

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

MICHAEL D. EISNER COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP & POLICY STUDIES

COURSE CODE: ELPS 203 **COURSE TITLE: Urban Education in America**

INSTRUCTOR: **CLASS LOCATION: TIME: TICKET #:**

OFFICE: ED 1200 **PHONE NUMBERS: OFFICE: (818) 677-**

DEPARTMENT: (818) 677-2591 **OFFICE HOURS: EMAIL:**

Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to *Excellence through Innovation*. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the College's Conceptual Framework:

- We value academic **excellence** in the acquisition of professional knowledge and skills.
- We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative and reflective thinking** and practice.

ELPS 203: Urban Education in American Society - Course Description

Concepts and research findings from the sociology, anthropology, history, philosophy and politics of education are used to analyze the social context and current conditions of American schools, and selected proposals for reform. The focus is primarily on the problems of diverse urban schools. The purpose of the course is to encourage students' critical thinking and reflective practice to address the pressing challenges that face linguistically and culturally diverse students in American urban public schools.

Guiding questions for the course include: 1.) How are urban schools shaped by broader social, cultural, historical, political, and economic forces—and how do schools, in turn, affect the broader society? 2.) How do dimensions of difference—especially race, class, culture, and gender—affect teaching and learning in urban schools? 3.) How can we create democratic, culturally responsive schools in which all children learn?

Student Learning Outcomes

By the end of ELPS 203, students will be able to:

- Explain key concepts and use special terminology in the social foundations of education.
- Describe characteristics of educational inequality, explain theories for its existence or elimination, and judge how selected educational policies affect it. [TPE 1.1, 1.6, 2.1, 2.2, 2.5, 6.7]
- Develop a critical awareness of dimensions of difference in urban schools and of approaches to multicultural, anti-bias education. [TPE 1.5, 1.6, 2.2, 2.5, 6.7]
- Develop skills in observing, describing, and reflecting on daily life in schools, while relating these to course concepts [TPE 2.1, 2.2, 2.3, 2.4, 2.5, 2.6]
- Develop skills and comfort participating in respectful dialogue across diverse viewpoints [TPE 2.3,
- Develop skills in summarizing and analyzing texts
- Apply principles of multicultural, anti-bias, democratic education to your professional goals, teaching philosophy, and ideas for K-12 learning activities. [TPE 1.1, 1.2, 1.3, 1.5, 1.6, 2.2, 6.1, 6.2, 6.3, 6.4]
- Develop/enhance habits of critical thinking and reflection regarding education and your own beliefs and practices as an aspiring teacher. [TPE 6.1, 6.2, 6.3, 6.7]

Required Text

- Carr, Sarah. (2013). *Hope against hope: Three schools, one city, and the struggle to educate America's children*. NY: Bloomsbury Press. (available from CSUN Matador Bookstore or on two-hour reserve in Library, Course Reserves, 4th floor)
- Plus **shorter required readings on Moodle** or through web links

Summary of Course Requirements (*see below for details*)

You are responsible for:

- regular, punctual attendance
- timely completion of all readings and assignments, including online Discussion Forums
- active participation in discussions and activities
- 30 Observation/Participation (OP) hours in public K-6 school (College requirement)
- Reading Responses (8 short in response to prompt)
- Team Oral Presentation on School Climate/Student Well-being
- School/Classroom Profile form & 3 Fieldwork Reflections (2.5-3 pp. each)
- mini-midterm exam (open book, short essays)
- final essay (5-6 pp., done at home)

Course Requirements and Policies

Attendance: Plan to attend class regularly and on time. If you are late, please come into the classroom as soon as you arrive (do not wait). It is your responsibility to get notes for the material you missed and any handouts. **If you have more than 1 absence, 3 tardies or 2 leaving early, it may affect the participation portion of your course grade.**

Participation: The participation portion of your class grade is based on the quality and quantity of the contributions you make to discussions and activities. Good participation means you come to class prepared to discuss the readings and assignments; participate in discussions and activities on a regular basis in a thoughtful way without dominating others; and show respect to all and support to your fellow students. Some topics we discuss will be sensitive and controversial, with many opinions and no right answers; please respect the views and experiences of others and try to join discussion in a spirit of dialogue, with an open mind.

Observation/Participation Hours: Students must complete **30 total hours of observation/participation (O/P) at a public elementary school.** 26 hours will be done in the classroom during school hours (no after-school programs) and arranged with the assigned teacher (see below); the other 4 hours are covered by doing field-related homework & signed by prof. Everyone must fill out online survey by 2/1 at: <https://www.surveymonkey.com/r/OP315203S17> You have 2 options for placement:

- 1.) **PLACEMENT BY COLLEGE:** In order for the College to make placement for OP hours at a school in the S.F. Valley, **complete the survey by Feb. 1, OR**
- 2.) **SPECIAL CIRCUMSTANCES:** You can arrange your own placement if you a) work as a TA at a public K-6 school; or b) work as a TA at a K-6 private school (for ½ hours only with other ½ arranged by College); or c) live far from the San Fernando Valley and have a contact at a school closer to your home. For a) or b), the placement is the school where you work. For c) (not a TA), **the school must be diverse, outside the SF Valley, and not on the list of Partnership Schools to Avoid (see top of Moodle); email the name and location of school to professor ASAP for OK before making arrangements.** Please complete the survey by Feb. 1, get prof's pre-approval of school, and turn in **signed letter of permission from school on school letterhead by Feb. 14.**

Student Vehicle Authorization Form required if you are driving to your placement; see form at top of Moodle; due 2/7.

