

## **INTRODUCTION TO EDUCATION**

**(Syllabus Version 8.29.21)**

05:300:200:02

*Mondays and Wednesdays 12:00 p.m. – 1:20 p.m.*

***SYNCHRONOUS ONLINE (ZOOM LINK ON CANVAS)***

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*Office Hours: By Appointment Sign-Up [HERE](#)*

### **Course description**

The aim of this course is to introduce key critical issues in education and then observe and reflect on them in practice. Critical issues in education that will be covered include race; immigration; special education; gender and sexuality as well as theories of learning and teaching. Students will become familiar with important concepts and approaches that will start them on their journey of acquiring the many skills and attitudes that an excellent teacher possesses. Examples of key concepts that will be grasped during the course include Culturally Relevant Pedagogy, Universal Design for Learning, Translanguaging, and Gender Expansiveness.

This course is offered in conjunction with Introduction to Education: Field Based Lab Clinical Experience where students will have the opportunity to observe and reflect upon daily educational practice in light of the course readings and class discussions. Students will draw on course readings, students' own experiences as learners, clinical work, and class discussions and activities to develop an understanding of the social contexts of contemporary schooling. Each week is organized to consider educational issues from both a theoretical perspective, and from the realities of educational practice in schools. In addition, the class will model various pedagogical strategies; and these experiential exercises will provide for an examination of teaching and learning.

### **Learning goals**

1. In a written educational autobiography students will reflect on their own educational experiences and consider how these will impact their own teaching beliefs and practices as future teachers.
2. In weekly in-class assignments students will demonstrate critical understandings about the social and historical contexts of teaching and learning.
3. Students will write analyses of videos of classroom teaching where they will draw on theory to reflect critically on the links between social context and daily educational practice.
4. During in class discussions and activities, students will develop their strengths in articulating the links between social context and education practice.

**The New Jersey Professional Standards for Teachers (see NJ Professional Standards for Teachers 2014 in Canvas Files) that are covered in this course include:**

### **Fundamental Principles**

- The teacher recognizes, respects, and upholds the dignity and worth of students as individual human beings, and therefore dealing with them justly and considerately.
- The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

## **Developing Instruction**

- The teacher acquires the essential knowledge that will allow them to create developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs; that enables each learner to advance and accelerate their learning; and that prepares the teacher to collaborate with families, communities, colleagues and other professionals to promote learner growth and development.
- The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- The teacher recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias.

## **Language and Cultural Diversity**

- The teacher understands the role and impact of language and culture on learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.
- The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.
- The teacher develops the critical disposition to allow them to value diverse languages, dialects, and cultures and to seek to integrate them into their instructional practice to engage students in learning.

- The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

## Teacher Reflection

- The teacher reflects on their personal biases and accesses resources to deepen their own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- The teacher is committed to deepening understanding of his or her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- The teacher recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias.

## Readings

**Required texts are all available free online through the Rutgers Library and through Canvas.**

- **Ladson-Billings, G. (1994).** *The Dreamkeepers: Successful Teachers of African American Children.* San Francisco, CA: Jossey-Bass.

The remaining required readings listed in the course schedule are available through Canvas Files and linked to in Canvas Modules.

## Expectations and Class Rules

### Read the syllabus carefully!

- You are responsible for knowing what is contained in the syllabus and for adhering to due dates and requirements in the syllabus without any reminders from me.

### Class Format

- The course will be a synchronous remote class, held twice a week. During the first hour of class, the course will involve lectures, peer presentations, whole group and small group discussion. The remaining portion of each class will involve individual or small group work/activities/assignment completion.

### Zoom Etiquette

- I expect students to remain engaged throughout class. During class sessions, please keep your camera on if possible so as to ensure a lively and interactive classroom atmosphere. If your camera is on, please understand that the course is a judgement-free zone. If your room is dark, messy, if you are still in your pajamas, if there are people walking in the background, etc. It makes no difference to me. I will be happy to see you no matter what you or your surroundings look like. If there is a reason that you will not be able to keep your camera on, please let me know in advance. If you cannot have your

camera on, I expect you to volunteer answers utilize the class chat function on Zoom and respond within 3 seconds when called upon.

## Canvas, Email, and Other Required Digital Resources

- During the semester, students will collaborate with the instructor to explore the use of a variety of digital tools including Canvas, Zoom, Google Docs, Perusall among others. Please contact me at any time with access issues and technical difficulties that you are encountering.
- Check your e-mail regularly. I will use Canvas for announcements and email to contact you individually. You will need to pay attention to these e-mails in a timely fashion. If you do not usually use your Rutgers e-mail account, be sure that you have set it to forward to the account that you do check.
- Have access to the relevant readings and your discussion post in class every week. Please be sure that you have access to the necessary reading materials for EVERY class so that you will be able to refer to them in class and make your contributions. I suggest downloading as many of the readings as possible in advance to make sure you don't run into access issues later on.

