

Rutgers, The State University of New Jersey
05:300:451 (ME) URBAN EDUCATION – Part 2
1.5 CREDITS
Spring 2021
Mondays, 6:10-9:00PM
Virtual

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Office Hours: By appointment only	Prerequisites or other limitations: Admission to the Teacher Education Program
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Office of Academic Services (OSAS) ken.tufo@rutgers.edu

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 documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

New Jersey Professional Standards for Teachers (2014)¹

- Standard One: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

- Essential Knowledge 2, 4
 - Critical Dispositions 1, 2, 3, 4
- Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
 - Essential Knowledge, 5, 6
 - Critical Dispositions 1, 2, 3, 4
- Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
 - Essential Knowledge 4
- Standard Nine: Professional Learning. The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.
 - Essential Knowledge 1
 - Critical Dispositions 1, 2, 3, 4
- Standard Ten: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
 - Essential Knowledge 1, 2, 3, 4

Council for the Accreditation of Education Professionals (2013)²:

Standard 1. Content and Pedagogical Knowledge

- 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
- 1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.
- 1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
- 1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

Course Catalog Description

Deepens students' understandings of the strengths and complexities of urban schools and communities, with the ultimate goal of developing the knowledge, skills, and dispositions essential to socially just teaching in urban and diverse settings. Through school- and community-based inquiry and critical reading students will become more knowledgeable about the contexts of students and the issues facing urban schools and communities.

Course Introduction

This course is the first part of the GSE's two-part Introduction to Urban Education. The course is designed to deepen your understanding of the strengths and complexities of urban schools and communities, with the ultimate goal of developing the knowledge, skills and dispositions essential to socially just teaching in urban and diverse settings.

We will examine urban education from a variety of disciplines and perspectives. Course readings, discussions and activities will develop your understandings of the historical and structural underpinnings of inequality in U.S. society, and the implications for educational settings. We will interrogate commonly accepted ideas about urban education, learn about how youth form identities amid classroom, community and society, and develop capacity-based approaches to teaching in urban settings. Through a series of assignments, you will get to know a particular urban community and its schools, sharing your research with your peers.

By the end of the semester, you will have an understanding of the strengths and needs of students in urban settings, and a foundation on which to build a set of general and content-specific pedagogical practices. This course is the first in a two-course sequence.

The two-module sequence is centered around the following key questions:

- What defines urban? What constitutes an urban community?
- How do urban contexts shape schools and schooling?
- What are the historical, political, social and economic contexts in which urban schools are situated? How might understanding urban schooling within these larger frameworks help educators?
- What is the role of schooling in urban settings? How might schools reproduce or reduce economic inequality?
- How do youth develop as learners in urban settings? What practices push this development in a positive direction?

In this first module (first semester), our main objective is for students to be able to articulate a nuanced understanding of the word "urban," describe and discuss the historical and political contexts that shape urban communities and understand the ways in which racial and socioeconomic oppression affect current conditions in urban schools, and consider their own positioning within urban schools and communities. Ultimately, our goal is that students will be able to describe and adopt a capacity-oriented approach to teaching in urban communities.

Required Texts

- Ayers, W.; Ladson-Billings, G.; Michie, G.; Noguera, P. (2008). *City kids, city schools: More reports from the front row*. NY: The New Press. ISBN: 978-1595583383
- Emdin, C. (2017). *For white folks who teach in the hood . . . and the rest of y'all too: Reality pedagogy and urban education*. NY: Beacon Press. ISBN: 978-0807028025

Grading Policy

Evaluation of Written Work

These qualities will be valued in your work:

- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment?
- Clarity and organization of writing.
- Conciseness – try to write in a non-repetitious way.
- Completeness and depth – Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
- Independent judgment – Go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.
- Relevance – Connections between your work and the content and organization of the class should be clear.
- Attention to professional style – Papers should be typed or word-processed and follow APA format. (You can find a good summary of how to use APA format at the following website: <http://owl.english.purdue.edu/owl/resource/560/01/>) Please use Times New Roman 12pt. font, 1-inch margins, and double-space all of your assignments.
- On lateness – If you need an extension of time on an assignment please contact me **24 hours before the date when the paper is due**. If you do not contact me, your grade on the assignment will be dropped one letter grade for every class period it is late.