TB CLEARANCE: All students need a current TB clearance from the past year in order to do OP hours in schools. You can get a free or low-cost TB test at CSUN Student Health Center, 818-677-3666. Bring the paperwork to the school in case you are asked for it.

To pass this course and get credit for O/P hours, all students must submit an O/P Documentation Log to verify completion of 30 OP hours, with 26 hours signed for by the classroom teacher + 4 hours signed for by ELPS 203 instructor, plus completion of School/Classroom Profile form, and 3 Fieldwork Reflections. See top of Moodle for O/P hours calendar, forms and info.

Assignments: Written homework (Fieldwork Reflections, Final Essay) must be typed, double spaced with regular 1" margins as a Word document. Exceptions: School/Classroom Profile form. Please back up all computer work. **All work will be submitted online via Moodle and is due by deadlines in Course Calendar** unless special arrangements have been made with prof. To help you be successful: 1). **You may turn in 1 late homework** assignment (received by the next class) without penalty. 2). **You may revise any homework with a grade of B- or less** to improve your grade, making sure to respond to my feedback and turn in the old graded version with the

revised version in HARD COPY by week 14. 3.) Talk with me at office hours, e-mail, and phone consultations on how to improve your work. I'm happy to help and get to know you better--and I don't bite! **EXTRA CREDIT if you arrange to meet with me in office or by phone** to talk over your work, the readings, questions about the course, writing issues, etc. **EXTRA CREDIT** also for text-based questions in class on readings.

Fieldwork Reflections and Other Homework: See course calendar and guidelines below.

Midterm Exam and Final Essay: Mini-midterm is open book, done in class, short essays. Final Essay (5-6 pp.) done at home regarding charter school reform in New Orleans. NO final exam.

Announcements & Updates: **Please check Moodle weekly (News Forum) and CSUN e-mail** for both updates and individual messages on any problems with homework.

Writing Issues: If ideas are not conveyed clearly with correct writing mechanics and logical organization, it can lower your grade. **Students may be required to revise and resubmit work when there are many writing errors.** Students who have difficulty with written academic English should: 1.) seek guidance from me during office hours or appt.; 2). revise assignments when suggested to improve grade; and 3) seek writing tutoring from the CSUN Writing Center, 818/677-2033 (bring documentation to professor). Evidence of effort on 1, 2, or 3 above will help your grade (and your writing).

Disabilities: If you know you have or think you might have a disability that could affect how you do in this class, please contact Students with Disabilities Resources (677-2684, Student Services Bldg. 110) for confidential help and information. You are welcome to share this information with me, if you wish; the sooner you do, the better I can help.

Plagiarism & Academic Honesty Policy: **Plagiarism is intentionally or knowingly representing the words, ideas or work** of another as one's own in any academic exercise. That includes cutting and pasting text from a variety of published materials, web sites, other students' papers, etc. and calling the resulting mixture yours. **Plagiarism also includes quoting an author without using quotation marks (“ ”) around the quote and without giving a proper citation (Author, date).** As a check on plagiarism, all students are required to 1) review and understand the Preventing Plagiarism Ppt on Moodle and 2) submit certain assignments for plagiarism check on Moodle (see Course Calendar). **Plagiarism or cheating (including having others do your work for you) is grounds for penalty in points, or failing the assignment, or failing the course, depending on the severity of the offense.** Cheating or plagiarism can also lead to you being expelled or suspended from CSUN and/or special programs (see Section 41301, Title 5, CA Code). **See also:** www.csun.edu/educ/elps/info/academic-integrity.html

Laptops, cellphones, etc: Please silence all cell phones & devices **before coming to class. NO TEXTING in class.** This is a discussion class requiring active participation. I respectfully request that you not use a laptop or tablet in class due to the potential for distraction, except by special arrangement with prof. Also no video/audio recording in class without permission. If you use an electronic device inappropriately during class, you will be asked not to bring it again. Violation of these rules may affect

participation grade.

GRADING

You will be graded on the course & assignments, according to the following:

<i>Exemplary</i>	A = 93-100	<u>Strong & consistent</u> evidence of meeting or <u>exceeding</u> standards for the course
<i>Accomplished</i>	A- = 90-92 B+ = 87-89	<u>Very good, consistent</u> evidence of meeting standards
<i>Competent</i>	B = 83-86	<u>Satisfactory, mostly consistent</u> evidence
<i>Developing</i>	B- = 80-82 C+ = 77-79 C = 73-76	<u>Some, inconsistent</u> evidence
<i>Below Expectation</i>	C- = 70-72 D+ = 67-69 D = 60-66 F = 59 and below	<u>Little</u> evidence of meeting standards

Standards for assignments: Those who do *accomplished or exemplary* work consistently:

- follow instructions & *address guidelines* for assignment from syllabus
- use *clear, detailed description* showing understanding of topic *w/ evidence, examples*
- include *reflection/critical engagement* with the topic and course readings
- use well-organized, clear *academic writing* with correct writing mechanics

Standards for course: Those who do *accomplished or exemplary* work consistently:

- attend class regularly and on time
- come to class prepared, having done readings and assignments on time
- participate thoughtfully and regularly in class without dominating discussion
- fulfill or exceed the guidelines for each assignment (see above)
- show clear understanding and critical engagement in written and oral work
- work at top three levels of Bloom's taxonomy (application, synthesis, evaluation; p. 9)

Students missing assignments, tests, or quizzes are not eligible for an A. Students must turn in all Fieldwork assignments including School & Classroom Profile to pass.