## Clinical Lab Requirement

- Given the current COVID 19 context, the on-site school visits that are usually connected to the course have been replaced with videos, including many videos of classroom practice in the US and around the world. You will be provided with a license to access the ATLAS database of classroom teaching videos. Additional online streaming documentary and video material will be available through the Rutgers Library.
- You will be required to demonstrate that you have completed watching the minimum 20 hours required by the state. Proof will be obtained by completion of lab assignments and by the analytical journals that you will write based on the videos. Watch the videos well in advance of the time that your analytical journal is due so that you have time to take your observation notes, tidy the notes up, and then conduct your analysis drawing on the course readings. Completion of the 20 hours is documented by your completion of the lab assignments.
- **Please note that you cannot receive course credit without completing all the required observation hours. There is also a mandatory virtual orientation video that you must watch as part of the lab course.**

## Attendance and Class Participation

- Attendance in class is **mandatory**.
- You are allowed one excused absence during the semester without affecting grade. If you miss class, use the university absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence – an e-mail is automatically sent to me. Any additional absences will result in a lowered attendance and participation grade, which will affect your final grade. Please note: Canvas will automatically calculate an attendance grade.
- However, your health always comes first. If you need to be absent for more than one class due to life challenges, mental/emotional health, or physical impairment/illness, please let me (or the [Dean of Students](#)) know as soon as you can so we can make other arrangements.
- In addition, if you do need to take time to recover from COVID or help a loved one recover, this will also be excused, and we will work out the details of any needed extensions.
- **More than 5 absences will automatically result in a failing grade for the course.**

- As this is an online course, please contact me directly with any technological issues regarding attendance (this includes internet speed, camera, sound, and other hardware concerns).
- Students are expected to be on time and prepared for class. Prepared for class means doing all assigned “readings”: Readings can include videos, podcasts, or other media in addition to printed texts.
- Active participation is a critical component of the course, this means listening and contributing to the discussion verbally or through the chat function. If you are uncomfortable talking in class, one thing that may help is to come to class with a comment or question already thought through. Everyone should have the goal of making at least one contribution (comment or question) during each week’s class.

### Rutgers Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS)

- Mental and emotional health is critical to academic success. If you ever feel stressed out, overwhelmed, or just need someone to talk to, please do not hesitate to reach out to CAPS. They offer a variety of group and individual therapy options, workshops, and programs. To make an appointment or check their schedule of workshops, visit: <http://health.rutgers.edu/medical-counseling-services/counseling/>
- Rutgers is a community that cares. We do something when we are concerned about one of our community members. We understand that there are times when a student’s journey of learning and growth may have some rough points along the way. These rough points may be personal, emotional, psychological, academic, substance use or other challenges that may interfere with the ability to succeed and thrive at the university. There are times when people may observe a behavior and feel concerned. These concerns may be part of a larger story for a student facing challenges. Please visit this website to share a concern: <http://health.rutgers.edu/do-something-to-help/>

### Learning Accommodations

- Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.
- If the documentation supports your request for reasonable accommodations, your campus’ disability services office will provide you with a Letter of Accommodations. The ODS will share relevant information with your instructors. It is your decision to share this letter with your instructors and discuss the accommodations with them.
- To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

### Citations and Style

- All written work must be properly referenced using the APA (American Psychological Association) reference style. You are expected to cite course readings and other articles and multimedia materials in your writing assignments. For your final assignment, include a separate references page in APA format. In your weekly assignments simply add the references at the end of your work.
- One good resource for APA reference style is <https://owl.english.purdue.edu/owl/resource/560/01/>

### Academic Coaching - The Learning Centers

- Rutgers Learning Centers offer synchronous writing tutoring and asynchronous paper feedback. While their coaches do not proofread or edit papers, they do provide feedback and suggestions on sentence structure, paragraph development, and the overall flow of the paper. I encourage all students to work with a writing coach if they want to build up their academic writing skills. Coaches also work with non-native speakers of English. More information can be found here: <https://rlc.rutgers.edu/student-services/writing-coaching>
- The Learning Centers also offer general academic support on study skills, time management, and exam preparation. In addition to workshops, they also do 1-on-1 coaching. More information on academic coaching can be found here: <https://rlc.rutgers.edu/student-services/academic-coaching>

## Academic Integrity

- Academic Integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. You are responsible for knowing the Rutgers University Academic Integrity guidelines.
- These can be found at <http://academicintegrity.rutgers.edu/> and in the following document <http://senate.rutgers.edu/FinalInterimAcademicIntegrityPolicy.pdf>

## Late Work

- All work should be handed in on time according to the deadlines in this syllabus and on Canvas. If for some reason you are running behind on completing an assignment, please contact me as soon as possible to let me know.
- All late work with notification is subject to a 5% deduction in grade and extensions longer than a week will not be granted.
- Late work handed in without notification is subject to not being graded at all.