Letter Grade Equivalents

45-50 =	A
40-44.5 =	B
35-39.5 =	C
30-34.5 =	D
below 30 =	F

Academic Integrity Policy

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

WebSite

<https://sakai.rutgers.edu/portal> A specific sakai page on this portal will be dedicated to this course.

Course Requirements

Attendance

If you are unable to attend a class, please contact me via email as soon as possible. This will allow me to send you materials from the missed class so you don't fall behind. In addition, please make sure that you talk to a fellow student who can collect extra handouts and help you catch up on what was discussed in your absence. **Because the module is only seven weeks long, you are in danger of failing the course if you miss more than one class during the semester without a bona fide medical reason (including a doctor's note).**

Participation

Class participation is crucial to your understanding and application of course content. You are expected to come to class prepared to discuss assigned readings, field placement experiences and to participate in class activities. I will take note of participation in every class. Please note that technology use is restricted to such moments as they are deemed necessary for class.

Inappropriate use of technology (such as texting or using the internet for non-class related activities) will result in a lowering of your participation points for the day.

Major Assignments

Forum: Throughout the semester, we will have a Socratic discussion and theory into practice activities based on the topic of the week that will be facilitated by a group of 2-3 (assigned) people.

Facilitators will receive full credit for meeting the following requirements: **preparation** (questions, quotes, and materials are selected in advance and brought to class); **meaningful connection to week's readings** (discussion and activities move beyond surface-level understandings of concepts in readings); **skillful facilitation** (leaders work to ensure that all voices are represented, follow-up questions are asked when necessary, transitions to the next question, idea, or activity are appropriate). Participation in these discussions is a required component of your class participation.

Each week, everyone except for the week's facilitators will submit a 2-3 paragraph forum post to Sakai that discusses and reflects on the readings from class through the lens of your placement observations and class discussions. The post can include insights, moments that stood out, and lingering ideas or questions. This reflection must be submitted by the end of the day **on the Saturday preceding each class** by everyone **except for discussion leaders for the week**. The reflections, graded out of 3 points, must be developed, meaningful, and specific in order to receive full credit. **Be sure to include direct references to the class readings.**

(see assignment sheet for detailed task descriptions and rubric)

Two-way journals: (sometimes called double entry journals) have many uses in preK-12 classrooms. For our purposes, we will use them to communicate reflections on our identities and positionality with respect to teaching minoritized students. Generally, one column is for direct quotes, while the other is for student reflections. In our case, you will use the left for journal prompts, and the right to answer. At the end of the course you will provide a reflection that summarizes what you have learned about yourself in the modality of your choice.

Educational Artifact Paper Assignment

When teachers replay the old tapes, they are not merely engaging in nostalgic perseveration of indulging their old wounds. Rather, they seem to be using their childhood experiences as touchstones that either bear reenactment or need to be changed in their teaching.

– Lightfoot, 2003, p. 22

Love (2016) states that remembering is “an act of decolonization” (p. 419). As we work to decolonize public education, it is necessary for educators to grapple with their personal schooling narratives as well as the physical and liminal spaces of school in order to consider the roles of our stories and identities on who we are as teachers and how we encounter the identities present in our classrooms. Lightfoot (2003) states that when we look into schools, we see “in microcosm, the struggles over how we define and enact equality, justice, oppression, and democracy in our society” (p. 29). This assignment works the intensities of memory as it relates to our development as educators as well as within the broader scope of society.

For this paper, you will identify a particular artifact from your schooling past that can be “read” through multiple lenses. This artifact should be reflective of a broader issue or idea that relates to both your schooling experiences and structures of public education. Within the paper, contextualize and critically analyze the artifact as well as the schooling experiences that are recalled for you by the artifact to develop a discussion of equity as it relates to schooling, culture, and community within the framework of public education. Your paper should contain the following three components:

- *Description and contextualization of your artifact:* What is this artifact? What was the context in which this artifact was created or attained? What memories of your schooling/childhood experiences does this artifact bring up for you?
- *Analysis of artifact:* Based on what you have learned regarding schooling, equity, culture, and social justice, how do you currently understand this artifact/experience? What does this experience highlight regarding schooling, social justice, and equity? What particular theories, frameworks, and ideas does this artifact/experience reflect or respond to?
- *Reflection on teaching practice and preparation:* How might (or how has) the experiences you describe here impact your approach to teaching? How might residual effects of this experience manifest in your teaching practice or how you prepare for the classroom? What will you do as a teacher to respond to your classroom “ghosts” in ways that are equitable, supportive, and culturally sustaining for students?