Grades are averaged within each category below & weighted by % for course grade:

Participation & engagement in class & online	10%
Reading Responses (RRs) + Team Presentation	25%
Fieldwork Reflections (3) & School/Classroom Profile form	30%
Midterm open-book	10%
Final essay	25%

Grading Policies: You must receive at least a C in this course or risk being put on academic probation. You must maintain an overall 3.0 GPA in all teacher credential courses to get credit toward your credential.

Incompletes will only be given in cases of serious illness or emergency where 1.) you are on track to pass and completed most work, & 2.) you confer with me and turn in Incomplete request form before Finals Week.

Guidelines for Assignments – ELPS 203

Reading Responses (RR) (8)

These are short written responses to class readings based on prompts in Course Calendar (latest prompts always on Moodle). RR's are graded for good faith effort and basic understanding of the readings. The purpose is to help you focus as you read, to motivate you to do the readings and to apply them to discussions and assignments. SEE READING TIPS at top of Moodle. Aim for 1 solid paragraph (about 8-10 sentences), mostly in your own words, that shows you understand the reading ("value added" – not overly general); NO ESSAYS please. All RR's due on date specified. Note: When RR's are online Discussion Forums, do not just agree with other people; full credit for substantive posts that add something new to the discussion thread (so you may want to get on there early!) **Includes a reflection on racism and racial identity as defined in readings. [TPE 6.2].**

Team Oral Presentations on School Climate & Inclusive Classrooms

Schools are increasingly concerned about promoting a *positive school/classroom climate, inclusive classrooms, and social/emotional learning/student well-being*. You'll sign up to explore some of these efforts with a small group and share what you found with the class in an engaging oral presentation. Each group should read at least **8 sources** on the topic (education news articles, education web sites)—focusing on **elementary schools** (or if necessary, middle schools)--and include these in Reference list on Ppt or handout. *All team members should participate equally in reading, planning & the presentation.* Format for presentation (**15 min.** w visual aid like Ppt, handout, poster or video clip):

1. Basic background info on your topic: What should future teachers know?
2. (Main part of presentation) Examples of promising approaches, programs, strategies on your topic in schools & classrooms: What's being done?
3. Engage class in **brief discussion or activity** on your topic.
4. End with 3 practical take-away tips for teachers on your topic & list of References (6+).

See handout with suggested online sources to get started reading on your topic (to be posted at top of Moodle).

Topics for presentations include: Sociocultural Learning, Bullying, Restorative Justice, Supporting Immigrant Students, Supporting LGBTQ Students, Supporting Foster and Homeless Students, etc. [TPE's 1.1, 2.1, 2.2, 2.3, 2.4, 2.6, 6.2]

School/Classroom Profile

Download the 3-page form top of **Moodle** to record data from Internet on OP hours school + fill in basic info about your OP classroom based on early observations, plus short reflection. Upload completed form to Moodle submission box.

Fieldwork Reflections (3 total)

- **2.5 - 3 pp.** each, **typed, double spaced Word document** (please note: maximum 4 pp.)
- title: Fieldwork Reflection #_ + topic (see below)
- use your powers of observation, description, reflection, insight & make connections to course readings (do not just quote reading; show how it connects to your observations and use a different one for each Fieldwork Reflection) – see p. 9 on critical engagement
- writing: formal academic writing with COMPLETE SENTENCES, proper spelling, grammar, usage; no slang; OK to use “I”

Grading rubric for Fieldwork Reflections:

- Follows guidelines with clear description with details/examples 75 pt
- Reflection/critical engagement, including link to at least 1 course reading 20 pt
- Clear writing and organization, checked for grammar/spelling, etc. 5 pt

Fieldwork 1: The 5 C's in the Classroom (2.5-3 pp.)

Focus on evidence of 5 C's in the classroom (caring, community, collaboration, creativity, critical thinking); remember, they may not all be present or an emphasis of this teacher's approach, or you may disagree with what you see. Use specifics and examples with critical thinking to describe and reflect on what you see in relation to your own positionality as a future teacher. See especially readings from week 2 and handouts on classroom climate (on Moodle) & team presentation info.

- Which of the 5 C's seem most important in this classroom? Describe 2-3 examples including the teacher's approach and students' response.
- How would you describe the overall classroom climate? (handout) To what extent do you see the “What to look for” items in Kohn's chart, and how do those affect classroom climate? (handout)
- Class participation: How does teacher try to involve all students? Does it work?
- Reflect: What did you see so far re: teaching and learning that you expected to see? What did you see that was unexpected? Any new concerns or questions raised in relation to your own values and teaching style?

Relate your observations to course concepts and at least 1 class reading and underline author's last name.

[TPE 1.5]

[TPE 6.2]

Fieldwork 2: New 3 R's in the Classroom (2.5-3 pp.)