## Grades

- All assignments are required to pass this course. All written work is graded based on thoroughness, quality of analysis, level of support from data and/or literature, organization, and clarity.
- Final grades will be assigned as follows:

<b>93-100</b>	<b>A</b>
<b>88-92</b>	<b>B+</b>
<b>83-87</b>	<b>B</b>
<b>78-82</b>	<b>C+</b>
<b>73-78</b>	<b>C</b>

## Assignments

- Weekly In-Class Assignments 25%
- Current Events Presentation 5%
- Educational Autobiography 10%
- 4 Classroom Teaching Analysis Papers 40%
- Final Exam 10%
- Class Participation and Attendance 10%
- Extra Credit – up to 5%

Grading rubrics will be available in Canvas under Assignments.

1. Weekly In-Class Assignments – 25%

These assignments will be graded for completion and the depth of knowledge exhibited. All assignments should be deeply connected to the readings and other course texts. Evidence of understanding of course concepts or materials should be evident.

2. Current Events – 5%

At the start of class every week students will present and discuss current education issues in the news. Students must prepare to share news items at least once during the semester. Sign up for a date in Canvas Pages and paste a link to a news article about an education issue under the relevant date. Prepare a discussion question based on your selected article. After sharing your news item, facilitate a brief class discussion on your article. Use your discussion question as a way to spark a conversation with the class. Be sure to find articles from reputable sources (NPR, NYTimes, Washington Post, US News and World Report, OZY, Education Week, China Daily, Times of India, AlJazeera, Helsinki Times, The Independent (UK) etc.) Acknowledge your source and any potential bias you may be aware of.

3. Educational Autobiography - 10%

In this (750-1000 word) paper, you will write about one experience from your own educational autobiography. Develop the story of your experience with rich and evocative detail and have a main point or thesis that you would like to convey.

4. Classroom Teaching Analysis Papers – 40%

You will be watching a total of 8 hours of classroom teaching videos in ATLAS. The videos will include elementary schools, secondary schools, special education environments, and ESL environments. You will write four analytical observation analysis papers (1000-1500 words each) in which you analyze the lessons you have observed through these lenses drawing on relevant readings from the course syllabus.

Analysis Paper #1 (Elementary School)	To what extent is culturally relevant pedagogy and content apparent in the school and classroom? Focus your notes on the teacher.
Analysis Paper #2 (Secondary School)	In what ways does the school reinforce or mitigate the structural inequalities in society? Focus your notes on the environment. In your analysis, you can consider the following dimensions. <ul style="list-style-type: none"> <li>• <u>Classroom Discourse</u>: What is the nature of classroom discourse and discussion? How do students and teacher participate? Who participates and who does not? How are student ideas considered?</li> <li>• <u>Intellectual Challenge</u>: What are students asked to do during classroom instruction? For example, do they engage in reasoning about important concepts? Are they expected to provide elaborated responses?</li> <li>• <u>Social Interactions</u>: What are the social dimensions of the classroom? How do we view respect, warmth, cooperation, autonomy and responsibility?</li> </ul>
Analysis Paper #3 (Special Ed)	To what extent is Universal Design of Learning apparent in the school and classroom? Focus your notes on an individual student.
Analysis Paper #4 (Emergent Bilinguals)	How do schools support the learning and success of immigrant students and emerging bilinguals? Focus your notes on the content of the curriculum and the teacher-student and peer to peer interactions in the classroom.

- Take careful and complete notes during your teaching video observations. You will need to refer to these notes to write your teaching video analysis. In your teaching video analysis, you should write separate observations and interpretations.
  - Observations. These are detailed rich descriptions of the classroom environment and organization, vignettes of telling events, or captured monologue or dialogue.
  - Reflections & Analysis. What do you interpret this event, dialogue, or description to mean? In your analysis, draw on course readings to make connections to what you are seeing. **Please cite at least one quote from each text that you use as a way of grounding your own thoughts. Choose these quotes carefully. They should add to, extend and/or help you to explain a cogent point you are making.** We will be looking for evidence that you are reading and thinking critically about the various assigned texts and how these can be applied to thinking analytically about what you are observing in the school visit.
- Clinical Orientations. During your clinical orientations (online and at your own pace) will have a chance to practice writing your observations when you take notes on a video of teaching. While you watch the video you will practice observing the lesson and focusing on the teacher, student, classroom environment and the content of the curriculum. You will also practice separating description from interpretation in preparation for your note taking when you go on your school visits.
- **Have access to your video observations notes in class throughout the semester.** Your video observation notes will be a resource that will help ground our in-class discussions in the actual practice of schools.

