

## Assessing Initial Readiness to Facilitate Social Justice Education

“What makes you nervous about raising issues of racism in your classroom?”  
(Weinstein and O’Bear, 1992) as cited in Adams, et al, p 299.

	Solidly in place		Completely lacking		
<b>Assessment of Support</b>					
What is the climate in your school/department for addressing social justice issues with students?	1	2	3	4	5
What kind of administrative support do you have? Will the administration back you up if there is a concern or challenge (e.g., student, colleague, parent, community)?	1	2	3	4	5
What kind of personal support do you have from colleagues and friends? Do you know other teachers who are addressing these issues with students?	1	2	3	4	5
Is there someone with whom you can team teach social justice education courses?	1	2	3	4	5
Do you have someone you can talk with who will help you plan and evaluation your lessons?	1	2	3	4	5
Do you have people with whom you are allies in your social/professional life who can act as ‘identity/cultural advisors’ and to whom you are accountable?	1	2	3	4	5
Do you believe students are capable of embracing social justice concepts in their lives?	1	2	3	4	5
<b>Assessment of Personal Passion</b>					
How important is it to you to address social justice issues with students?	1	2	3	4	5
Can you articulate a clear rationale to yourself and others for why these issues need to be addressed?	1	2	3	4	5
Are you willing to risk being the center of controversy if there is a student, colleague, community objection?	1	2	3	4	5
Have you considered how addressing these issues will affect students’ perceptions of you (positively and negatively)?	1	2	3	4	5
How comfortable are you discussion					

social justice issues?	1	2	3	4	5
How do your Target/Agent identities impact your answers to the above questions?					
<b>Assessment of Knowledge</b>					
What information do you have about different forms of oppression?	1	2	3	4	5
How prepared do you feel to provide information about different forms of social oppression to students?	1	2	3	4	5
Do you have access to resources you can use to increase your knowledge (people, books, workshops, courses, videos)?	1	2	3	4	5
What do you know about your own forms of social privilege and target identities?	1	2	3	4	5
<b>Assessment of Skills</b>					
What leadership skills do you have for leading student discussions?					
How comfortable are you with students expressing a variety of conflicting beliefs during class discussion?	1	2	3	4	5
Can you listen to prejudiced comments in class discussions without becoming emotionally “triggered” or expressing anger?	1	2	3	4	5
Can you plan questions to help students challenge and confront their own stereotypes and fears about different social groups?	1	2	3	4	5
Are you comfortable disclosing some of your own fears and uncertainties as a way to model this behavior for students?	1	2	3	4	5

Adapted from Griffin, P (1997), *Facilitating Social Justice Education Courses*. In M. Adams, L.A. Bell, and P. Griffin (Eds), *Teaching for Diversity and Social Justice*. New York: Routledge.

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