
Good teaching cannot be equated with technique. It comes from the integrity of the teacher, from his or her relation to subject and student, from the capricious chemistry of it all.

- Parker Palmer, from *Good Teaching: A Matter of Living the Mystery. Change: The Magazine of Higher Learning* 22.1 (1990): 11-16.

Great Teachers know:

Their students

Their purpose

Their curriculum

Themselves

That they are leading the way

Advice from Marcus Hung, Math Teacher at June Jordan School for Equity, San Francisco. Given May 12, 2017 at San Francisco State University.

References

Barnett, Elisabeth A. "Validation Experiences and Persistence among Community College Students." *The Review of Higher Education*, vol. 34, no. 2, 2011, pp. 193-230.

Estrada, Mica, Alegra Eroy-Reveles, and John Matsui. "The influence of affirming kindness and community on broadening participation in STEM career pathways." *Social issues and policy review* 12.1 (2018): 258-297.

Rendon, Laura I. "Validating Culturally Diverse Students: Toward a New Model of Learning and Student Development." *Innovative Higher Education*, vol. 19, no. 1, 1994, pp. 33-51.

Resources

Dowd, Alicia C., and Bensimon, Estela Mara. *Engaging the "Race Question": Accountability and Equity in U.S. Higher Education*. New York: Teachers College, Columbia University, 2015.

Feldman, Joe. *Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms*. Thousand Oaks, California: Corwin, a SAGE Company, 2019.

Palmer, Parker J. *The courage to teach: Exploring the inner landscape of a teacher's life*. John Wiley & Sons, 2017.

Rendón, Laura I. *Sentipensante (sensing/thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation*. Sterling, Va: Stylus Pub., 2009.

Signaling belonging in the university classroom

An instructors guide for
reflection



Handout compiled and designed by
Prof. Alegra Eroy-Reveles, alegraer@ucsc.edu