## 5. Final Exam

Your final exam consists of a creative writing project where theories and ideas from the course must be applied to real-life scenarios. A rubric and further instructions will be available on Canvas late-November.

## 6. Attendance & Class Participation – 10%

In addition to the attendance rules set forth in this syllabus, and general academic norms (come to class and complete assigned readings on time), you are expected to be a full, responsible, and engaged participant in our classroom community and through your comments in class, work on group assignments, and so forth. If you are distracted, do not answer when called on, never have your camera on (without approval from me), your participation grade will be lowered.

## 7. Extra Credit – 5%

Throughout the semester, the GSE will host lunch lectures and other programs focused on social issues around education, new research, and teaching and learning. If you attend one of these events, and write a 350+ word reflection on the program and how it connects to your interests in teaching and/or our course themes, you will receive extra credit. The maximum is 5%, which will be applied after you submit reflections for 2 programs.



### CLASS SCHEDULE

Date	Theme	Texts	Assignment Due	Important Dates
Wednesday, September 1 12:00 p.m. – 1:20 p.m.	Introduction	N/A		
Monday, September 6	NO CLASS LABOR DAY – RUTGERS CLOSED			
Wednesday, September 8 12:00 p.m. – 1:20 p.m. (Monday Classes)	Race & Housing The Context for Schooling	<ol style="list-style-type: none"> <li>Act. Tv, Systemic Racism Explained</li> <li>McIntosh, <i>Unpacking the Invisible Backpack</i></li> <li>Rothstein, <i>The Color of Law</i></li> </ol>	Take <a href="#">Harvard Implicit Association Test--Race</a>	<b>Last Day to Drop without a W, Last Day to Add 9/6</b>
Monday, September 13 12:00 p.m. – 1:20 p.m.	Race & Housing The Context for Schooling	<ol style="list-style-type: none"> <li>Shedd, <i>Unequal City</i></li> </ol>		
Wednesday, September 15 12:00 p.m. – 1:20 p.m.	Characteristics of Teaching and Learning	<ol style="list-style-type: none"> <li>Baldwin, <i>A Talk to Teachers</i></li> <li>Cisneros, <i>Woman Hollering Creek (Selections)</i></li> </ol>	<b>Educational Autobiography Due 11:59PM</b>	
Monday, September 20 12:00 p.m. – 1:20 p.m.	Characteristics of Teaching and Learning	<ol style="list-style-type: none"> <li>Ladson-Billings Ch.1-3</li> <li>The Brainwaves Video Anthology – GLB Teacher’s Make a Difference</li> </ol>		
Wednesday, September 22 12:00 p.m. – 1:20 p.m.	Culturally Relevant Teaching	<ol style="list-style-type: none"> <li>Ladson-Billings Ch.4</li> <li>Edweek: Where is CRT Under Attack</li> </ol>		
Monday, September 27 12:00 p.m. – 1:20 p.m.	Culturally Relevant Teaching	<ol style="list-style-type: none"> <li>Danielson, <i>Rubrics from the framework for teaching: Evaluation instrument</i></li> <li>NJ Professional Standards</li> </ol>		
Wednesday, September 29 12:00 p.m. – 1:20 p.m.	Segregation	<ol style="list-style-type: none"> <li>Ladson-Billings Ch. 5</li> <li>John Oliver, <i>School Segregation</i></li> </ol>		
Monday, October 4 12:00 p.m. – 1:20 p.m.	Segregation	<ol style="list-style-type: none"> <li>“The Problem We All Live With” Podcast</li> <li>Hannah-Jones, “Choosing a School for My Daughter in a Segregated City;”</li> <li>“Nice White Parents” Ep. 1</li> </ol>	<b>Analysis Paper 1 – Culturally Relevant Pedagogy Due 11:59PM</b>	<b>Warning Grades Oct. 4-15, 2021</b>

