world.
   (c) *Build partnerships.* Utilize community resources and connect with people in the neighborhood and bring them into the classroom because of their expertise and wisdom. Allow the neighborhood to be the tableau of inquiry.

3. *Rigor*

   (a) *Maintain high expectations.* A person's demographics does not need to determine their destiny. Provide opportunities for students to experience success and continue to raise the bar of excellence.
   (b) *No excuses.* Do not allow students to lean on drama as a scapegoat for learning. It is your professional job to teach and students deserve to be held accountable for their own achievement.

4. *Responsibility*

   (a) *Sharing is caring.* The classroom is a community and an extension of the family wherein students look out and nurture one another.
   (b) *The more you know, the more you owe.* Whatever happens inside the classroom has a direct impact on the lives students lead outside of school. Each person has the responsibility to leave the world better than they inherited it.

Appendix 1: SAYS Guidelines

1 Mic
Loud-N-Proud
Step Up … Step Back
Freedom of Speech … With Propriety
Create Community … No Snitchin
Standard is Yourself: Be You and Do You
Respect … Self, Others, and the Space
Patience, Perseverance, and Full Participation
Above All: *Love*

In the classroom, the SAYS pedagogy has three key components:

1. Learning how to authentically reach students is a precursor to successful teaching.
2. Knowing who students are and where they come from allows us to create meaningful and thought-provoking curricula.
3. Reading, writing, and speaking are the foundations of academic achievement, critical thinking, and social justice within and beyond the walls of school.

Appendix 2: Says Lesson: *Taught to Be Caught*

Step 1: Place chairs in a circle with one desk in the center of the circle.

Step 2: Students sit in the circle. Hand out paper/pen. Explain to the students the SAYS Guidelines and the goals of doing a free-write. Ask one of the students to serve as a scribe on the whiteboard for the subsequent brainstorm.

"I am going to put something in the center of the room on this desk right here. When you see it, I want you to call out anything and everything that you think of. Understand?"

Step 3: Place a dollar bill on the table.

Step 4: Students call out words they associate with money (e.g., "cheddar," "hustle," "$ menu").

Step 5: "What would you do to get money?" Again, allow students to provide answers and write them on the board. "What would you do for a million dollars?" Continue to prod the group to thinking critically about money as both a symbol and force in their lives.

Step 6: Review what is written on the board. In our class, a student stated: "I would slit someone's throat for a million dollars. It's just business." Building on this statement I wrote on the top of the board, "IT'S JUST BUSINESS." I then asked students, "On average, how much does California spend each year to educate you?" After taking their guesstimates, write the following facts on the board:

> **It's Just Business:**
>
> → In 2010, California spent $9375 per student per year (roughly 12 % below the national average).
>
> → The average cost of group home placement in California is about $62,400 per child per year.
>
> → California Youth Authority/Division of Juvenile Justice spends $175,000 per child per year.
>
> → California County Juvenile Hall costs approximately $88,000 per child per year.
>
> → To attend Harvard University, it is $53,000 for tuition, room, board and fees combined.

Step 7: Write on the Board:

From Taught to be caught.

Step 8: Have students take out their journal and write their definition of money. Ask students why some people are rich and others are poor. Ask students, what is the function of capitalism and how does school relate to inequality?

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Chapter 28
Social Justice and Language Acquisition for English Language Learners

Claudia R. Rodas and Anthony Osborn

History of Social Justice and English Language Learners

The issue of social justice for English language learners (ELLs) has received increased interest due to the changes in demographics in today's classrooms. The U.S. Census of 2010 found that more than 20 % of the population over 5 years of age speaks a language other than English at home (U.S. Census Bureau, 2011). These demographic changes are expected to continue; by the year 2025, one of every four school-aged children will have English as a second language (National Education Association, 2008). This shift has created a unique challenge for schools across the nation to provide quality instructional services to a diverse student population.

Unfortunately, national data indicate that ELLs lag behind their non-ELL counterparts in academic achievement as they continue to struggle with biased assessments, negative assumptions, and low expectations. The academic achievement gap of ELLs continues to grow, especially for language learners at the secondary level. Test scores in reading and mathematics indicate that ELLs are underachieving in comparison to native English-speaking students. It has been observed that the average scores for ELLs on the 2013 reading NAEP assessments in grades 4, 8, and 12 were markedly lower than the average scores for non-ELLs. The gap in reading scores between ELLs and non-ELLs widened by grade, from 39 points in grade 4 to 45 points in grade 8 and to 53 points in grade 12 (OELA, 2015). The same relationship was noted for mathematics. The average scores for ELLs on the 2013 mathematics NAEP assessments in grades 4, 8, and 12 were significantly lower than the

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average scores for non-ELLs. The gap in mathematics scores between ELLs and non-ELLs widened by grade, from 25 points in grade 4 to 41 points in grade 8 and to 46 points in grade 12 (OELA, 2015). The needs of ELLs shift as students move from elementary school to secondary school level classes. Menken, Kleyn, and Chae (2012) identify long-term ELLs as students who have been in US schools for more than 7 years and continue to need language support services in school. At this level, students are orally proficient in English but continue to experience low levels of academic literacy and academic performance due to their inability to meet the literacy demands across content areas (Olsen, 2010).

Main Concerns Related to Social Justice for ELLs

Educational policy is a key element in ensuring that ELLs receive quality, equitable instruction in the classroom. When policies and mandates are designed to develop curriculum that meets high standards and includes high expectations then a commitment is made to not only improve the lives of ELLs but also empower students to become successful. According to Freire (1970), education's purpose is to "not to 'integrate' them into the structure of the oppression, but to transform that structure so that they can become 'beings for themselves'"(p. 55). Positioning the needs of English learners at the forefront of education can help create equitable schools, services, and instruction for ELL students. ELLs have been marginalized in education and society by robbing them of their identity, language, culture, values, and history with English-Only laws, subtractive bilingualism, a deficit model of education and lack of educational opportunities (Bartolome, 1994). "The interest of the oppressors lie in 'changing the consciousness of the oppressed not the situation which oppresses them,' for the more the oppressed can be led to adapt to that end, the more easily they can be dominated" (Freire, 1970, p. 55). They have reduced to a label that tells teachers that ELLs are "at risk" students who need to be "fixed" rather being viewed and treated with respect as capable students who can and will succeed when given the opportunity to receive an education that has a foundation on their own prior experiences and knowledge.

Social justice for ELLs in education begins with "teachers themselves going through a transformative process, breaking the ideological chain of their own formal education, of past training, and the inertia of habit of past teaching" (Peterson, 2003, p. 327). It moves from a classroom need to a school-wide shift that can help develop administrative advocates to make changes happen at the district, state, and national levels.

Theoharis and O'Toole (2011) found that principals who "understood that serving ELLs well would necessitate moving beyond comfortable, routine practices" help their "staff to critically examine ELL services and make well-informed decisions" (p. 677). Furthermore, Kraft (2007) concluded that "commitment to teaching for social justice dictates not only what you teach but also how you teach and where you teach" (in what type of social/physical environment, p. 83). In other words,

teaching must move away from Freire's "banking system" where students are seen as "empty containers" to a "problem-solving" teaching method which uses dialogue and critical thinking to build a classroom environment where teacher and students are jointly responsible for learning. It is important for ELL students to be part of a classroom environment that promotes culturally responsive education, which includes their culture, language, history, and values. "Teachers can create learning conditions where students…can demonstrate their possession of knowledge and expertise, they are then able to see themselves, as be seen by others, as capable and competent" (Bartolome, 1994, p. 178).