Describe evidence of new 3 R's in the classroom (rigor, relevance, and relationships); they may not all be present or emphasized, or you may disagree with what you see. Use specifics and examples with critical thinking to describe and reflect.

- Which of the new 3 R's seem most important in this classroom? Describe 2 examples.
- Academics: Describe 1 lesson or learning activity that you found interesting or effective. Describe what the teacher did, step by step, including materials and activities used, links to other learning, students' response (1 long para).
- Any evidence of Common Core standards & testing in the classroom? What about multicultural or anti-bias teaching? Describe if present.
- Reflect: Overall, what do you find most and least effective in this teacher's

approach to the 3 R's? How could the 3 R's be improved in this classroom?
Relate your observations to course concepts and at least 1 class reading and underline author's last name.

[TPE 2.5]

[TPE 1.5]

Fieldwork 3: Teacher Interview (2.5-3 pp.)

Plan ahead to schedule this in time, near end of OP hours. See Interview Tips and Suggested Interview Questions, top of Moodle.

Arrange to do informal 20 min. teacher interview; prep questions in advance (see Moodle). Face to face interview near end of OP hours is best. Most of the interview should be on themes in the course, such as diversity, achievement gap, Common Core, testing, MC ed, etc; the rest can be more general on teaching. **Cover at least 5-6 topics.** Report teacher's responses organized in paragraphs (no Q&A), with some quotes and examples, plus your reflection. *Relate interview to course concepts and at least 1 class reading and underline author's last name.*

[TPE 1.5]

[TPE 6.1]

MIDTERM – in-class essay questions based on Michie and other readings about how urban teachers enact social justice teaching, as well as how they engage in the new 3 R's (rigor, relevance, and relationships) and what I call the 5 C's (caring, collaboration, community building, critical thinking and creativity).

[TPE 1.1]

[TPE 1.5]

Final Essay or Scripted Dialogue: Charter School Reform

- 4.5-5 pp. double spaced for essay; 5-6 pp. double spaced for scripted dialogue
- *writing*: formal academic writing with proper mechanics, complete sentences. Ideas should be **mostly in your own words**, not quotes; for short quotes, you must use quotation marks and give citation with page number in parentheses. **Submit on Moodle** (includes **plagiarism check** - see p. 4 + *Plagiarism Ppt top of Moodle - plagiarism can result in penalty or fail, depending on the severity*).

1. Introduce essay with brief summary of charters as a type of school reform and why they are controversial (1 page).

2. Describe the pros and cons of charters in New Orleans (about 2 pp.). Use class readings and videos, with connections to course concepts, as relevant.

3. Your opinion: How likely is charter school reform in New Orleans to improve urban education? What lessons can Los Angeles take from New Orleans on how it should or should not deal with charters? (about 2 pp.) Explain your answer, drawing on course concepts and readings to support your argument. Use this opportunity to critically engage with the issues and synthesize what you have learned this semester (see p. 10). Be specific & be persuasive!

Make meaningful connections to at least **5 separate course readings in addition to the Carr book** (please underline all authors cited to assist me in grading). *Outside reading is not required but could enrich your work; if you use outside sources, they should be recent (since 2010) and you must cite the sources and list them in a bibliography, using any consistent academic style like APA, Chicago, MLA, etc.* For an online article as an outside source, APA format is: Lopez, G. (2012). Title of article here. *Name of Reliable News Source in italics*. Retrieved from [paste in URL here]. **(If only class readings are used, no bibliography is needed).** [TPE 1.5] [TPE 6.7]

OR Final Essay Alternative: Scripted Dialogue: Instead of an essay, write up the same content in scripted dialogue form as if 2 real or fictional education experts were having a debate about the same topic at CSUN. (You choose the 2 types of people--authors from our readings, educators, reps of government or an organization, etc.) A debate moderator can introduce summary (#1) and description (#2), then pose questions for experts to discuss their views on #3 above, including info, ideas, or examples from **5 separate course readings in addition to the Carr book** to support their arguments (please underline all authors cited to assist me in grading). Use this opportunity to be creative while critically engaging with the issues and bringing together course concepts (see p. 10). Have fun, be specific & be persuasive! **Add 1 paragraph "Commentary" at end of debate in your own voice.** saying which speaker you agree with and why re: #3. Outside reading is optional but if you use main ideas or quotes from outside sources, you must cite sources (see above). (If all class readings, no need for bibliography.)

Scripted dialogue format (please double space):

Moderator: Dr. Noguera, what has been the impact of . . .?

Noguera: My main concern is that . . .

Government rep: Prof. Noguera has it all wrong. We know that urban schools . . .

SO WHAT DOES SHE MEAN BY CRITICAL RESPONSE/ENGAGEMENT?

