

Cultivate Socially Just Environments

Educator deepens understanding of cultivating socially just educational environments.

Key Method

The educator deepens their understanding of socially just educational environments in relation to diversity, equity, and cultural competency. They also engage diverse groups to promote and propose changes in policies for the creation of socially just environments in education.

Method Components

The Cultivate Socially Just Environments micro-credential is one of three in the Diversity, Equity, and Cultural Competence leadership pathway in the Teacher Leadership Institute. Diversity, Equity, and Cultural Competence leadership promotes equitable policies and practices and builds more socially just environments. Below are the method components that teacher leaders must complete in the Diversity, Equity, and Cultural Competence leadership stack.

1. Conduct a self-assessment as a member of an identified community. Ask yourself how your own biases, experiences of privilege, and personal values might impact your leadership. As part of the self-assessment, determine what you are trying to accomplish as a leader.
2. Identify the needs and priorities of the identified community and create a plan to meet those needs. To conduct a needs assessment of a particular community, gather data on one or more of the following: how qualitative and quantitative data are used, current practices, and what the data and/or analysis reveals about the most evident needs. Develop a plan to engage colleagues and/or a diverse range of stakeholders to address one or more needs identified in your needs assessment.
3. Implement the plan by engaging members of a community in a meeting or activity in which they are brought together to address needs and priorities of the community. The evidence for this micro-credential may be collected from any meeting or activity, not necessarily the first action taken to implement the plan.
4. Reflect on the effectiveness of the meeting or activity and your role as a leader, as well as your efforts to improve the cultivation of socially just environments.

Supporting Research

Hackman, J. R., & Oldham, G. R. (1980). *Work redesign*. Reading, MA: Addison-Wesley.

This seminal book examines the characteristics of designing work around organizational goals and missions. This research comes from the organizational sciences and has direct application in how work is organized for those working to cultivate socially just environments.

Kraft, M. A., & Papay, J. P. (2016). *Developing workplaces where teachers stay, improve, and succeed*. The Albert Shanker Institute. Retrieved from [http://distributedleadership.org/assets/asi-\(2016\).pdf](http://distributedleadership.org/assets/asi-(2016).pdf)

“Teachers working in schools with strong professional environments improved, over 10 years, 38% more than teachers in schools with weak professional environments.”

Leithwood, K., Seashore-Louis, K., Anderson, S., & Wahlstrom, K. (2010). *Learning from Leadership: Investigating the Links to Improved Student Learning*. New York, NY: The Wallace Foundation.

In this study commissioned by the Wallace Foundation, researchers from the University of Toronto and University of Minnesota concluded that collective leadership has a stronger influence on student achievement than individual leadership, and that higher-performing schools award greater influence to teacher teams, parents, and students. Further, the study found that principals and district leaders do not lose influence as others gain influence.

Resources

Gorski, P. & Swalwell, K. (2015, March). *Equity literacy for all*. Education Leadership.

<http://illinoiscte.org/images/pdr/EquityLiteracyforAll.pdf?lbisphpreq=1>

Spencer-Oatey, H. (2012). *What is culture? A compilation of quotations*. GlobalPAD Core Concepts.

https://www2.warwick.ac.uk/fac/soc/al/globalpad.openhouse.interculturalskills/global_pad_-_what_is_culture.pdf

Gloria Ladson-Billings (2010)

<https://youtu.be/h7eOSai3K9o>

Equity Definition, The Glossary of Education Reform:

www.edglossary.org/equity/

The Problem with that Equity vs. Equality Graphic You're Using:

www.culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/

National Board for Professional Teaching Standards> Sections from the various subject/grade level standards on Equity/Diversity

<https://docs.google.com/document/d/1j854M227ovL1XaQswBDhxZH-besQDxQeLBsdIE9gGv8/edit?usp=sharing>

National Board's Five Core Propositions interactive site

<http://accomplishedteacher.org/>

To download a PDF version of: *What Teachers Should Know and Be Able to Do*

http://www.nbpts.org/sites/default/files/what_teachers_should_know.pdf

Social Justice Book List, August 2017, National Network of State Teachers of the Year, <http://www.nnstoy.org/wp-content/uploads/2017/08/NNSTOY-Social-Justice-Book-List.pdf>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3 and a score of "Proficient" for each component in Part 2.