Understanding the basic definition of social justice for language learners is the beginning of the journey, but what is the next step? What can teachers do to approach curriculum from a social justice perspective? Where do we go from here? How do we begin to achieve equity in education for all learners?

Giroux (2003) stated that knowledge provides a connection to action itself. He further states schools play a role as agents of social change and cultural reproduction. The lack of culturally, linguistically, and diverse teaching methods is a reflection of policies and provisions that are created by a society that oppress minority students such as language learners. "The unequal power relations among various social and cultural groups at the societal level are usually reproduced at the school and classroom level, unless concerted efforts are made to prevent their reproduction" (Bartolome, 1994, p. 178). Bartolome further states, "a teacher's political clarity will not necessarily compensate for structural inequalities that students face outside the classroom; however, teachers can, to the best of their ability, help their students deal with injustices encountered inside and outside the classroom" (p. 178).

Adolescents, in particular, face many more barriers than elementary aged students. They often are placed in mainstream classes without language support and experience higher expectations including high stakes assessments and graduation requirements. Despite these barriers, ELLs come to school with a rich background that can help them thrive in school. Teachers support positive social changes by using ELL's oral language to help them become part of the classroom community by sharing their culture. By honoring their language, culture, and diversity, teachers can help ELL students develop both their language and sociocultural competencies. Teacher's can promote social justice by providing students with the tools to gain access to opportunities that will help them not only traverse but be successful in the dominant culture and encourage them to challenge inequalities. These tools will be discussed further in subsequent sections of this chapter.

Why Is Social Justice an Issue and How Does It Affect ELLs?

The process of first language acquisition does not require specialized training and follows a predictable sequence no matter the language (Clark, 2011). Furthermore, Clark suggests that children go through the stages in cognitive development at the

"same rate and grasp similar ideas at about the same rate" (p. 4). Children learn the language by what they hear around them through social interaction. They first begin by imitating the people around them and learning to understand the rules of the language they hear. Children understand language long before they can speak any words. By their first birthday, a typically developing child has a basic understanding of what a word is and what different functions words can perform (Clark, 2011). Language acquisition is a natural, almost unconscious process that allows children to achieve fluency when exposed to language in a social setting without formal schooling.

The process of second language acquisition differs from first language development. Researchers have been intrigued by the process of second language acquisition; while educators, on the other hand, have been concerned with how the process of second language acquisition impacts academic achievement in terms of the demands of academic and vocabulary knowledge in an academic setting and understanding why students struggle to adapt to the U.S. Educational system and culture. The level of acculturation must be addressed as well when working CLD students because some of the behaviors are often misinterpreted for special education referrals (Collier, 2010).

Second language acquisition is different from learning a first language since the first language is already present. Baca and Cervantes (2004) suggest that ELLs lack exposure to a wide range of social experiences that may influence the rate and quality of second language development. ELLs also rely on language structures from their first language to achieve early fluency in the second language process as well as previously learned concepts and strategies.

Concerns related to the increasing overidentification of ELLs to special education services are alarming. ELLs may be referred to special education because they are struggling with English acquisition and experiencing difficulties learning content. Distinguishing whether a student is experiencing difficulty due to a disability or a limited second language acquisition is a challenge for teachers. Students with special needs who speak a different language at home will especially experience difficulty with a second language acquisition that can lead to academic problems.

Roseberry-McKibbin (2014) described the most commonly observed behaviors in second language acquisition: (1) Interference (Transfer)—communication such as speech and language characteristics from the first language is carried into the second language; (2) Fossilization—this occurs when second language errors remain notwithstanding good proficiency in the second language; (3) Silent Period—a period where second language learners spend time listening/comprehending with very little output; (4) Interlanguage—occurs when second language development changes over time as the student is exposed to different contexts; (5) Language Loss—this happens when students experience a decreased proficiency in the first language as proficiency in the second language increases; (6) Code-Switching occurs when there is an alternation between first language and second language. (pp. 216–219)

What Has Research Found?

Cummins (2000) stated that the extent to which students have had a chance to develop their first language could have an important implication for second language development. He argued that students who have a firm foundation in their native language acquired their second language better. A critical point is that teachers of ELL students must be able to distinguish between social language and academic language proficiency. Cummins (2000) used the term basic interpersonal communication skills (BICS) for the social language students acquire within the first 2–3 years of learning a second language. Cognitive academic language proficiency (CALP), on the other hand, is the cognitive language required for academic success, which may take up to 7 years to become proficient. In more recent research, Cummins (2000) identified BICS as basic fluency and phonological skills while CALP is literacy and vocabulary knowledge. Cummins argued that understanding the difference between BICS and CALP is important for teachers when assessing language proficiency. Relying on a students' ability to participate in social contexts can give false assumptions about the student's proficiency. Many students experience difficulty academically because they have failed to acquire a solid conceptual foundation in English (Roseberry-McKibbin, 2014).

BICS is developed through daily social interactions especially in the school setting where students are most likely to interact with English speakers. Roseberry-McKibbin (2014) expands on this concept by suggesting that informal language fluency involves oral or casual language, is learned naturally, and is supported by paralinguistic cues. Teachers should use the students BICS level to develop classroom activities that create opportunities for students to interact with one another and encourage verbal communication. As students begin to move from intermediate fluency toward advanced fluency, it is important for teachers to emphasize literacy and vocabulary development skills (Baca & Cervantes, 2004). CALP, or formal academic language, involves both oral and written language, enriched vocabulary, and native-like proficiency with social conversation (Collier, 2010; Roseberry-McKibbin, 2014). Transitioning students from BICS to CALP is the key to improving academic achievement of ELLs. Teachers must develop curriculum that supports comprehensible language to develop deep understanding of concepts, scaffolded activities, literacy development, cooperative and collaborative group work, and opportunities to practice English, and above all, receive positive feedback.

ELL Adolescents in Inclusive Settings

Many of our students in secondary schools seem to have good communication skills, but still struggle in class. As mentioned earlier, some of this may be due to assumptions that we make about language ability. We may mistake the ability to have a cogent casual conversation (BICS) with having academic language (CALP).

Many times this is not true. There are many techniques, strategies, and tools that most teachers use regularly for all students that work well with ELL students. These include instruction based on cooperative groups, small group instruction, use of manipulatives, books rich in visual context, and Google Drive. But how can we know if and how language is impacting the students' access to learning opportunities that impact social justice? The adolescent student is preparing for a world that expects fluency of language to obtain educational as well as job opportunities. As stated in the previous sections, there has been research into how to use the first language to help teach the second language, various immersion strategies and techniques, as well as differentiating between conversational and academic language. When reduced to the basic component needs of language, two elements emerge: receptive and expressive language. Within this context, there are things related to teaching and using language in various courses of study in secondary school that all teachers need to know. This applies specifically to the informal assessment of an ELL student's expressive and receptive language abilities and how to address these needs. The next few sections will address some of the most basic, yet important, aspects related to teaching and language through a common element that most teachers do, regardless of the content: teaching reading.

Receptive and Expressive Language

Language in the classroom, when reduced to its most basic elements, relates to either expressive or receptive skills. As previously stated, receptive language skills relate to the student's ability to understand/comprehend language heard or read. Expressive language is the ability to put thoughts into words and sentences in a way that makes sense and is grammatically accurate. But how do we know when a student may have deficits in these areas?

There are many formal assessment instruments that assess receptive and expressive language abilities, but most are not available to the classroom teacher. However, there are still things a teacher can do to informally assess these abilities.

