

Teaching for Social Justice at June Jordan School for Equity

DRAFT 2/25/11

Safe Classroom Community

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| <p>Warm demander: We hold students to high expectations because we care about them and believe in them.</p> | <p>Jedi awareness: We notice everything, and we address small issues before they become bigger ones.</p> | <p>Control the mood: We establish the classroom mood to support our teaching goals, taking into account the energy students bring with them.</p> | <p>Rituals: We create classroom rituals that provide a sense of consistency, human connections, and clarity around expectations.</p> |
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Purpose & Motivation

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| <p>Knowledge of students: We ask students to share their stories, hopes, dreams, and challenges, so they feel heard and so the curriculum can be tailored to meet their needs.</p> | <p>Clear purpose: We have a clear purpose for every lesson, and we make that purpose clear to students.</p> | <p>Social justice curriculum: We make connections to historical and current struggles for justice, so students are better prepared to engage in their own struggles against oppression.</p> |
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Intellectual Challenge

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| <p>Enduring understandings: We teach the essential skills and concepts of each discipline in depth, and repeatedly in different contexts.</p> | <p>Questioning: We ask challenging questions to push students' thinking and deepen their analytical skills.</p> | <p>Students as intellectuals: We "name" students as scholars and theorists, to help them see themselves as intellectuals.</p> | <p>Student voice: We ask students to express their opinions, backed by evidence, especially when they have unique or contrary points of view.</p> |
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Engagement, Practice, & Support

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| <p>Explicit instruction: We fill gaps in students' academic skills through explicit instruction that allows them to access higher-level curriculum.</p> | <p>Teacher calls & responses: We call on students in ways that establish collective accountability and model intellectual discourse.</p> | <p>Teacher modeling & feedback: We give students examples of what good work looks like, as well as frequent feedback on how they are doing.</p> |
| <p>Independent practice: We ask students to engage in independent practice at their own level, and we provide differentiated scaffolding and targeted assistance as needed.</p> | <p>Student collaboration: We teach students to work collaboratively with their peers, much like an effective college study group.</p> | <p>Data collection: We frequently collect informal data about which students are "getting it," so we can adjust our teaching accordingly.</p> |