Try to include some kind of critical response or engagement in each assignment. This is your chance to engage with and “talk back” to the readings or what you observe in schools, exploring and extending on ideas. There are many ways to do this, such as:

- ***Connections to self & the world of schools:*** Relate the author’s ideas to something you have experienced or observed/experienced in education. Be specific about what you did/saw/felt and about why the reading or observation is relevant; how does it help you understand the situation? What does it fail to explain? How might you adapt the idea, based on your experience?
- ***Connections to texts & ideas:*** Compare/contrast author’s views or your observations to other readings or concepts (including from other classes). Let the readings or the text and observation talk to each other. Why did the authors argue as they did?
- ***Believing vs. doubting:*** Analyze which ideas or arguments or classroom practices you found strong and compelling versus those that you doubt or disagree with. Why is this so? Can you point out concerns with the author’s or teacher’s bias, assumptions, methods, or reasoning? Do not just state that something is wrong, ridiculous, or unfair; explain why, in light of what you know about schools and society.
- ***Probing a quote:*** Choose a quote you found interesting in a reading, but perhaps confusing or controversial, unpack what you think the author meant by it and what it means to you personally. Don’t be afraid to speculate!
- ***New questions raised:*** After reading or observing this, what are you left wondering about? What would you like to ask the author or teacher? What do you find confusing? (Don’t just list lots of questions; pose a few questions and speculate on possible answers.)
- ***Think big:*** How does this reading or observation shed light on the big guiding questions of this course (see p. 1, bottom)? Use analysis, imagination and speculation!

CRITICAL THINKING ENGAGES “HABITS of MIND”

School reformers Deborah Meier and Ted Sizer have developed several “habits of mind” that schools should promote in their K-12 students and that can serve you well in college:

1. **EVIDENCE:** How do we know what we know? How persuasive is this evidence?
2. **MULTIPLE VIEWPOINTS:** Who is speaking and what led them to this viewpoint?
3. **CONNECTION, PATTERNS:** What causes what? What connects to what in a larger pattern? How can things be meaningfully compared and contrasted?
4. **SUPPOSITION, SPECULATION:** How might things have been different?
5. **SIGNIFICANCE, WHY IT MATTERS:** So what? Why should we care?

BLOOM’S TAXONOMY (categorizing different types/levels of learning)

Another way to see critical thinking is the **higher levels (#4-6)** in Bloom’s taxonomy:

1. **Knowledge:** Information; stuff you can know about things (facts, definitions)
2. **Skill:** Manipulation of information, ideas; performance of a task
3. **Comprehension:** Understanding; explaining in your own words; making sense of it
4. **Application:** Relating an idea or information to examples, practical use in the world
5. **Synthesis:** Finding patterns in ideas and info; seeing how ideas fit or do not fit together; integrating ideas and terminology into the way you think, speak, and write
6. **Evaluation:** Judging; making critical and appreciative conclusions

ELPS 203 Calendar (Subject to Revision) -- OP hours info in PURPLE

DATE	TOPICS	TO READ OR DO BY THIS DATE	ASSIGNMENTS DUE ON THIS DATE
<p>8/29/17 Week #1</p>	<p>Course overview -Syllabus & requirements -3Rs (rigor, relevance & relationships in ed.) [TPE 1.3, 2.5] - 5C's (caring, collaboration, community building, critical thinking, creativity) [TPE 2.1] -Introductions -Intro to O/P hours</p> <p>Identity & Education -Dominant v. subordinate groups [TPE 1.1, 6.2, 6.7] -Identity puzzle, your education, & your future teaching career [TPE 1.1, 6.2] -RR orient; Groups A&B assigned</p>	<p>READ: <i>NOTE: All readings except Carr book are available on Moodle or Internet links. All readings to be read by all groups.</i></p> <p>(in class: Langer de Ramirez – Tatum 1)</p>	<p>NOTE: All homework due by class time on date shown unless you have made arrangements with prof. 1 late homework OK (if turned in by next class) with no penalty. Be careful not to miss RRs for your group.</p>
<p>9/5 Week #2</p>	<p>Teaching for Social Justice & Positive School Climate -School & classroom climate [TPE 2.1, 2.2, 2.3, 2.4, 2.6] -Creating community -Social justice ed [TPE 1.1, 1.3, 2.2, 2.3, 6.2] -Modeling critical engagement as a teacher, p. 9 [TPE 1.5] -KWL: urban schools -Team sign-ups for Student Well-being &</p>	<p>READ: - Rethinking Elementary Education intro [2.6] - Adams (school climate) https://edsources.org/2016/the-push-for-positive-school-climate-bumps-up-against-trump-rhetoric/573147 - Peterson 1 (Discipline) - Peterson 2 (Social Justice –pp. 49-54 only) - Lyman (homelessness) - OP Hours Special Circumstances only: get pre-approval of your school from prof, then arrange your own placement now, do not delay– see rules p. 3 & list of</p>	<p>-Sign onto Moodle and Introduce Yourself (with photo if you can) -OP Hours: Submit online survey by 2/1, 11pm: https://www.surveymonkey.com/r/OP315203S17 -OP Hours: if driving to hours, fill out & print Student Vehicle Form (top of Moodle), bring to class by 2/7 -RR1, Group A only: (Adams) Define “positive school climate” in your own words & give 1 ex. from the</p>