Researchers at Brown University suggested the following as a starting point for teachers to consider when working with ELL students:

1. Does the ELL understand what is being said?
2. Does the ELL understand conversational as well as academic language?
3. Can others easily understand what the ELL says, or does pronunciation interfere with the ELL's communication?
4. Does the ELL speak at a natural pace or haltingly?
5. Does the ELL make many grammatical errors? What types of errors are made? Are these errors typical of a beginning language learner or of someone who is at a higher level of language acquisition?
6. What types of vocabulary words does the ELL use? Does the ELL use academic vocabulary appropriately? Is the vocabulary used appropriate to the message being conveyed? (Teaching Diverse Learners, 2015, p. 2)

There are various stages of language acquisition that can be identified specifically with receptive and expressive language. The following stages could be considered for each (Council of Europe, 2001):

Receptive Language

- *Beginning/emerging speaker*: The student can communicate what they mean by pointing to it or use a gesture or similar word to help communicate meaning. Can understand speech if it is said very slowly and carefully articulated, with long pauses for him/her to understand what is said.
- *Intermediate speaker*: The student can use the features of a word or item when he/she can't remember the word or can qualify meaning by comparing it to something similar (dog vs wolf). The student can understand enough to be able to give a limited response provided the words are clearly and slowly articulated.
- *Early advanced speaker*: The student understands common spoken language on topics normally encountered in activities of daily living. The student can understand the main ideas of complex speech-related concrete and abstract, including technical discussions.
- *Advanced speaker*: The student can understand well enough to follow extended discussions on complex topics that extend beyond his/her background or preparation, although he/she might need to confirm occasional details.
- *Proficient speaker*: The student has no difficulty in understanding any kind of spoken language, even when delivered at fast native speed, either live or in a broadcast.

Expressive Language

- *Beginning/emerging speaker*: The student has a very limited repertoire of simple expressions about concrete details and needs.
- *Intermediate speaker*: Has a basic range of language that allows him/her to deal with everyday situations with predictable content, although he/she might have to compromise the message and search for words. The student can produce brief everyday expressions in order to satisfy concrete simple needs.
- *Early advanced speaker*: Can express himself/herself without much indication of having to limit what he/she wants to say. Can give clear descriptions, express his/her opinions, and articulate arguments without much obvious searching for words.
- *Advanced speaker*: Can select dialogue from a wide range of language and can express thoughts clearly without having to limit what he/she wants to say.
- *Proficient speaker*: The student can use a very wide range of language to express thoughts and emphasize points with no signs of having to restrict what is said.

This information could be gathered by including the criteria in a rubric, through the use of portfolios and/or observations or a combination of all three. The value of

evaluating language ability is in how the informal assessment provides levels of achievement as an indicator of need. However, just knowing that the adolescent ELL student has an issue with receptive or expressive language is not enough. The teacher still needs to know how to address the indicated needs.

Reading and Language Acquisition

Reading is a very complex skill and is pivotal in determining whether or not the adolescent students who are ELL acquire strong academic language. Reading involves decoding symbols, giving them meaning and then re-encoding the information into spoken or written words. There are many effective ways to informally address receptive and expressive language needs within the context of academic courses. Some of the more common strategies and techniques are listed below at the end of this chapter.

Reading is not just a necessary skill for an ELL student to possess to obtain social justice; it can also be used to develop receptive and expressive language skills. The next few sections will provide information related to these two very necessary and complex topics.

Basic Reading Skills

Basic reading skills emphasize the students' ability to recognize words and/or their component parts, which is key in both expressive and receptive language. Phonological awareness can be key to building good reading skills because it basically consists of the student learning to identify and manipulate parts of spoken language (e.g., syllables, words, onsets, and rimes). Key to this aspect of reading is the concept of phonemic awareness—the understanding that words are made up of segments of sound called phonemes. Students who have a deficit in this area have problems linking speech sounds to letters, which can impact their reading fluency and oral expression (Lyon, 1998). Some good ways to use basic reading skills to teach receptive and expressive skills within the context of teaching basic reading could include using hands-on activities to help teach letter-sound relationships (e.g., magnetic letters Scrabble tiles) and teaching phonics in context of vocabulary words or text that student already knows (Robertson, 2009).

Reading Fluency

Reading fluency relates to a student's ability to read at a reasonable rate in a smooth manner. But it is not just about speed. Fluency also involves accuracy and proper expression much as if the student were speaking instead of reading, hence the

connection to expressive language. It is usually measured by timed tests that involve translating letters to sounds to words, the quality of the intonation and expression, and an appropriate rate of speed. When fluent, the student is able to pay attention to the main ideas in the passage and understand the gist of the author's ideas. However, readers who are not fluent expressively may struggle with the reading passages manifesting a much-labored process that focuses on individual words without a smooth flow. For these students, comprehension usually suffers when these less than fluent readers must focus on decoding instead of meaning. It is in this way that fluency is considered to be so critical since it seems to provide a conduit between basic reading and comprehension skills (Reutzel & Hollingsworth, 1993). According to Ford (2012), when students practice reading, they gain valuable insight into the sounds and cadences of spoken English, and they are also developing vocabulary skills that can contribute to oral language fluency. It also improves prosody, which is a term that refers to using the proper intonation and phrasing in while reading. Prosodic reading requires the student to pay attention to things like punctuation signs, placing emphasis on certain words within a sentence, and changing voice intonation to match the meaning of the text which all benefit the student's acquisition of expressive language. Graded word lists can also be used to determine a student's sight-word vocabulary and can be created by the teacher. These lists can be constructed around levels of reading (e.g., pre-primer through high school) and separate the levels into independent (no errors), instructional (two errors), and frustration (three or more errors). Another resource that can be used to address basic reading skills is a sight-word list that addresses the most common words in the English language (Fry & Kress, 2006).

Reading Comprehension

In contrast to reading fluency, reading comprehension is the process of understanding what is being presented in the passage. However, this is much easier said than done and the skill is not easy for the teacher to teach or the student to learn or practice. Reading comprehension is measured by the student's ability to summarize, sequence, infer, compare and contrast, and draw conclusions. They must also find the main idea, facts, or supporting details. Some ways that a teacher can teach both expressive and receptive language through reading comprehension could include contrasting the main idea with specific details, fact with opinion, good summaries with poor summaries. The teacher could give students opportunities to practice with a peer and apply it to a short, simple paragraph from a science text or any expository text. The student could also debrief what they had learned to the whole class (Colorin Colorado, 2007).

When addressing expressive and receptive language through the reading abilities for adolescent ELL students, teachers can use the direct instruction model. This model provides explicit instruction along with guided and independent practice, which can address many of the student's needs related to phonics, vocabulary, fluency, and comprehension. These by extension also help with the acquisition of

receptive and expressive language. However, it should be noted that during independent practice, it is important for the teacher to ensure that the reading material is at the student's independent and instructional level (Blevins, 2001). Although some research has indicated that oral reading may lead to improved silent, independent reading, it should also be noted that silent reading, when done independently, may not necessarily lead to improved fluency and reading achievement (Armbruster, Lehr, & Osborn, 2001), which may limit the value toward language acquisition. These readers would benefit more from direct instruction in reading strategies listed above. Armbruster, Lehr, & Osborn (2001) also suggested that fluency can be improved by using instructional activities like groups reading aloud, as well as practicing poetry or scripts. Throughout these processes, the teacher should model good oral reading, teach appropriate phrasing, and offer many practice opportunities to facilitate improvement in both expressive and receptive language.