Wednesday, October 6 12:00 p.m. – 1:20 p.m	Structural Inequality	<ol style="list-style-type: none"> <li>1. Anyon, “Social class and the hidden curriculum of work”</li> <li>2. Labaree, D. F. “Public goods, private goods: The American struggle over educational goals”</li> <li>3. Shapiro, E. “Desegregation: Eliminate all gifted programs in New York”</li> </ol>		
Monday, October 11 12:00 p.m. – 1:20 p.m.	Tracking	<ol style="list-style-type: none"> <li>1. Oakes, <i>Beyond Tracking</i></li> <li>2. Rubin, “Tracking and De-Tracking”</li> <li>3. “Three Miles” Podcast</li> </ol>		
Wednesday, October 13 12:00 p.m. – 1:20 p.m	Disability	<ol style="list-style-type: none"> <li>1. Oyler, “Democratic classrooms and accessible instruction”</li> <li>2. Baglieri &amp; Shapiro, <i>Disability studies and the inclusive classroom: Critical practices for creating least restrictive attitudes,</i></li> </ol>		
Monday, October 18 12:00 p.m. – 1:20 p.m.	Universal Design for Learning	<ol style="list-style-type: none"> <li>1. Wilson, “Reimagining Disability and Inclusive Education through Universal Design for Learning”</li> <li>2. UDL: The UDL Guidelines</li> </ol>		
Wednesday, October 20 12:00 p.m. – 1:20 p.m	Gender	<ol style="list-style-type: none"> <li>1. Pascoe, <i>Dude, you’re a fag: masculinity and sexuality in high school</i></li> <li>2. GLSEN – LGBT High School Students Share Their Experiences</li> </ol>		
Monday, October 25 12:00 p.m. – 1:20 p.m.	Gender	<ol style="list-style-type: none"> <li>1. Katch, “When Boys Won’t Be Boys”</li> <li>2. Mangin “Supporting transgender and gender-expansive children in school”</li> <li>3. Gender Inclusive Schools Toolkit</li> </ol>	<p style="text-align: center;"><b>Analysis Paper 2 – Secondary Education Due 11:59PM</b></p>	<p style="text-align: center;"><b>Last Day to Drop with a W</b></p>

Wednesday, October 27 12:00 p.m. – 1:20 p.m	Discipline & The School-to-Prison Pipeline	<ol style="list-style-type: none"> <li>1. Laura, <i>Being Bad: My Baby Brother and the School-to-Prison Pipeline</i></li> <li>2. VOX - The School-to-prison pipeline, explained</li> </ol>		
Monday, November 1 12:00 p.m. – 1:20 p.m	Discipline & The School-to-Prison Pipeline	<ol style="list-style-type: none"> <li>1. Nolan, <i>Police in the hallways</i></li> <li>2. TED Talk Monique Morris</li> </ol>		
Wednesday, November 3 12:00 p.m. – 1:20 p.m	Motivation & Competition	<ol style="list-style-type: none"> <li>1. Demerath, <i>Producing success</i></li> <li>2. Kohn, “Lures for Learning”</li> </ol>		
Monday, November 8 12:00 p.m. – 1:20 p.m.	Immigration	<ol style="list-style-type: none"> <li>1. McCarthy, “But I’ve Never Been to Lebanon...” and Other Reflections on “Unrelatable” Texts.”</li> <li>2. Suárez-Orozco, “Learning a new land” (One student profile)</li> <li>3. Valenzuela, “Subtractive schooling”</li> </ol>	<p style="text-align: center;"><b>Analysis Paper 3 – Special Ed: Universal Design for Learning Due 11:59PM</b></p>	
Wednesday, November 10 12:00 p.m. – 1:20 p.m	Immigration	<p>Jigsaw, One of the below will be assigned:</p> <ol style="list-style-type: none"> <li>a. Abu El-Haj, “Becoming citizens”</li> <li>b. Orellana, “The work kids do”</li> <li>c. Wing, “Beyond black and white: The model minority myth and the invisibility of Asian American students”</li> </ol>		
Monday, November 15 12:00 p.m. – 1:20 p.m.	Emergent Bilinguals	<ol style="list-style-type: none"> <li>1. Flores, Are People who Support the Concept of Academic Language Racist? An FAQ</li> <li>2. Garcia, “Critical multilingual language awareness and teacher education”</li> </ol>		
Wednesday, November 17 12:00 p.m. – 1:20 p.m	Emergent Bilinguals	<ol style="list-style-type: none"> <li>1. Tschida, Building on windows and mirrors: Encouraging the disruption of "single stories"</li> </ol>		