Cite at least three class readings in your paper. Also be sure to include the following:

- Applicable images and/or excerpts from your artifact
- Direct quotes from class readings
- A works cited page
- (Also consider paragraph lengths and subheadings.)

Paper should be 6-8 pages in length (double-spaced), excluding works cited and artifact images.

Due at the beginning of our class meeting on WEEK 6.

(see assignment sheet for detailed task descriptions and rubric)

Summary of Requirements

Forum posts/Discussion facilitation	15 points (30%)
Educational Artifact Paper	15 points (30%)
Two-Way Journal	15 points (30%)
Participation	5 points (10%)

Course Schedule by Week

Week	Topics to be Covered	Assignments & Readings
Week 1: March 22nd	<p style="text-align: center;">Virtual Zoom Link</p> <p>Taking an Inquiry Stance to Urban Teaching</p> <p><i>What does it mean to be a successful teacher in urban contexts?</i></p>	<p>Course Preview</p> <p><i>Two-way journaling</i> (p.57)</p> <p>Hammond, Z. (2014). <i>Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students</i>. Corwin Press.</p>
Week 2: March 29th	<p>Capacity and Community-Based Approaches to Urban Education</p>	<p>Read</p> <p><input type="checkbox"/> Emdin, Introduction and Ch. 1-2</p> <p><i>Due Saturday 3/27 by midnight:</i></p>

	<p>Zoom Link</p> <p>Student-Led Discussion(1): <i>How can we draw upon the cultures, strengths, knowledge, and capacities of our students and school communities?</i></p>	<p><i>Forum Post 1</i></p>
<p>Week 3: April 5th</p>	<p>Humanizing Classrooms and Schools: Rethinking Discipline and Classification</p> <p>Zoom Link</p> <p>Student-Led Discussion(2): <i>How do urban students receive and experience different forms of classroom discipline and classification? What are alternatives?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> ● Emdin, Ch. 3-4 ● Teaching Tolerance “The School to Prison Pipeline” ● “Zeroing Out Zero Tolerance” by Berwick ● CKCS, Ch. 9 (Christensen) <p>Due Saturday 4/3 by midnight: Forum Post 2</p>
<p>Week 4: April 12th</p>	<p>Pedagogical Approaches: Culturally Responsive (and Sustaining) Pedagogies</p> <p>Zoom Link</p> <p>Student-Led Discussion(3): <i>How can we teach in ways that honor and amplify the cultural and linguistic resources of our students?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> ● Emdin, Ch. 5-6 ● “Funds of Knowledge for Teaching” by Moll et al. ● CKCS, Ch. 18 (Ladson-Billings) <p>Due Saturday 4/10 by midnight: Forum Post 3</p>
<p>Week 5: April 19th</p>	<p>Pedagogical Approaches: Getting Critical (and Political) in the Classroom</p> <p>Zoom Link</p> <p>Student-Led Discussion(4): <i>How can we help students develop habits of critical thinking about the world around them in politically polarized times?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> ● Emdin, Ch. 7-8 ● CKCS, Ch. 16, Delpit ● CKCS, Ch. 22 (Morrell & Duncan-Andrade) <p>Due Saturday 4/17 by midnight: Forum Post 4</p>
<p>Week 6: April 26th</p>	<p>Building Family, School, and Community Partnerships</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Emdin, Ch. 9- Conclusion

	<p style="text-align: center;">Zoom Link Student-Led Discussion(5):</p> <p><i>What are the elements of a strong community? How do we go about building community in schools?</i></p>	<ul style="list-style-type: none"> ● Lightfoot, Ch. 2 <p><i>Due Saturday 4/24 by midnight: Forum Post 5</i></p>
<p>Week 7: May 3rd</p>	<p>Sustaining Ourselves and a Movement for Urban Schools</p> <p><i>How do we sustain ourselves and our students as we strive for equity and justice?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> ● Bettina Love Chapter 5 (provided in class) ● <u>“A Talk to Teachers” by James Baldwin:</u> <p><i>Post: 2-Way Journal Multimodal Reflection</i></p>