Conclusions

Many adolescent ELLs experience academic failure due to the lack of CALP that also impacts the student's ability to obtain acceptable social and professional expressive and receptive language. This impacts their access to many aspects of social justice because it impacts every area impacted by language (school success, employment, etc.). Many language minority students at the secondary level possess good communication skills (BICS) and might even sound like native English speakers. Teachers often mistake verbal fluency with academic language proficiency (CALP) or the ability to use expanded vocabulary to meet academic demands. Transitioning students from BICS to CALP is the key to improving academic achievement of ELLs. Using informal language assessment tools can help determine students' strengths and weaknesses especially in receptive and expressive language through the use of rubrics, portfolios, and observations. Assessing receptive and expressive language skills is critical to teaching reading fluency, comprehension, and, in turn, the improvement of the language skills. Effective teachers use instructional strategies that make a connection to students' backgrounds, prior knowledge and provide activities, literacy development to support ELLs in the second language acquisition process.

Key Instructional Practices and Strategies

1. *Receptive Language Strategies*
    (a) Use varying methods to check often for the student's understanding.
    (b) Use varying methods to check often for the student's understanding.
    (c) Whenever possible, incorporate the primary language of the learner the dialogue.

    (d) Use stories and themes that are related to the students' cultural heritage and background.

    (e) Use gestures when you speak.

    (f) Match your language to the communication skills and abilities of the student.

    (g) Ensure you have the student's attention before you initiate the communication.

2. *Expressive Language Strategies*

    (a) The teacher should model appropriate use of language for the student.

    (b) The student should be given time to think about the response before answering to help alleviate undo pressure.

    (c) The teacher should provide various organizational supports to help the student organize thoughts and ideas.

    (d) The teacher should avoid use of timed activities to help reduce stress.

    (e) The teacher should use paraphrasing to encourage the student's responses to a prompt.

Multimedia References

1. *Teaching Channel*: Video Playlist: Engaging ELLs in Academic Conversations—https://www.teachingchannel.org/blog/2014/10/24/engaging-english-language-learners-in-conversations-ousd/

    Teaching Channel's mission is to create an environment where teachers can *watch, share*, and *learn* new techniques to help *every* student grow. This is a 3-video series offering ideas to engage ELLs in academic conversations.
    https://www.teachingchannel.org/blog/series/ells-and-academic-conversations/

2. *National Education Association*: Diversity Toolkit http://www.nea.org/tools/30405.htm
This online toolkit provides an introduction to the multiple facets of diversity. It offers basic information, a short list of strategies and tools, and suggestions for how to find out more.

3. WordNerd Speech Teach http://wordnerdspeechteach.blogspot.com/2014/07/screeners-and-informal-assessments.html
This blog is intended to support and help other speech-language pathologists and other educational professionals by sharing useful ideas and tips related to language acquisition and functioning.

4. Teaching Diverse Learners http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/
The Teaching Diverse Learners (TDL) Web site is a resource dedicated to enhancing the capacity of teachers to work effectively and equitably with ELLs. This Web site provides access to information (e.g., publications, educational materials, and the work of experts in the field) that promotes high achievement for ELLs.

5. Colorin Colorado http://www.colorincolorado.org/index.php?langswitch=en
   Colorín Colorado is the premier national Web site serving educators and families of ELLs in Grades PreK-12. Colorín Colorado has been providing free research-based information, activities, and advice to schools and communities around the country for more than a decade.
6. Busy Teacher http://busyteacher.org/
   Busy Teacher is a worldwide community for English teachers where they share FREE printable worksheets. Several free services for ESL teachers are available: Word Search Creator, Tile Puzzle Creator, Double Puzzle Creator, Daily Warmer, ESL Essentials. All sorts of free printable worksheets carefully sorted into grammar/vocab categories for easier navigation!

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Chapter 29
Teaching Social Justice in Social Studies Through Young Adult Literature

Theoni Soublis Smyth and Angela Hansen

Introduction

Young adult literature has the power to promote powerful discourse about social justice by establishing a foundation of understanding on a cognitive level appropriate for adolescent students. Young adults need, want, and deserve an opportunity to dissect issues related to race, social class, and allocation of resources to better understand how the political environment affects our livelihood, education, and opportunity for upward mobility. Picower (2012) argues that "within the classroom domain… educators challenge inequality through particular approaches that include (1) the relationship they develop with students, (2) the democratic classroom they create, and (3) the specific ways in which they are able to teach students to analyze and challenge oppression" (p. 5). Young adult literature serves as a mechanism to enable teachers to facilitate discussions to stimulate conversation that supports student's cognitive desire to understand and be understood.

Donelson and Pace Nilsen (2005) define young adult literature as "…anything that readers between the ages of 12 and 18 choose to read (as opposed to what they may be coerced to read for class assignments)" (p. 1). Characteristics of young adult literature include themes and issues young readers can identify with, characters readers relate to, and significant emphasis on plot (Blasingame, 2007, p. 11). While adolescent literature is widely accepted as having a natural home in the English Language Arts classroom, it is equally valuable as a learning tool in all content areas, including the social studies classroom.

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There are many benefits of using young adult literature in the social studies classroom. While we want our students to be able to critically read their content area textbooks, students often struggle with reading third person, informational texts. Using adolescent literature to supplement social studies textbooks helps students to engage with the content information, activate their background knowledge, and provide them with a window into the time periods and cultures being studied. Reading for understanding, critical thinking, comprehension, and vocabulary development are the foundation of twenty-first literacy skills and propel a deeper understanding of issues related to social change.

In addition to offering windows into different time periods and cultures, young adult literature helps students adopt more critical stances in the social studies classroom and encourage students to become more involved in deeper issues fostering the skills necessary to understand issues related to social change and justice. Wolk (2009) states that teachers can use young adult literature to teach social responsibility. He lists the following themes that can be explored in an inquiry-based unit exploring social responsibility: caring and empathy; social problems and social justice; government and the constitution; power and propaganda; social imagination; historical consciousness and historical empathy; multicultural community; global awareness; war, peace, and nonviolence; and environmental literacy (pp. 667–670). Bean and Harper (2006) recommend using multicultural adolescent literature in the classroom to explore theories and notions of freedom by looking at the historical and social context of the literature, the positioning of characters and the reader, and agency and power relations.

Culturally relevant pedagogy fosters insightful introspection concerning social responsibility and notions of freedom; furthermore, young adult literature promotes the examination of issues related to race, ethnicity, gender equality, and socioeconomic status. Two indelible events in America's current history include the atrocities surrounding the events of September 11, 2001 and the devastation created by Hurricane Katrina in August of 2005. Both events propel discussion of social justice. September 11 fosters a conversation delving into social issues of freedom, democracy, gender equality, and ethnicity, whereas Hurricane Katrina raises topics of race, class, and economic stability. These are complicated topics that the world's most renounced scholars debate on a daily basis. Teachers must offer appropriate resources to students in order to bring the conversation to the level adolescents can cognitively navigate to analyze these topics laden in social justice.

Historic Event: September 11, 2001

Social Justice Topics: Social Issue Studied—Freedom, Democracy, Gender Equality, and Ethnicity

Two young adult novels that characterize America's struggle to understand the Muslim faith and all the stereotypes that surround the ethnicity are Allan Stratton's (2010) *Borderline* and Maryam Mahmoodian's (2008) *Muslim Teens in Pitfalls and*

Pranks. Both novels explore the tribulations of the typical American teenager; however, these novels depict characters that are marginalized for their Muslim religious affiliations, their dress, and non-Western beliefs about women, love, and family. But the most powerful and destructive stereotype these Muslim American face every day is others' fear they might be terrorists. The readers absorb keen insights into daily life of Muslim American teenagers, at the same time forcing down barriers and forming connections through similar circumstances.