		through children's literature 2. CUNY NYSIEB - Teaching Bilinguals (Even If You're Not One): Bilingual Superpowers 3. USA Today Video - Are bilingual education programs the future?		
Monday, November 22	NO CLASS			
Wednesday, November 24-Friday, November 26	NO CLASS – THANKSGIVING RECESS			
Monday, November 29 12:00 p.m. – 1:20 p.m. (Wednesday Classes)	Global Perspectives	1. Darling-Hammond, <i>Empowered Educators</i> 2. Farrell, <i>Reinventing Schooling</i>	<b>Analysis Paper 4 – ESL: Educating Emergent Bilinguals Due 11:59PM</b>	
Wednesday, December 1 12:00 p.m. – 1:20 p.m	Global Perspectives	1. OECD. <i>Preparing our youth for an inclusive and sustainable world</i> 2. Tichnor-Wagner, <i>Becoming a globally competent teacher.</i>		
Monday, December 6 12:00 p.m. – 1:20 p.m	Building a Community of Diverse Learners & The Teacher as Change-Agent	1. Sapon-Shevin, <i>Because we can change the world</i> 2. Wallerstein, <i>Freire for the classroom</i>		
Wednesday, December 8 12:00 p.m. – 1:20 p.m	Building a Community of Diverse Learners & The Teacher as Change-Agent	1. Ladson-Billings Ch. 7 2. Emdin, <i>Intro</i>	<b>Last Day to Submit Clinical Hours</b>	
Monday, December 13 12:00 p.m. – 1:20 p.m	Wrapping Up	N/A	<b>Final Exam Due by 11:59PM;</b>	

### List and schedule of Readings and Guiding Questions

#### Race & Housing: The Context for Schooling

**Guiding Questions:** How can race affect both the way we teach and the ways we learn?

- **Act.tv**, Systemic Racism Explained - [https://www.youtube.com/watch?v=YrHIQIO\\_bdQ](https://www.youtube.com/watch?v=YrHIQIO_bdQ)
- **McIntosh, P.** (1988). *White privilege: Unpacking the invisible knapsack.* <http://www.racialequitytools.org/resourcefiles/mcintosh.pdf>
- **Rothstein, R.** (2018). *The color of law: a forgotten history of how our government segregated America.* Liveright Publishing Corporation, a division of W.W. Norton & Company. Chapter 1 & Epilogue
- **Shedd, C.** (2015). *Unequal city: Race, schools, and perceptions of injustice.* Russell Sage Foundation., Preface, Chapter 1-2

## Characteristics of Teaching and Learning

**Guiding Questions:** What are some of the characteristics of childhood? How does the teacher’s response to children affect their learning? How can teachers best support learning? How does the work of Baldwin, Cisneros and Ladson-Billings inspire us to listen and observe children and young people more closely?

- **Baldwin, J.** (1963) “*A Talk to Teachers*”  
[https://www.spps.org/cms/lib010/MN01910242/Centricity/Domain/125/baldwin\\_atalktoteachers\\_1\\_2.pdf](https://www.spps.org/cms/lib010/MN01910242/Centricity/Domain/125/baldwin_atalktoteachers_1_2.pdf)
- **Cisneros, S.** (1991), *Woman Hollering Creek* (Selections), New York: Vintage, **pp.3-20**.
- **Ladson-Billings, G.** (1994). *The Dreamkeepers: Successful teachers of African American Children*. San Francisco: Jossey-Bass, **Chapters 1-3**
- **The Brainwaves Video Anthology – Gloria Ladson-Billings “Teacher’s Make a Difference”**  
[https://www.youtube.com/watch?v=l4i\\_Me25ltk](https://www.youtube.com/watch?v=l4i_Me25ltk) -

## Culturally Relevant Teaching

**Guiding Questions:** What can we learn by observing students? Why bother getting to know students’ interests? What factors limit our powers of observation? What constitutes effective pedagogy? How can we evaluate quality teaching?

- **Danielson, C.** (2013). *Rubrics from the framework for teaching: Evaluation instrument*. Princeton, NJ: Danielson Group.
- **Ladson-Billings, G.** (1994). *The Dreamkeepers: Successful teachers of African American Children*. San Francisco: Jossey-Bass, **Chapter 4**.
- [NJ Professional Standards for Teachers](#)
- **Where Critical Race Theory Is Under Attack** (2021, June 11). *Education Week*. Retrieved August 3, 2021 from <http://www.edweek.org/leadership/map-where-critical-race-theory-is-under-attack/2021/06>

## Segregation

**Guiding Questions:** How do race, ethnicity and social class structure students’ experiences in the US schooling system? What roles have race and ethnicity played in the US schooling system historically?

