

TeachME Professional Development

Ethics in Education: Teaching for Social Justice

1. Social justice–oriented teachers are those who believe that schools should help to develop democratic habits, alleviate suffering, cultivate critical consciousness, sustain diversity, and create more humane social relationships.

- A. True
 - B. False
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2. Educators in the social justice field suggest that teachers ought to be activists, which includes each of the following EXCEPT:

- A. They help students develop the habits necessary for critical democratic citizenship
 - B. They are guided by knowledge, experiences, and perspectives that help students become independent learners
 - C. They focus on attributes such as open-mindedness, critical thinking, respect, care, compassion, and responsibility
 - D. While they should not impose their political agendas on teachers or students, they have a duty and responsibility to share political agendas they find worthy
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3. In addition to passing along information to students, teachers also influence how students:

- A. Receive that information and think about learning
 - B. Develop opinions and beliefs and respond to others
 - C. See their places in the world
 - D. All of the above
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Education for Social Justice

4. Educators who spotlight social justice in their work argue that the central purpose of schooling is to impart the concept of fair and just relationships in the classroom, in the school, and in the community so that these practices translate to real world situation.

- A. True
 - B. False
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5. Which of the following is NOT one of the three pillars on which social justice education rests, according to Ayers, Quinn, and Stovall?

- A. Equity**
 - B. Activity**
 - C. Truth**
 - D. Social literacy**
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6. Teachers for social justice are likely to arrange their classroom environments so that student discussion and voices are encouraged, if not frequently centered.

- A. True**
 - B. False**
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Ethics in Teaching

7. When considering the teacher as a moral agent and practitioner, it is most important to attend to how he or she advocates for specific social and political visions in the classroom.

- A. True**
 - B. False**
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8. In a study that explored how predominately White teachers and Latino students perceived the notion of caring about school, the White teachers and staff expected students to demonstrate caring about schooling with an abstract, or aesthetic commitment to ideas or practices that lead to achievement, while the Latino students craved a form of caring that was more:

- A. Authentic**
 - B. Compassionate**
 - C. Supportive**
 - D. Harmonious**
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Ethics of Activist Teaching

9. The development and maintenance of a socially just classroom requires that teachers reflect on how classroom environments are created to support the desired vision and:

- A. Priorities**

- B. Intentions**
 - C. Ideals**
 - D. Outcomes**
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Reflective Humility

10. Reflective humility involves ongoing self-reflection in which we explore our own choices and beliefs from different angles and perspectives, and while it does not mean withholding social and political commitments from students, it does require that they are shared in ways that model genuine:

- A. Empathy**
 - B. Trustworthiness**
 - C. Openness**
 - D. Fairness**
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Sympathetic Attentiveness

11. Sympathetically attentive teachers try to understand others' experiences and why they believe what they believe, even when these beliefs are problematic, which can lead to uncovering spaces of possibility with students.

- A. True**
 - B. False**
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Conclusion

12. Reflecting on issues of ethics in activism is one important way to help teachers maintain consistency between expressed values and actual classroom practices.

- A. True**
 - B. False**
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Enacting Social Justice Ethically: Individual and Communal Habits-Context Matters

13. A common ethical challenge in the classroom is taking students past polite conversation to a space where they may:

- A. Be open and honest about values and life experiences
 - B. Disagree with teachers or others in authority
 - C. Express feelings of alienation or oppression
 - D. Productively challenge each other
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Social Justice Teaching as Ethically Problematic

14. When teaching for social justice, educators are often limited in their abilities to imagine the response of those with distinctly different positions than their own, because they are influenced by their social and historical locations, which is known as circumstantiality.

- A. True
 - B. False
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15. Social justice visions need not only be expressed and enacted but should also be made objects of:

- A. Provocation
 - B. Advancement
 - C. Inquiry
 - D. Enrichment
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How Social Is a Social Justice Teaching Ethics?

16. One practical suggestion for culturally sensitive and ethical teachers is to help connect social ethics to collective action, so that they can commit their values to service and interest in the students with which they work.

- A. True
 - B. False
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Enacting a Social Ethics

17. In addition to the virtues of character, intellect, and care, the social justice classroom could benefit from the complementary communal habits of:

- A. Credibility and validity
- B. Solidarity and comfort with discomfort
- C. Accountability and conscience

D. Legitimacy and sensibility

A Framework for Exploring the Intellectual and Moral Virtues of Social Justice Educators

18. Virtues such as fairness are desirable dispositions of socially just teachers, and they are characterized by each of the following EXCEPT:

- A. They are intrinsically motivated**
 - B. They result from the individual's initiative**
 - C. They require overcoming internal and external obstacles**
 - D. They develop and grow over time**
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A Framework for Virtues in Teaching

19. Intellectual virtues that contribute to social justice require internal conditions for success, such as interpersonal, contextual, and societal conditions that enhance such virtues.

- A. True**
 - B. False**
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Open-Mindedness As an Intellectual Virtue of Teachers

20. Epistemic injustice draws attention to the possibility that students may be treated unjustly not only in their capacity as members of democratic society but also in their capacity as:

- A. Knowers**
 - B. Individuals**
 - C. Contributors**
 - D. Difference makers**
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