	Inclusive Classrooms Presentations	<i>Partnership Schools to AVOID for Special Circ (top of Moodle) – “Request” page from survey & letter from school due by 2/14</i>	Adams article. Why is there so much attention to positive school climate today and in your opinion, is all that attention necessary? Why or why not? (RR=1 para, 8-10 sentences, Word doc only, mostly your own words, no essays please) -RR1, Group B only: Petersen 2 and Lyman: How does Lyman’s unit on homelessness relate to Petersen’s ideas on teaching for social justice? In your opinion, is the homelessness unit appropriate for 2 nd graders? Why or why not? (RR=1 para, 8-10 sentences, Word doc only, mostly your own words, no essays please)
9/12 Week #3	Urban Schools & Students -Crisis in urban schools --Segregation, resegregation - Urban reforms: small schools, mayoral control, charters, closures -American education history timeline [TPE 1.1, 2.3, 6.7] VIDEO Beyond Brown	-Noguera (urban schools) -Goldstein (urban students) - CARR book pp. 61-64, 1-7, 17-21 (New Orleans urban schools) -Maxwell: 60 years after Brown decision http://libproxy.csun.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ejh&AN=96044879&site=ehost-live <i>OP Hours Special Circumstances: arrange your own placement by 2/14, see above</i>	-OP Hours: if driving, fill out & print Student Vehicle Authoriz. Form, bring to class by 2/7 -RR2, Group A only: What is <u>Noguera’s</u> main take-away message about urban schools and why does he say it’s important? Give 2 ex. he uses to support his argument. (1 para, 8-10 sentences) • RR2-Group B only: Why did <u>Goldstein</u> write this essay? What are a few reasons that she believes what she does about urban students? (1 para, about 8-10 sentences)
9/19 #4	Educational Equality & Inequality -Examining ed data -Achievement gaps -Income inequality -Opportunity gaps and tracking -Meritocracy & your high school [TPE 1.1, 2.3, 6.7]	READ: - Educ. Trust: State of Ed for African American Students OR Educ. Trust: State of Ed for Latinos (you pick) - Blad: Disparities (opportunity gaps) - Peterson 3 (tracking – 39-43 only)	-OP Hours: CSUN placement only) Check-in Days 2/15-2/17 (pick one) -OP Hours: Special Circ. only: Signed letter from school on school stationery due in class 2/14 - RR3, Group A only: Relate the readings: How do

	<p>-Teaching style: banking v mining</p> <p>-FIELDWORK orient including Fieldwork 1 homework</p>	<p><i>OP Hours (NOTE: Most public schools are CLOSED Mon., 2/20)</i></p>	<p>some disparities between groups of students in the Blad article help explain achievement gaps among Black or Latino students (in either of the Educ. Trust reports)? Any surprises or questions? (<i>1 para</i>)</p>
<p>9/26 Week #5</p>	<p>Teaching for Diversity: Social Class</p> <p>-Charting class in the U.S.</p> <p>-Dealing with class in the classroom</p> <p>- Michie: Nancy as an urban teacher [TPE 1.1, 2.2, 2.3, 6.7]</p> <p>-Damien role play/problem solving scenario: conflict between school & low-income single mother [TPE 1.1]</p> <p>- School Profile orient & FW 1 review</p>	<p>READ:</p> <p>- Constandino (1 p.)</p> <p>- Michie 1 (Nancy)</p> <p>-Miller (class differences) http://www.nytimes.com/2015/12/18/upshot/rich-children-and-poor-ones-are-raised-very-differently.html?_r=0</p> <p>- Jensen: (poverty & student engagement) http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/How-Poverty-Affects-Classroom-Engagement.asp</p> <p><i>OP Hours</i></p>	<p>- OP Hours: All students must have placement. For Special Circ. only: Last chance for signed letter from school on school stationery due in class.</p> <p>- RR3, Group B: Relate the readings: How did growing up poor affect Nancy's education & her teaching (Michie reading)? Give 2 ex. from the Miller or Jensen articles of how poverty can affect students like those in Nancy's school in Chicago. (<i>1 para, no essays please</i>)</p>
<p>10/3 Week #6</p>	<p>Teaching for Diversity: Culture & Language</p> <p>-Cult. match/mismatch</p> <p>-Bicultural students</p> <p>-Cultural stereotypes</p> <p>-ELs in urban schools</p> <p>-Individualism v. collectivism</p> <p>- VIDEO: <i>Becoming Bilingual or I Learn America</i> [TPE 1.1, 1.6, 2.2, 6.7]</p> <p>-Fieldwork 1 and classroom climate</p>	<p>READ:</p> <p>-Garcia Coll pp. 137-140 only</p> <p>-Suarez-Orozco (immigrant children) http://pdk.sagepub.com/content/97/4/8.full</p> <p>-CARR book pp. 230-233 (Black English)</p> <p>-Rothstein-Fisch (bridging cultures)</p> <p>-Beccera (model minority stereotype)</p> <p><i>OP hours</i></p>	<p>DUE: School/Classroom Profile form (fill out form on Moodle about your OP Hours school & classroom; upload completed form to Moodle)</p> <p>-RR4 (Group A only): Apply 1-2 concepts about culture from Garcia Coll to help explain the challenges of immigrant English Learners (Suarez-Orozco) or students who speak Black English (Carr). How can teachers help these students? (1 para)</p>

