*To save this chart as your own so you can type on it, go to MAKE A COPY (under File Menu) and save it to your google drive.

AUTHOR/ CONCEPT	Overall claims and arguments	Key words	Connection to another author?	Story from my SL project
SCWAAMP	Leslie Grinner argues that there are some categories/identities that are most valued (dominant) in our culture and they are privileged, or given more access and opportunity than other categories/identities that are not valued. These Most Valued categories are invisible to us unless we "tap the glass" to notice they are there. What kinds of things are valued at your SL site? Any evidence of taps on the glass of dominant ideology?	dominant ideology privilege tap the glass	Johnson talks about same concepts, Delpit's culture of power	
Johnson	Allan Johnson argues that it is important to talk explicitly about issues of privilege, power and difference so that we can work towards a more just and respectful world. Do you see any examples of teachers or students talking explicitly about race, class, gender, sexuality, etc? What kind of outcomes do you witness? Is it productive or confrontational? Would Johnson celebrate these efforts?	"Say the words" "Luxury of obliviousness"	Delpit ("good intentions are not enough")	Comparisons between my school & my SL school- did not know I was privileged other than in the "there are people less fortunate than you somewhere in the world and they look a certain way" way
Delpit	Lisa Delpit argues that teachers need to explicitly teach the rules and codes of power to students who might not learn those rules and codes at home. Have you seen teachers using a direct style? Have you seen teachers working to instruct students about the rules and codes of power? Have you come across "Delpit Moments" where there was a miscommunication that could be related to these issues?			
Kristof		Land of limitations System disadvantage		J. stories…letting him do whatever he wants and never trying to engage him again as consequence for disobedience, even though he has documented disabilities and an IEP.
Kozol				Did not see this as much, boarded up windows but also beautiful art within immediate area of school, only visible to those there (unlike mural in Mott

				Haven facing highway).
McIntosh	McIntosh suggests that white people are taught not to recognize the way their race gets valued in the larger culture. She says that unless white people actively pay attention to it, whiteness will go unnoticed and unacknowledged. Have you seen whiteness valued at your schools? Does whiteness show its power in the leadership, curriculum, norms or expectations of the classroom?			
"All Lives Matter"				
Rodriguez		Public and private individuality	Basically tells story of (and at time of writing, advocates for) opposite of Collier's approach	Spanish not allowed in my class except by teacher's assistant/translator (?)
Collier	Virginia Collier suggests that teacher need to embrace and honor students' first language skills in order to help them learn to be	Language, identity, skills		Does not occur in my class- "No Spanish!" to boys on rug; proven, however, when E. tells

	successful in English. Have you seen examples of this? Or counterexamples in which this does not occur?			story & is more excited to work when I let her use Spanish & build on first language skills.
August	August argues that people can't learn if they don't feel safe. Schools need to work to make marginalized students (in her case students who identify as LGBT) feel more "normalized" into the school community. She suggest we can do this by fighting the tendency to make these students erased, absent and invisible. Do you see these kind of efforts (around gayness or other issues) present in your school?		Connecting to Collier & allowing/embracing full identity in the classroom	E. acting "shy" & not feeling comfortable telling teacher she's afraid to use the bathroom- school is not a safe place & she can't express it because Spanish & part of her identity are forbidden; Counterexample is music teacher who is WONDERFUL- allows some Spanish, & connects to culture of students (Platanos story)
Christensen	Christensen argues that schools need to help students acquire tools to interpret the media and other cultural texts in order to recognize stereotypes and oppression. Further, she emphasizes that teachers need to help students *take action* in expression their critiques. Do you see any of this connection to the "real world" in your SL classroom? Do students learn to take action and speak out?			
Kahne and Westheimer	The authors argue that charity is a band-aid that is well-meaning but ultimately may help perpetuate systems, real change and activism are needed for social justice.	Charity Change	Kozol: band-aid of clean needles is charity	Fundraiser for field trip to the far, as charity, rather than action to change the causes of poverty that mean parents can't pay for bus down the road in this school but at other schools parents can afford to give money for big field trips.
This American Life				
Hebert				
Brown v Board website				
Finn				

Oakes	Oakes talks about tracking and argues that it is a disservice to students, especially those in lower tracks.	Tracking Expectations Groups	Connects to TAL because in both pieces evidence is given to support that getting rid of/changing the current system helps disadvantaged students overwhelmingly & has no negative effects for advantaged students	"Cheat sheet" of students shows tracking within first few weeks & specific intentions for each child; Groups based on ability (These ones aren't exactly the slowest learners in the class, they at least know some letters, but they could use help with them still"
Kliewer				
Shor				
Privilege				
Power				
Ideology				
individuals vs institutions				
social justice				
Promising Practices				