

Social justice collaborator:

Students will work with communities of practice on behalf of social justice.

This means that:

- Students connect with parents and communities.
- Students have socio-cultural consciousness; that is, they recognize that the way people perceive the world, interact with one another, and approach learning, among other things, are deeply influenced by such factors as race/ethnicity, social class, language, and disability. This understanding enables students to cross cultural boundaries that separate them from their students, families, and surrounding communities.

Students develop their own pupils' critical consciousness

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Criteria and standards for evaluation:

	Coalition building	Quality of coalition participation	Social Justice
Exemplary	Mutually shape, share, and define ideas, working across communities of practice and lines of difference.	Dialectic of ideas and action that is grounded in a shared understanding. Shared passionate commitment.	Can not only identify and uncover injustices, but acts to address them.
Satisfactory	Mutually shape, share, and define ideas, working across communities of practice.	Dialectic of ideas and action that is grounded in a shared understanding.	Can identify and uncover injustices.
Has not yet met the Outcome	Acts alone, representing only one's own viewpoint.	Unilateral or dictatorial participator in community of practice	Only represents one point of view; unaware of social injustices