Post-reading Activities for *Borderline* and *Muslim Teens in Pitfall Pranks*

Social Issue Studied: Freedom, Democracy, Gender Equality, and Ethnicity

1. *Reader's Response.* Louise Rosenblatt's Reader's Response Theory (1938) affirms that when one brings a personal connection to the text, reading becomes a more significant and rich experience. The task of reading is no longer feared and arduous; instead it becomes an affirmation of life and an expressive opportunity. When students must personally identify with characters in a novel, a level of connection and empathy prevails. These novels bring the complexities of the Muslim lifestyle to light, but also explore the commonalities of all teenagers. The interpretation of the texts will revolve around the teenage plight, regardless of ethnicity or religion. This opportunity for connection will destroy social barriers and stereotypes and allow for a deeper level of understanding of the human race to gain entre. Students must accomplish two tasks in order to complete a reader's response: (1) prove the book was read in its entirety and (2) demonstrate a personal connection to the text through reflection and/or experience. When these two tasks are completed successfully the student will bridge the divide between the self and the reading; a connection is created that will foster a powerful reflection embedded in social change.

2. *Classroom Debate.* Debate is one of the most compelling and organized methods for getting students to discuss, argue, analyze, and evaluate controversial topics. For this type of classroom debate students will generate three lists of topics: one will list the struggles the characters confront that are similar to their own teenage plight. For example, dating, studying, and arguing with parents. The second will list the subjects that are unique to the novel's characters. For example, same-faith marriage, education, and religion. The third will list topics that are exceptional to them as average American teenagers. These lists will be unique in that they will be introspective about their beliefs and opinions on hot topics like college, marriage, and career choices. The teacher will have students share their lists in small groups. Students will then be required to select a topic from the lists and defend that topic from either the perspective of a character in the novel or from their personal perspective. The catch is that the teacher will decide which point

of view the student must defend. This compels students to think critically about each character. The self-analysis and character study will propel students to evaluate their own beliefs—why do they believe what they do, what influences their beliefs, can beliefs change, be altered, transcend? One student will present their perspective and other students will have time to question and rebut the arguments presented. Ultimately, each student will have a chance to share the perspectives of his/her characters. When students are offered the opportunity to compare their own belief systems to one that is quite different from their own, it will create a level of affirmation or question, ultimately leading to a deeper understanding of themselves and those around them: the premise for creating social change.

3. *Cultural Roundtable Discussion.* Roundtable discussion creates opportunity for diverse cultural groups to determine and perhaps establish commonalities. Although most cultures have significant differences, many also have much in common. Bringing various cultural groups to the same table will allow for an opportunity for collaboration and bridging cultural differences. The roundtable discussion topics can come from either the teacher or can be developed by the group. We recommend the teacher present the same topic to each group and facilitate the discussion among the groups by walking around, pausing the discussion, and guiding the students as they navigate the issue. Then, allow the students to brainstorm topics for discussion, select a topic, present the idea to the teacher for approval, then convene within the group following the conversation cues presented by the teacher in the initial discussion. This process allows for the students to first engage in a full-class organized discussion, albeit in separate groups. Then, it gives each group the freedom to generate its own discussion under the guidance of the teacher.

Developing sensitivity to others' perspectives is paramount to studying social justice and creating change; therefore, prior to engaging in a cultural roundtable discussion, we recommend developing discussion guidelines with your students. For example, all participants must be polite and quiet while another member is sharing, refrain from disparaging remarks, use appropriate language at all times, avoid slang and inflammatory remarks. If someone says something that is perceived as offensive, do not respond with anger or haste, instead say, "I find that offensive and this is why…." If the conversation starts to feel negative or uncomfortable, summon the teacher for support and refocus. Roundtable discussions support the social justice agenda by promoting patience, listening, and critical thinking.

Historic Event: Hurricane Katrina

Social Justice Topics: Race, Class, and Socioeconomic Status

The issues of race, class, and socioeconomic status took center stage in 2005 when the country watched the horrific events unfold in New Orleans, Louisiana, as a result of Hurricane Katrina. News correspondents and social media lit up the

airwaves as they reported moment by moment events over the days long disaster: death, looting, fire, floods, pets left behind, and at the unfathomable debacle of the Super Dome nightmare. Politicians, broadcasters, and citizens questioned the local and federal government—undeniably the conversation turned to race and class. Would this happen, could this happen in a predominantly white community? Would this happen, could this happen in an affluent community? Would the response from the federal government be quicker if the population was not poor and black? Would more people have been rescued if national resources were deployed faster? *Why* weren't national resources deployed quicker? So many answers to these questions point directly to race and class.

It is a teacher's responsibility, especially a social studies teacher, to support students' need to understand such conflict. Social studies teachers have an obligation to students to reflect and study this extraordinary event in our nation's history. Katrina marked a time when race and socioeconomic status (SES) were paramount topics in how this nation responded to a state of emergency, but how does a teacher tread on such delicate soil? How does a teacher dissect race in such way to keep hostility low and curiously piqued? How does a teacher keep anger and frustration at bay and promote peaceful analysis and introspection? How does a teacher get students to think critically about such events and develop evaluative opinions that promote social change that ultimately creates agents of change? One of the best tools available to teachers is young adult literature, literature that allows for students to immerse themselves into the discussion without getting bogged down by weighty language, rhetoric, and complicated literary devices that are so often replete in the traditional canon of literature.

Two novels that will encourage deep discussion about social justice with regard to race and class are Jesmyn Ward's *Salvage the Bones* (2011) and Jewell Parker Rhodes' *Ninth Ward* (2012). Both award winning novels tell the catastrophic story of Hurricane Katrina; Ward's though the eyes of 15-year-old Esch living in the Mississippi coastal town of Bois Sauvage, and Rhodes' young Lanesha, a 12-year-old New Orleans native. *Salvage the Bones* and *Ninth Ward* dissect the traditions, fears, dreams, and resilience of southern blacks in such a delicate way that allows the reader to make personal and meaningful connections to the characters by removing the daunting restraints of race and class and making room for the emergence of two beautiful young girls' plight to survive total devastation. The authors give readers the resources to engage in the formidable discussion in a safe environment free from judgement and ridicule.

These novels are important when studying contemporary African-American history because they offer a gripping view of what it means to live in a predominantly black neighborhood affected by crime, drugs, and gangs. Social studies teachers research and study slavery, the Civil War, and the Civil Rights Movement every year in middle and high schools across the county and it is imperative that we continue studying the Black Diaspora, but it is time to include the contemporary black perspective in our literary studies to analyze how historical events impact current society.

Post-reading Strategies for *Salvage the Bones* and *Ninth Ward*

Social Issues Studied: Race, Class, and Socioeconomic Status

1. *Compare/Contrast: Venn Diagram.* We love the idea of studying both novels and analyzing the perspectives of the two main female characters Esch and Lanesha. Using a Venn Diagram is a powerful tool to explore these young women: their similarities and their difference, their motives, desires, and ability to prevail under the most dire of circumstance. It will offer the class the opportunity to evaluate the horrible circumstances of the disaster while developing a sense of empathy for the people forever affected by the calamity of Hurricane Katrina. Other comparison/contrast topics for this novel might include the following: Mississippi compared to Louisiana, the magnitude of the storm in various areas of the south, the treatment of minorities pre and post the natural disaster.