<p>10/10 Week #7</p>	<p>Teaching for Diversity: Race, Racial ID, Racism Activity: Sharing & analyzing our personal race narratives [TPE 6.2]</p> <p>Racial identity Racism v prejudice Institutional racism -Teaching about race and racism [TPE 1.1, 2.1, 2.2, 2.3, 6.2, 6.7]</p> <p>-Midterm orient & study guide (group work)</p>	<p>READ: -Tatum 2 (pp. 1-13 only) -Letter from a Black Mom - Michie 2 (Liz) - Frey (“willful defiance” & suspensions - CA) - Will (rise in bigotry in schools)</p> <p><i>OP hours</i></p>	<p>-RR4 (Group B only): Reflect on your personal response to any aspect of racism or racial identity in Tatum 2 (p. 1-13 only) [TPE 6.2]</p>
<p>10/17 Week #8</p>	<p>MIDTERM in class (open book)</p>	<p>READ: -Carr book: re-read 1-7 <i>OP hours</i></p>	<p>Prep for midterm</p>
<p>10/24 Week #9</p>	<p>Improving Relevance & Relationships: Multicultural Education & Family Engagement - Banks’ categories for multicultural education -Tolerance v. transformation -Anti-bias teaching [TPE 1.3, 2.2, 6.2, 6.7]</p> <p>-School-family partnerships -Effective parent outreach programs & practices [TPE 1.2, 6.4]</p> <p>- Activity: Plan parent outreach program OR role play parent-teacher conferences [TPE 6.4]</p>	<p>READ: - Banks (MC ed) - Happy Holidays (2 pp.) - Speak Up at School: browse teacher info at http://www.tolerance.org/implementation-speak-up -King & Goodwin (cult. relevant parent involvement) - Auerbach (Latino parents) -Carr book: pp. 9-14 (introduces 3 people)</p> <p><i>OP hours (NOTE: LAUSD schools closed Fri., 3/31.)</i></p>	<p>• DUE: Fieldwork 1: The 5 C’s in the Classroom– 2.5-3 pp. w connection to 1 class reading - see p. 7 -RR 5, Group A only: Why does Banks criticize the “heroes and holidays” approach to multicultural ed? What would he like to see instead and what might be an example of that? (1 para) --RR 5, Group B only: What message do King & Goodwin OR Auerbach want to send to teachers about parent involvement? Briefly, give 2 examples of actions they recommend and explain how these connect to their message. (1 para)</p>
<p>10/31 Week #10</p>	<p>Improving Rigor: Accountability & Reform Debates - Testing & Accountability, ESSA</p>	<p>READ: -ESSA readings - Common Core (CCSS) readings - McNeil: ed. reform</p>	<p>--RR6, Group A only: What is Ravitch’s opinion of the reformers? How would she feel about Teach for America TFA) or the “no excuses” schools in the Carr book?</p>

	<p>- Common Core State Stds & debates</p> <p>- Ed reform movement</p> <p>- “No excuses” schools [TPE 2.5, 6.7]</p> <p>-KWL re: charter schools</p>	<p>overview</p> <p>http://www.edweek.org/ew/articles/2013/05/08/30debate_ep.h32.html</p> <p>- Ravitch (school reform movement)</p> <p>- Carr book: pp. (9-14 from last week), 33-34 + 37-43 (TFA), 48-51 (no excuses), 133-138 (teachers & reform)</p> <p><i>OP hours (NOTE: LAUSD spring break is 4/10-4/14.)</i></p> <p><i>OP hours (NOTE: LAUSD spring break is 4/10-4/14.)</i></p>	<p>Give 2-3 reasons to support your answer. (1 para)</p>
11/7 Week #11	<p>School Reform: Charter School Debates</p> <p>-Charters: history, trends, characteristics</p> <p>-Charter controversies [TPE 6.7]</p> <p>-Simulation/debate (mock faculty meeting on whether trad. school should convert to charter) [TPE 6.7]</p> <p><u>Final essay orientation</u></p>	<p>READ:</p> <p>- Charter school readings</p> <p>-Carr book: pp. 64-86 (Recovery School District, Walker HS, Sci Academy), 97-105 (KIPP)</p> <p>-Browse Green Dot Charter Schools info at www.greendot.org (focus on “About” & “Approach”) —</p> <p>-Cavanaugh (Green Dot performance) http://blogs.edweek.org/edweek/charterschoice/2012/05/network_of_green_dot_schools_raise_performance_study_finds.html?intc=es</p>	<p>• <u>DUE: Fieldwork 2: The New 3 R’s in the Classroom</u> (2.5-3 pp. w connection to 1 class reading) (see p. 7 for guidelines)</p> <p>- <u>RR 7, Group A & B: (Moodle Discussion Forum, due by class time):</u> How likely are charter schools generally to improve urban education, based on the charter school readings? [TPE 6.7]</p> <p>Give 2-3 reasons for your answer (1 para) and respond briefly to 1 other classmate</p>
11/14 #12	<p>Charter School Reform: New Orleans</p> <p>-10 years of charter reform in NOLA</p> <p>-NOLA schools debates [TPE 6.7]</p>	<p>READ:</p> <p>-New Orleans charter schools readings</p> <p>-Carr book: pp. 114-122 (Walker community school), 138-143 (special ed, Sci), 144-152 (KIPP)</p>	<p>-<u>RR 8, Group A & B:</u> How likely are NEW ORLEANS charter schools to improve urban education, based on the NOLA and Carr readings? [TPE 6.7]</p>