- **Ladson-Billings, G.** (1994). *The Dreamkeepers: Successful teachers of African American Children*. San Francisco: Jossey-Bass, **Chapter 5**
- **Nicole Hannah-Jones “Choosing a School for My Daughter in a Segregated City”:**  
<https://www.nytimes.com/2016/06/12/magazine/choosing-a-school-for-my-daughter-in-a-segregated-city.html>
- **New York Times, “Nice White Parents” -** <https://www.nytimes.com/2020/07/30/podcasts/nice-white-parents-serial.html?action=click&module=audio-series-bar&region=header&pgtype=Article>
- **Oliver, John, Last Week Tonight: School Segregation -**  
<https://www.youtube.com/watch?v=o8yiYCHMAIM>
- **The Problem We All Live With (This American Life Podcast) -**  
<https://www.thisamericanlife.org/562/the-problem-we-all-live-with-part-one>

## Structural Inequality

**Guiding Questions:** How do the daily practices of schooling reproduce societal inequalities? What societal inequalities seemingly correspond with the schooling experiences of different students?

- **Anyon, J.** (1980). "Social class and the hidden curriculum of work," *Journal of Education*, 162 (1): 67-92.
- **Labaree, D. F.** (1997). Public goods, private goods: The American struggle over educational goals. *American educational research journal*, 34(1), 39-81.
- **Shapiro, E.** (2019). *Desegregation: Eliminate all gifted programs in New York* Nytimes.com. Retrieved 30 August 2019 <https://www.nytimes.com/2019/08/26/nyregion/gifted-programs-nyc-desegregation.html>

## Tracking

**Guiding Questions:** How do schools sort and categorize students? What workable alternatives to tracking exist?

- **Oakes, J.** (1986). Beyond Tracking. *Educational Horizons* 65 (1): 32-35.
- **Rubin, B.** (2006). Tracking and detracking: Debates, evidence and best practices for a heterogenous world. *Theory into Practice*, 45 (1): 4-14.
- **Three Miles (This American Life Podcast)** - <https://www.thisamericanlife.org/550/three-miles>

## Disability and Universal Design for Learning

**Guiding Questions:** What assumptions about disability shape the way we educate disabled students? How do inclusive practices benefit special education students and their peers? What are the various components of Universal Design for Learning?

- **Baglieri, S., & Shapiro, A.** (2012). *Disability studies and the inclusive classroom: Critical practices for creating least restrictive attitudes*. Routledge, **Chapters 1 and 2**.
- **Oyler, C.** (2001, Spring) Democratic classrooms and accessible instruction. *Democracy and Education* 14 (1): 28-31.
- **Wilson, J. D.** (2017). Reimagining Disability and Inclusive Education through Universal Design for Learning. *Disability Studies Quarterly*, 37(2).
- **UDL: The UDL Guidelines.** (2021). Retrieved 14 January 2021, from <https://udlguidelines.cast.org/>

## Gender

**Guiding Questions:** How are gender stereotypes hurtful to everyone? How can teachers and schools support gender expansive children? What can be done to disrupt the development of harmful masculinities that are performed in school environments?

- **Katch, H., & Katch, J.** (2010). When Boys Won't Be Boys: Discussing Gender with Young Children. *Harvard Educational Review*, 80(3), 379-391.
- **Mangin, M.** (2018). Supporting transgender and gender-expansive children in school. *Phi Delta Kappan*, 100(2), 16-21.
- **Gender Inclusive Schools Toolkit.** (2019). Gender Spectrum. Retrieved 9 January 2019, from <https://www.genderspectrum.org/resources/education-2/#more-424>
- **GLSEN, LGBT High School Students Share Their Experiences** - <https://www.youtube.com/watch?v=iAwJQYs7pKM>

- **Pascoe, C. J.** (2012). *Dude, you're a fag: masculinity and sexuality in high school*, Berkeley: University of California Press, Chapter 4.

## Discipline & The School-to-Prison Pipeline

**Guiding Questions:** In what ways do schools contribute to mass incarceration? How does teacher bias play an important role in the STPP? What can be done to change the fact that urban, poor, and students of color make contact with the criminal justice system, through schools?

- **Laura, Crystal T.** (2015). *Being Bad: My Baby Brother and the School-to-Prison Pipeline*. Teachers College Press, **Chapter 2**
- **Nolan, K.** (2011). *Police in the hallways: Discipline in an urban high school*. U of Minnesota Press. Chapter 2 & 3
- **TED Talk Monique Morris (2019)** “Why Black girls are targeted for punishment at school—and how to change that” <https://www.youtube.com/watch?v=g7F9XCdeOtw>
- **VOX The School-to-prison pipeline, explained** (2016) - <https://www.youtube.com/watch?v=HoKkasEyDOI>

## Motivation and Competition

**Guiding Questions:** What are the best ways to motivate students? How can educational success be socially constructed and “produced”? What are the consequences of high levels of competition and academic pressure?