2. *Letter Writing.* Letter writing is also a powerful post-reading strategy that will allow students to evaluate their preconceptions, misconceptions, biases, and stereotypes. Imagine a student writing a letter to Esch or Lanesha. What would students want to say to these girls, when would they say it—before or after the storm? What advice might an outsider looking in be able to offer a person facing such chaos and fear? Image the letter Esch would write to younger Lanesha? Might she offer guidance and support to help Lanesha make more responsible decisions than she did? Or might Lanesha be able to support Esch in her troubled state? Asking students to take on the persona of a character will evoke emotion and empathy in such a way that the broad topics of race and class will seem more natural and less risky.

3. *Found Poetry.* "Found poems take existing texts and refashion them, reorder them, and present them as poems… A pure found poem consists exclusively of outside texts: the words of the poem remain as they were found, with few additions or omissions" (Poets.org). Found poems require students to select 25–40 words (or more) from the novels. The student then arranges the words in such a way so as to tell a story in verse that accurately depicts one of the themes from the novel. Students will design a found poem from the perspective of a character in the novel. Topics might include racism, social class, money, family, dating, education, friendship, stereotyping, fear, and religion. A fun twist is for the teacher to select different word groups and hand them out to individual students or small groups, or students can select words to assign each other. Students can engage in the activity alone, with a peer, or in a small group. We like for students to work with at least one other person to allow for creative discussion, decision making, and consensus building. Found poetry offers students nonthreatening opportunity to explore and discuss various themes in the novels using the words, phrases, and syntax from the source. Found poems act as a launching point to create original poetry and ultimately use the literary devise as a cathartic process to stimulate self-analysis, a mechanism critical to the development of agents of social change.

Conclusions

Incorporating young adult literature into the social studies curriculum is an evocative method for promoting and understanding social justice. Studying social justice through significant American events in recent history will give students a meaningful opportunity to address and assess social decisions that are made for them every day. Adolescents deserve a forum for analyzing and evaluating critical issues that affect their lives, families, and surroundings. Promoting a deeper understanding of social justice to teenagers will open limitless possibilities for them to create change and impact their own lives as well as the lives of the people around them. Imagine the effect adolescents will have on issues surrounding social justice if given the proper tools, guidance, and support. The goal is for students to move away from being passive bystanders to the events that occur around them, but to instead activate the power of their own demographic and create change within their schools, homes, and communities. As Margaret Mead articulated, "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has" (Goodreads.com).

Key Instructional Practices and Strategies

1. Teach social justice through historical events
2. Study historical events through young adult literature
3. Allow classroom time for small group work and discussion to thoughtfully explore various perspectives concerning historical events
4. Differentiate assessment options for students to determine the most effective approach to demonstrate learning gains
5. Explore methods to develop youth advocacy social change policy
6. Engage students in meaningful opportunities to create social change in their schools, neighborhoods, and local communities

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2. Community change resources. http://www.teachersforjustice.org/2009/01/curriculum-food-access-food-justice.html
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Chapter 30
Social Justice Instruction in Mathematics and Science

Daniel W. Eadens and Danielle M. Eadens

Background

In his 2010 message, the U.S. Education Secretary, Arne Duncan, proclaimed that "excellence and equity in education are essential to achieving social justice and ensuring that our nation can compete in a global economy" (Duncan, *An Overview of the U.S. Department of Education*, p. *v*). Additionally, the forward of their Guiding Principles document says,

> No student or adult should feel unsafe or unable to focus in school, yet this is too often a reality. Simply relying on suspensions and expulsions, however, is not the answer to creating a safe and productive school environment. Unfortunately, a significant number of students are removed from class each year—even for minor infractions of school rules—due to exclusionary discipline practices, which disproportionately impact students of color and students with disabilities…Nationwide, data collected by our Office for Civil Rights show that youths of color and youths with disabilities are disproportionately impacted by suspensions and expulsions…data show that African-American students without disabilities are more than three times as likely as their white peers without disabilities to be expelled or suspended. Although students who receive special education services represent 12 percent of students in the country, they make up 19 percent of students suspended in school, 20 percent of students receiving out-of-school suspension once, 25 percent of students receiving multiple out-of-school suspensions, 19 percent of students expelled, 23 percent of students referred to law enforcement, and 23 percent of students receiving a school-related arrest. (U.S. Department of Education, 2014, p. *i*)

These data that came from the Bureau of Justice Statistics and National Center for Education Statistic's (NCES) annual report on school crimes (Robers, Kemp, & Truman, 2013) highlight the desperate cries of social change that must occur if our society is not to fail or violently break itself apart.

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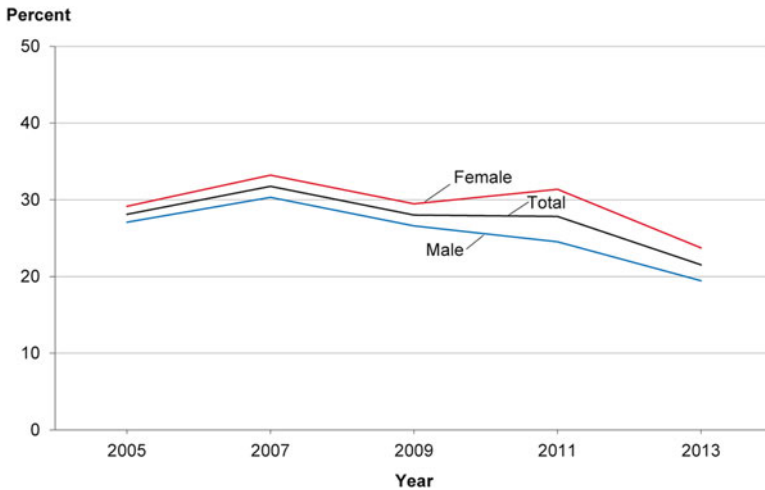
Fig. 30.1 Percentage of student's aged 12–18 who reported being bullied at school during the school year, by gender: Selected years, 2005–2013. *Note*: "At school" includes the school building, on school property, on a school bus, or going to and from school. *Source*: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005–2013. Musu-Gillette, Hansen, Chandler, and Snyder (2015, p. 1)

In addition to discriminatory disciplinary routines and practices, suicides, and extreme violence such as Sandy Hook and Virginia Tech, rejection, and bullying still remain a growing problem across that nation. NCES closely examines students' reports of school bullying and publishes comparative and longitudinal data using the School Crime Supplement (SCS) of the National Crime Victimization Survey. They used a national sample of 12–18 year olds in 2013 and found that about 22 % reported being bullied in schools. Of those, a higher majority were females (24 %), White (24 %), Hispanic (19 %), Asian (9 %), Black (20 %), 6th graders (28 %), 7th graders (26 %), 8th graders (22 %), 9th graders (23 %), 10th graders (19 %), 11th graders (20 %), and 12th graders (14 %). In all, it appears that White, female, sixth graders experienced the most bullying, as shown in Fig. 30.1 (Musu-Gillette et al., 2015).

Purpose

With school extreme violence and bullying still prevalent today, although declining, teachers, administrators, consultants, and higher education faculty continually search to find more effective and practical social justice strategies that can be productively implemented in secondary classrooms. *Social Justice Instruction: Empowerment on the Chalkboard* emphasizes the instructional practices and strategies that pre-K-12 teachers-in-preparation, educators, and college/university instructors need to understand for all their students. This chapter presents a clear focus on key social justice instructional practices and strategies that can be utilized in secondary mathematics and science classrooms for developing all teachers.