Part 1. Context Questions

500-word limit

Needs Assessment: Conduct a needs assessment of your environment.

- What needs did your assessment reveal?
- What change might create a more socially just environment?
- What are your goals or outcomes for this proposed change?
- What action(s) might be taken to help meet this need? Be sure to include how your personal philosophy of a socially just environment relates to your goals.

Passing: Description is clear, with sufficient detail, to understand the need for the shift toward a more socially just environment and how the selected action(s) might produce the desired change.

500-word limit

Activity Description: Conduct a meeting or activity with collaborative stakeholders to create a more socially just environment.

- What is the context for the meeting or activity?
- What were the intended outcomes? What groups of stakeholders were present and what roles did they play in the meeting or activity?

Passing: Activity description is clear, with sufficient detail to know the context and purpose of the meeting or activity. It provides an insightful description of the other stakeholders.

Part 2. Work Examples/Artifacts

1. **Awareness:** Submit evidence demonstrating how you cultivated socially just environments. Your evidence may include:

- strategies
- models
- proposal

Your evidence must show:

- a proposal for implementing equitable practices and policies for the cultivation of socially just environments
- how **you** supported or promoted reflective practices to assess growth in issues of diversity, equity, social justice and cultural competence.

2. **Building Capacity:** Submit evidence of an awareness or building capacity activity. Your evidence must demonstrate how you cooperated with people of other cultures to create strategies and implement plans to effectively create or support socially just environments. You may submit any of the following:
 - An unedited audio or video recording of a meeting or event (10-minute maximum).
 - A written account of the meeting that includes: person(s) in the meeting, your relationship to them, meeting description, and how you demonstrated competence in this skill (500-word limit).
 - Artifacts, documents, photos, and/or other data which demonstrates evidence of your leadership in a particular meeting or event in your plan. This evidence must be accompanied by a full description of the meeting or event, your relationship to those present, a meeting or event description, and how you demonstrated competence in this skill (500-word limit).

3. **Analysis:** Gather evaluation and feedback from a participating colleague or meeting participant(s) and submit video or written documentation on how the submitter worked to cultivate socially a just environment. This is not a self-reflection. (Written feedback must be no more than 500 words and video evidence must be no longer than 10 unedited minutes.)

Part 3. Scoring Guide

Your submission(s) will be assessed based on the following rubric. You must earn a score of Proficient on all portions of the submission in order to earn the micro-credential.

	Proficient	Basic	Developing
<i>Awareness</i>	Evidence demonstrates or describes how self-reflective practices were used by self and others to create and/or promote growth in socially just environments.	Evidence demonstrates or describes how self-reflective practices can be used to assess growth in promoting socially just environments.	Evidence demonstrates or describes an awareness of characteristics of socially just environments.
<i>Building Capacity</i>	Evidence demonstrates how cooperation with people of other cultures was achieved, using strategies and plans to effectively create or support socially just environments.	Evidence demonstrates or describes strategies to implement plans to effectively create or support socially just environments.	Evidence demonstrates or describes recognition of cultural diversity as an expectation in socially just environments.

Analysis

Evidence from a colleague or meeting participant describes in detail how the submitter brought about change and/or contributed to the creation of a more socially just environment.

Evidence from a colleague or meeting participant describes how the submitter planned to create a more socially just environment.

Evidence from a colleague or meeting participant will describe characteristics of a socially just environment.

Part 4. Reflection

500-word limit

Reflect upon your philosophy of cultivating socially just environments. What efforts did you make to cultivate a socially just environment? How did you use your leadership strengths to make an impact? What continues to be your greatest challenge as you advocate for and plan to bring about a more socially just environment?

- Passing:** Reflection includes a thoughtful analysis of efforts made to cultivate socially just environments, including a clear and concise self-analysis of leadership strengths and challenges ahead.