- **Demerath, P. (2009).** *Producing success: The culture of personal advancement in an American high school*. University of Chicago Press, chapters 3 & 4.
- **Kohn, A.** (1999). Lures for Learning. In *Punished by rewards*. Boston: Houghton Mifflin. 142-159.

## Immigration

**Guiding Questions:** How is transnational migration shaping education around the world? What are some of the ways that immigrant students experience schooling?

- **McCarthy, M;** Apol, L & Roue, B. (2018). “But I’ve Never Been to Lebanon...” and Other Reflections on “Unrelatable” Texts. *WOW Stories*: Vol. V, Issue 4, Power of Literature in the Classroom and Through Teacher Preparation Programs, Spring 2018
- **Suárez-Orozco, C.,** Suárez-Orozco, M. M., & Todorova, I. (2009). Learning a new land. Harvard University Press, **Selected student profile**.
- **Valenzuela, A.** (2005). Subtractive schooling, caring relations, and social capital in the schooling of US-Mexican youth. *Beyond silenced voices: Class, race, and gender in United States schools*, 83-94. **(Introduction)**
- *You will be assigned one of the following:*
  - **Abu El-Haj, T. R.** (2009). Becoming citizens in an era of globalization and transnational migration: Re-imagining citizenship as critical practice. *Theory into Practice*, 48 (4), 274–282. Theme issue: The Policies of Immigrant Education: Multinational Perspectives.
  - **Orellana, M. F.** (2001). “The work kids do: Mexican and Central American immigrant children’s contributions to households and schools in California.” *Harvard Educational Review*, 71(3): 366-389.

- **Wing, J. Y.** (2007). Beyond black and white: The model minority myth and the invisibility of Asian American students. *The Urban Review*, 39(4), 455-487.

## Emergent Bilinguals

**Guiding Questions:** How have ideas changed over time about educating emerging bilinguals? What are some ways that prospective teachers can cultivate their critical multilingual awareness? What are some specific critical pedagogy techniques that we can incorporate into the classroom to support emerging bilinguals and all students?

- **Flores, Nelson (Are People who Support the Concept of Academic Language Racist? An FAQ):** <https://educationallinguist.wordpress.com/>
- **García, O.** (2016). Critical multilingual language awareness and teacher education. In J. Cenoz, D. Gorter, & S. May (Eds.), *Language Awareness and Multilingualism* (pp. 1–17). Cham: Springer International Publishing.
- **Tschida, C. M., Ryan, C. L., & Ticknor, A. S.** (2014). Building on windows and mirrors: Encouraging the disruption of "single stories" through children's literature. *Journal of Children's Literature*, 40(1), 28.
- **CUNY NYSIEB, Teaching Bilinguals (Even If You're Not One): Bilingual Superpowers –** <https://www.youtube.com/watch?v=aP7NILgtVa8>
- **USA Today, Are bilingual education programs the future? -** <https://www.youtube.com/watch?v=kpwb-dxhK04>

## Global Perspectives

**Guiding Questions:** What are some successful policies and practices used by other countries in education? What differences and similarities do we notice in teaching when we compare classrooms across countries?

- **Darling-Hammond, L., Burns, D., Campbell, C., & Hammerness, K.** (2017). *Empowered educators: How high-performing systems shape teaching quality around the world*. John Wiley & Sons, chapters 1, 2 and 4. **(In chapter 2 select one country case study to read)**
- **Farrell, J., Manion, C., Rincon-Gallardo, S.** (2017) Reinventing schooling: Successful alternatives from the global south. In Bickmore, K., Hayhoe, R., Manion, C., Mundy, K., & Read, R. (Eds.). *Comparative and international education: issues for teachers*. Canadian Scholars' Press.

## Building a Community of Diverse Learners & The Teacher as Change-Agent

**Guiding Questions:** How can we teach to meet the needs of all our students? What can we do to build cooperative, inclusive classroom communities?

- **Emdin, C.** (2016). *For White folks who teach in the hood... and the rest of y'all too: Reality pedagogy and urban education*. Beacon Press., Introduction
- **Ladson-Billings, G.** (1994). *The Dreamkeepers: Successful teachers of African American Children*. San Francisco: Jossey-Bass, Chapter 7
- **Sapon-Shevin, M.** (1999). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities*. Boston: Allyn and Bacon. Pp. 15-33.
- **Wallerstein, N** (1987). In I. Shor, (Ed.), *Freire for the classroom: A sourcebook for liberatory teaching*, Portsmouth, NH: Heineman. Chapter 2.