Why Teach Social Justice

Needs

Stony Brook University Vice Provost Dr. Charles Robbin's 2014 TEDx Talk signposts when injustice is continual and lasting, it begins to create a societal negative turning point. We see this all too often in the news today. Robbins (2014) believes that everyone has a choice to fight for social justice or perpetuate the problems. He stated societal well-being, or social progress index, as coined by Michael Green (2014), has three distinct categories: basic needs (water and sanitation, nutrition and basic medical health care, shelter, safety, security), foundations of well-being (basic knowledge, health, wellness, sustainability), and opportunity (personal rights and freedoms, tolerance and inclusion, advanced education access). Researchers Tay and Diener (2011) analyzed data from over 60,000 participants from 123 countries in every major region of the world between 2005 and 2010 to test Maslow's theory. Results supported *universal human needs*, regardless of cultural differences; although each of the needs have to be met, they claim each need is independent from the others. This differs from Maslow's (1943) motivational theory that basic needs must be met sequentially beginning with the basics and moving to the next on the hierarchy pyramid with no motivation to progress until the previous needs were fully met. Many might be surprised that to learn Maslow's five hierarchies was expanded to include additional needs: cognitive, aesthetic, self-actualization, and transcendence needs. The revised needs are (McLeod, 2007):

> Biological and Physiological (air, food, drink, shelter, warmth, sex, sleep, etc.), Safety (protection from elements, security, order, law, stability, etc.), Love and belongingness (friendship, intimacy, affection and love,—from work group, family, friends, romantic relationships), Esteem (self-esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility, etc.), Cognitive (knowledge, meaning, etc.), Aesthetic (appreciation and search for beauty, balance, form, etc.), Self-Actualization (realizing personal potential, self-fulfillment, seeking personal growth and peak experiences), and Transcendence (helping others to achieve self-actualization). (p. 4)

Social Injustice Results

Brand (2014) suggested that the negative effects of US cultural assimilation caused economic and political power stratification that in turn resulted in population marginalization and that culturally responsive pedagogy considers students' cultural needs. History reveals tragedies when societies fail to consistently address cultural and categorical needs, or to care for its people. The price is too high for individuals to ignore social injustices seething with years of unresolved inequity and discontentment. Dr. Camara Jules P. Harrell studied physiological and psychological impacts of racism and discrimination as it relates to stress, its prevalence and impact on health, and association with other chronic diseases (Harrell, 2015; Harrell, Hall, & Taliaferro, 2003). Additionally, Harrell et al. (2011) found more pathways linking

atmospheres that were highly racist that actually created reactions that eventually contribute to illnesses and they challenge policy makers to lead the way in creating policies and strategies to purge or reduce societal racism.

Adding personal bias, outdated facts, media sensationalism, and societal changes fuel passions and instability. The problem lies in the fact young and old people alike need to feel safe, secure, valued, and empowered (Maslow, 1943; McLeod, 2007; Tay & Diener, 2011). If individuals feel marginalized for long enough, they will enable themselves in large grassroots activist efforts, not unlike the civil rights movement of the 1950s and 1960s, but sometimes in more dangerous ways today like the riots in Ferguson, and more recently, Baltimore. Black Lives Matter (ignited by events like Trevon Martin, Michael Ferguson, Michael Brown, and Anthony Gray, some of which have resulted in local reforms), marriage equality and lesbian-gay-bisexual-transgender-queer-intersex-ally (LGBTQIA) activism leading to States and U.S. Supreme Court hearings, and A Minimum Living Wage (resulting in companies such as McDonalds, Walmart, and Aetna raising minimum wages and places such as Arkansas and Seattle raising minimum wages) are all current movements fighting for empowerment and attaining publicity and many victories (Rogers 2015). In schools, when students are chronically marginalized and ignored, it gives birth to a host of antisocial behaviors and aggression, vandalism, gang activity, rapes, and extreme violence. The nation grieves when we see news broadcasts of horrific tragedies such as fatal shooting and extreme violence in schools like Sandy Hook Elementary School in Newtown, Arapahoe High School in Colorado, and Virginia Tech., to name only a few. Abroad, global unrest reacting from the world's economic crisis and prolonged social injustices resulted in major movements such as Arab Spring, Occupy Wallstreet, Occupy Montreal, and Tahir Square Egypt.

The bottom line is social injustice eventually yields societal issues. However, implementing positive behavior support (PBS) systems (Wheeler & De Richey, 2013), bullying and cyber bullying prevention (Hinduja & Patchin, 2014; Olweus & Limber, 2010), restorative justice (Van Ness & Strong, 2013), and other similar constructive programs and strategies can greatly reduce violence, disciplinary infractions, vandalism, suspensions, and expulsions while empowering and motivating students by meeting their needs and creating constructive and communicative mechanisms that educate, inform, and resolve issues while overall increasing social justice. The next sections detail goals and practical strategies.

Strategies for Teachers

Strategic Planning

Empowering programs such as positive behavioral supports (PBS), bullying prevention, and restorative justice should be integrated throughout the students' experience in school. Additionally, because every student is unique, has varying interests

and needs, and learns differently, teachers should universally design and differentiate instruction (Pnevmatikos & Trikkaliotis, 2012) to meet each student's needs. Even though secondary schools' departments strategically develop curricula in concordance with standards and graduation requirements, incorporating school-wide programs such as PBS, bullying prevention, and restorative justice, teachers, however, still maintain a healthy degree of flexibility in designing their goals, plans, time lines, and lessons plans. Lesson plans should be developmentally appropriate and instruction should remain flexible, allowing room for necessary adjustments that help meet special and general education students' needs and accommodations. Instructors should strongly consider and draw upon the varied learning styles of the students' in the classroom and assessments should remain authentic. The students' cultural contexts should be highlighted; this enhances classroom environment and community. Lastly, teachers should vary their instructional roles and approaches to best facilitate student learning (Tomlinson & Imbeau, 2010).

Goals

Combining experienced departments' and teachers' best practice strategies coupled with current research findings creates paramount methods that can revolutionize the paradigm of the way educators incorporate social justice in science classrooms. The ultimate goal is to increase learning and participation of all students in science and math classrooms to feel comfortable enough to achieve or exceed their full potential. Overcoming issues with social justice, equity, and bias in secondary classrooms requires these informed, intentional, and persistent actions (Atwater, Russell, & Butler, 2014).

Interdepartmental and interdisciplinary approaches for course goals and objectives for student outcomes in all subjects should enable students to examine the psychological, sociological, and personal benefits of social justice in schools; analyze the economic impact of social justice in schools; interpret the ethical and legal ramifications of school social injustices and inequity practices; recommend strategies for correcting social injustices and inequitable practices in schools; demonstrate effective strategies to promote fairness through collaborative writing, group experiences, labs, and class interactions; and reflect upon individual personal experiences, stereotypes, and biases regarding social justice and equity issues (Larkin, 2013). By identifying and unpacking factors that contribute to stereotyping, biases and prejudices, and issues of hate and violence in all subjects and examining one's personal bias, specific strategies can then be developed to resolve issues related to social justice in schools including at a minimum gender, race, culture, ethnicity, ability, age, sexual orientation, and economic status. When classes are universally designed, they are set for the individual success for *all* students. Sample outlines of possible social justice goals and topics that could be used to focus instruction would vary and could incorporate any of these, to name only a few:

- Personal stereotypes and biases and psychological, sociological bases. Assess students' and educators' personal and professional beliefs, attitudes, perceptions, and preconceptions (Brown, 2004).
- Forms of injustice including gender, age, ability, culture/religion, race/ethnicity, sexual orientation, physical characteristics/handicaps, socioeconomic status. Dimensionalizing diversity (Point & Singh, 2003).
- Major arenas such as K-12 education, workplace, sports/recreation, military, higher education, leadership/government, society/popular culture, personal and family relationships.
- Trans/Gender Roles, biological differences, phobias, myths.
- Sex-fair hiring practices/Nontraditional occupations for men and women.
- Socialization processes.
- Cultural Influences on social justice issues.
- Sexual Harassment in education and beyond.
- Media Influences on stereotypes, roles, biases, expectations.
- Legal issues pertaining to social justice.