			<p>Give 2-3 reasons for your answer (1 para) and respond briefly to 1 other classmate.</p> <p>- VOTE your opinion on the 3 quick opinion poll questions on charter schools (Moodle)</p>
11/21 #13	<p>Charter School Reform: NOLA & Los Angeles</p> <p>-Debrief NOLA reform</p> <p>-Charters & other LA ed options</p> <p>-Broad Fdn. proposal and Great Public Schools Now [TPE 6.7]</p> <p>-Final essay orient</p>	<p>READ:</p> <p>-Carr book: 175-178 + 188-195 + 206-218 (college prep), 236-245+ 262-264 + 270-275 (reflecting back on year)</p> <p>-more NOLA readings</p> <p>-Los Angeles charter readings</p> <p>-Kerschner (NOLA vs. LA charters) http://blogs.edweek.org/edweek/on_california/2015/06/lessons_from_new_orleans_dont_copy.html</p> <p>-Janofsky (LA magnet schools) https://edsources.org/2016/la-unified-turning-to-magnet-schools-to-stem-enrollment-and-revenue-declines/563754?utm_source=May+11+digest+-+Sue&utm_campaign=Daily+email&utm_medium=email</p> <p>-Favot (Great Public Schools Now & LAUSD) http://laschoolreport.com/can-these-two-women-save-thousands-of-la-students-from-failing-schools/</p>	<p>-DUE by next Sunday, 4/30, midnight:</p> <p>Fieldwork 3: Teacher Interview (2-3 pp. w connection to 1 class reading, see p. 7- <u>need School Profile + 3 Fieldwork Reflections to pass 203</u>)</p> <p>- RR6, Group B only:</p> <p>What are a few key differences between Los Angeles & New Orleans when it comes to conditions for and treatment of charter schools, based on this week's readings? In your opinion, should L.A. allow the fast growth of charters? Why or why not? [TPE 6.7] (1 para)</p>
11/28 #14	<p>LAST CLASS - The Teaching Profession & YOU</p> <p>-Public image of teachers</p> <p>-TPEs: Teacher Performance Expectations</p> <p>-Working conditions</p> <p>- Teachers unions, teacher evaluation debates</p> <p>-Your goals as a teacher [TPE 6.1, 6.3, 6.7]</p>	<p>READ:</p> <p>- Rose (2 pp.- worth it!)</p> <p>- Carr book: pp. 280-290 (epilogue)</p> <p>Bring refreshments to share if you can!</p> <p><i>OP hours</i></p>	<p>-Fieldwork 3 due Sunday, 4/30 (see above)</p> <p>- If finished: OP Hours Doc. Log (timesheet) signed by teacher for 26 hours. If not finished, submit as scanned pdf on Moodle by Fri. 5/12.</p> <p>-OPTIONAL:Revisions of any homework graded 82 or below, responding to my comments to raise grade;</p>

	- Final Essay prep: plagiarism exercise etc.		HARD COPY only, attached to original draft - OPTIONAL for early feedback : outline or partial draft of Final Essay on New Orleans charter reform (see p. 9)
12/5 #15 NO CLASS	NO CLASS –WORK ON FINAL ESSAY	READ: - Review readings for final essay - Review Plagiarism Ppt (top of Moodle) <i>Finish OP hours; if not already submitted in class, scan OP Hours Log as pdf document and submit on Moodle by Friday 5/12; keep a copy for your records</i>	• OP Hours Documentation Log (if not already turned in): Submit on Moodle as scanned pdf by 5/12, 5pm (26 classroom hrs. signed by teacher) (REQUIRED TO PASS)
12/12 FINALS WEEK NO CLASS	FINALS WEEK, essay due <u>Tues., Dec. 12, 5pm</u> on Moodle (NO LATE WORK)	Final Essay due	• Final Essay (5-6 pp.) – see p. 9, also Plagiarism Ppt at top of Moodle) – Submit by Tues., Dec. 12, 5 pm to Moodle –NO LATE WORK, NO EXCEPTIONS except in cases of documented emergency where you have emailed me in advance. Essays not received by 6pm = FAIL.

ELPS 203 Model Syllabus-- Linking

TPE 1 Engaging and Supporting All Students in Learning

1.1- I: pages 6, 11, 12, 13 ; P: page 13; A: page 8

1.2- I: pages 14

1.3- I: pages 11, 14

1.5 - I: pages 7, 8, 9, 11; P: pages 7, 8, 9

1.6- I: pages 13

TPE 2 Creating and Maintaining Effective Environments

2.1- I: pages 6, 11

2.2- I: pages 6, 11, 13, 14

2.3- I: pages 6, 11, 12, 13

2.4- I: pages 6, 11

2.5- I: pages 8, 11, 15

2.6- I: pages 6, 11

TPE 3 Understanding and Organizing Subject Matter for Student Learning

N/A

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

N/A

TPE 5 Assessing Student Learning

N/A

TPE 6 Developing as a Professional Educator

6.1- I: pages 8, 16

6.2- I: pages 6, 7, 11, 14 P: pages 6, 14 A: page 7

6.3- I: pages 16

6.4- I: pages 14 P: pages 14

6.7- I: pages 9, 11, 12, 13, 14, 15, 16 P: pages 15, 16 A: page 9

Assignments Listed and Linked [1.1, 6.2, 6.7]

1.1 -link on A: p. 8

6.2 - link on A: p. 7

6.7 – link on A: p. 9

Assessments are included in assignment links