Teaching Tolerance organization have excellent recommended resources. Their Perspectives for a Diverse America web links has a webinar or a stand-alone series called December Dilemma that is an example of an integrated plan. This contains student activities and teacher lesson plans that address Common Core State Standards and integrate antibias social justice for religious inclusion. Some of the student activities require interpretation and analysis skills, research and presentations, and to speak, listen, and think critically. Teachers benefit from the Web resources as well within the provided lesson (Build Literacy-Based, Antibias Learning Plans, n.d.).

Approaches in Math

Teachers can create math problems about how much it would cost for Sally to buy a car; or about how much it would cost for Sally to replace her stolen car; or how much to repair Sally's vandalized car; or for Sally to ride the bus because she is a single parent and cannot afford a car. Student engagement and higher order thinking are critical skills that cannot be achieved without real-world cultural relevance. Some teachers believe that teaching math is neutral; however, not incorporating social justice is a conscious political choice that contributes to disempowering students, according to Gutstein and Peterson (2005). They furthered this supposition as they highlighted that through a variety of holiday and/or themes, mathematics can be incorporated across the disciplines and can easily integrate most mathematical operations with data surrounding issues of equality found in literature readings (poverty and world hunger rates around thanksgiving and winter holidays), eliminating stereotyping (exponential numbers of patterns found in trending stories gone viral in media via newspapers, magazines, movies, and children books), and social

movements in history (algebraic racial profiling charting, women equality/voter rights and election factorial outcomes, gender salary difference means and modes graphing, setting minimum horizontal and vertical and equitable proportional wages, and statistics of corporate profits exploiting child labor).

Approaches in Science

This section offers science educators (preservice through seasoned veterans) in-service material, effective classroom strategies (that work for all student populations) that creates and celebrates a more positive climate and culture, genuine equality, and ideas for a more mindful social justice environment in the science classroom. Choosing the most appropriate resources and lessons for teaching social justice in science classrooms is key. For successful implementation, the topics and lessons need to be as culturally relevant, authentic, pragmatic, and as meaningful as possible for students to have a fulfilling secondary school experience. Lessons that address issues of social justice equity and the barriers created by gender, race, culture, ethnicity, ability, age, sexual orientation, and economic status can effectively be woven into secondary science classes in culturally responsive and motivating creative ways. This should lead to more Science, Engineering, and Mathematics (STEM) opportunities for students.

Similarly to mathematics, science is also not a social justice-free or neutral subject regarding whether or not to integrate social justice strategies into the curriculum. For example, a science class can calculate how many solar panels need to be installed to provide usable electricity to a house; or the class can calculate how many houses do not have electricity; or how many families cannot afford a house; or how many solar panels would be needed on an apartment complex? Environmental racism is another social justice perspective that science classroom students could engage and widen their perspectives regarding the data surrounding unbalanced numbers of diseases such as AIDS, genetic markers, organ donors and limited medical care, and disproportionate amounts of economically challenged homes adjacent to sewers, hazardous waste landfills, water treatment and waste plants, airports, factories, and railways lines. The biology of sex roles and behavioral genetics is another area to be studied in a science classroom. Social justice aspects should be consistently considered and thoughtfully integrated into almost every science lesson. Students notice and respond to the authentic realities and maintain closer engagement.

New and seasoned science teachers must continually update their framework for providing a safe and equitable learning environment both physically and socially by embracing and engaging diversity and multiculturalism and bolstering marginalized groups while ensuring classroom policies and procedures are equitable. Assessments must also be appropriate and fit the needs of all students, universally designed, culturally relevant, and offered in variety of modalities. Equitable does not mean all equal, it means fairness to all. Sometimes unequal distribution is necessary to achieve equal results due to diverse intellectual and physical abilities, dissimilar cultural beliefs, and countless other characteristic differences.

Conclusions

Clearly there are fundamental reasons why social justice instruction is crucial in secondary schools. School and societal social justice issues today might be outward signs of a buildup of past inward unresolved social injustices. However, the benefits of implementing social justice instruction in classrooms are vast. Many social justice instructional strategies and professional development opportunities for mathematics and science learning environments should be implemented by teachers, administrators, consultants, and education preparation professionals. This is efficaciously facilitated with practical instructional strategies and practices and useful multimedia reference resources visibly accessible. The focus and significance of this chapter is to not just provide tools for middle and high school math and science educators to enhance their integrated instructional design skills, which proliferate social justice education, but that the results lead to lasting school policy changes, better school climate where discrimination is quashed and diversity is celebrated with inclusion as the norm, and ultimately a more peaceful, just, and equitable society. Because one of our greatest civil rights leaders once said, *injustice anywhere is a threat to justice everywhere.*—MARTIN LUTHER KING, JR., let our generation accomplish eliminating social injustice and liberating social justice for all!

Key Instructional Practices and Strategies

1. Teach the importance of why we teach social justice.
2. Highlight resulting issues from failing to teach social justice.
3. Discover your own needs and biases then practice quashing discrimination.
4. Model and require social justice and celebrate diversity and inclusion.
5. Strategically plan and integrate PBS, bullying prevention, and restorative justice.
6. Plan Lessons around *all* students' learning styles, abilities, and culture.
7. Universally design instruction to meet al*l* student's needs and accommodations.
8. Ensure assessments are authentic and culturally relevant.
9. Nurture classroom environments and maintain cultural contexts and sensitivity.
10. Strongly advocate for social justice 360° and for matching lasting policy changes.

Multimedia References

1. Publications. http://www.tolerance.org/publications
2. Central Texts. http://perspectives.tolerance.org/?q=central-text-anthology
3. Perspectives for a Diverse America. http://perspectives.tolerance.org/
4. Antibias Framework. http://perspectives.tolerance.org/?q=node/419
5. Advisory Activities. http://www.tolerance.org/sites/default/files/PDA%20 Advisory%20Activities%20VF.pdf

6. Build Your Learning Plan. http://perspectives.tolerance.org/?q=node/588
7. Integrated Learning Plan. http://perspectives.tolerance.org/?q=node/588
8. Critical Practices. http://www.tolerance.org/sites/default/files/Critical%20 Practicesv4_final.pdf
9. Professional Development Modules. http://www.tolerance.org/seminar/webinar-teach-perspectives-diverse-america
10. Teaching Tolerance Classroom Resources. http://www.tolerance.org/classroom-resources
11. Top of Form
12. Bottom of Form
13. Religious Tolerance Inclusion and Respect Webinar. http://www.tolerance.org/seminar/webinar-teach-perspectives-diverse-america
14. Environmental Racism. http://www.tolerance.org/lesson/reporting-environmental-racism
15. Film Kits. http://www.tolerance.org/teaching-kits
16. Mix It Up Crossing Social Boundaries. http://www.tolerance.org/mix-it-up/what-is-mix
17. Biology Social Justice Issues. http://www.tolerance.org/magazine/number-44-summer-2013/just-science
18. Harvard Medical School and Science and Social Justice. http://www.kzoo.edu/praxis/category/science/
19. Brooklyn, Countering Views of Nigerian Muslims. http://www.voicesofny.org/2015/02/brooklyn-countering-views-nigerian-muslims/

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