I. Rationale

The IU School of Education at Indianapolis is committed to improving the teaching and learning experiences of all students. We recognize that access to a high-quality education is dependent and intertwined with all students having effective and highly qualified teachers. The teacher workforce must reflect the diversity within our nation and effectively integrate the diverse backgrounds and knowledge therein in order to enhance students' academic achievement and overall school experiences (Dilworth & Coleman, 2014).

Research clearly demonstrates that improving teacher diversity positively impacts each and every student socially and academically. Teachers of color serve as role models for *all* students and prepare students to work in a multiracial and multilingual society. Additionally, teachers of color can improve the schooling experiences of students and contribute to improved academic outcomes. Teachers of color tend to: *(1) have higher expectations of students of color, (2) confront issues of racism; (3) serve as advocates and cultural brokers; and (4) develop more trusting relationships with students, particularly those with whom they share a cultural background* (USDOE, 2016).

Despite the important role teachers of color play in supporting students' academic success, every state has a higher percentage of students of color then teachers of color. Though students of color are expected to make up 56% of the public student population by 2024, the most recent US Department of Education Schools and Staffing survey found 82% of public school teachers identified as white (USDOE, 2016). In Indiana, the majority (88%) of teachers enrolling in teacher preparation programs identify as white (INDOE, 2016).

The *Grow Your Own (GYO)* program is an innovative approach to persistent challenges (e.g. shortage of teachers of color, staffing hard to fill positions) faced by school districts across our state. *GYO* is alternative transition to teach certification program that allows school districts to prepare para-educators and other classified employees with bachelor degrees to earn their Indiana teaching license while continuing to work full time. Though there are many reasons why people of color do not pursue teaching as a career, arguably a primary reason for the target audience for this program centers on lack of support. Once in a full time job, there are not support mechanisms in place to transition from full time, non-teaching positions in schools back into a teacher education programs (Bireda & Chait, 2011). Many potential teachers are placed in the untenable position of having to choose between pursuing career as teacher while supporting their families (which may include children in our public schools).

Clearly diverse teachers matter (Dilworth & Coleman, 2014; USDOE, 2016) and efforts currently exist to recruit teachers of color (e.g. Call Me Mister, Pathways2Teaching). The *GYO* program seeks to recruit and prepare an under used diverse source of potential teachers (e.g. para-educators, school administrative assistants, etc.) committed to serving students in our public schools. As an alternative licensure program the *GYO* initiative is an outgrowth of the mission of IUPUI to make significant contributions to the improvement of urban education. *GYO* improves equitable access by intentionally creating opportunities for more people of color to receive their teaching license and enter the teaching profession (Irizarry, 2007). Alternative certification

programs tend to enroll a more racially diverse population. Nationally, 35% of teacher candidates enrolled in alternative certification programs at Institutions of Higher Education are persons of color compared to 26% in traditional programs (USDOE, 2016). Currently, 18% of IUPUI SOE teacher candidates identify as persons of color.[1]

As a program of the School of Education at IUPUI, the *GYO* program will:

1) Address the persistent shortage of teachers of color
2) Serve as a proactive approach to develop a pool of highly qualified teachers
3) Limit the impact of the projected teacher 2025 teacher crisis/shortage (Sutcher et al., 2016)

These goals will be accomplished in collaboration with school districts. Specifically, the School of Education at IUPUI will partner with districts to:
1. Identify and recruit current employees who hold bachelor's degrees to earn their Indiana teaching licenses and create a pipeline of teachers who are more likely to stay in the district for a longer time (Bireda & Chait, 2011).
2. Create district level supports for participants to matriculate successfully through the program while maintaining full time employment.

II. Need

The school of education has been contacted by three school districts all interested in a model where they could partner with the school to help current employees transition into full time teaching. With one district, Lawrence, we received names of 35 current employees, multiple faculty had initial meetings with district personnel, and advisors did initial checks of students' transcripts. These meetings and discussion provided support that districts were indeed serious about working with the school to support current employees to get certification.

III. Admissions

To be admitted to the program, students will need to have a cumulative 2.5 GPA, passed the CASA exam, passed the CORE content exam in the area of licensure if the student is aiming to get a license for secondary teaching. Exceptions to the 2.5 GPA will be considered on a case by case—students with lower than a 2.5 GPA will need to have at least 5 years of experience as a district employee and to write an essay indicating supports already in place (or that they need in place) in order to be successful in the program. Overall, the cohort will need to have a combined GPA of 3.0. The program will get approval as a graduate level certificate and students who complete it can go on to complete a masters degree in education if they choose.

IV. Faculty Resources Required

The following faculty have been involved in the development of the program are the following: Dr. Crystal Morton, associate professor of mathematics education; Dr. Gina Yoder, associate

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[1] Based on spring 2017 enrollment for all TEP blocks

clinical professor of mathematics education; Dr. Monica Medina, associate clinical professor of multicultural education; Dr. Tambra Jackson associate professor of teacher education; Dr. Pat Rogan full professor of special education. These five faculty have committed significant time and resources in the development of the program and would continue to support through implementation. The program is also tied to our planned growth of the school of education at IUPUI as we move towards separation. We expect the investment of future resources in the form of faculty would likely be necessary to support the program's full potential.

References

Dilworth, M. & Coleman, M. (2014). *Time for a Change: Diversity Revisited*. Retrieved from https://www.nea.org/assets/docs/Time_for_a_Change_Diversity_in_Teaching_Revisited_(web).pdf.

U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, Policy and Program Studies Services (2016), *The State of Racial Diversity in the Educator Workforce*. Retrieved from https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf.

Indiana Department of Education, Blue Ribbon Teacher Commission (2016). *The Blue Ribbon Commission on the Recruitment and Retention of Excellent Educators*. Retrieved from http://www.doe.in.gov/blueribbon.

Bireda, S. & Chait, R. (2011). *Increasing Teacher Diversity: Strategies to Improve the Teacher Workforce*. Retrieved from https://www.americanprogress.org/issues/education/reports/2011/11/09/10636/increasing-teacher-diversity/.

Irizarry, J. (2007, Fall). "Home-growing" teachers of color: Lessons learned from a town-gown partnership. *Teacher Education Quarterly*, 87-102.

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.* Palo Alto, CA: Learning Policy Institute.

V.   Proposed Program Course Sequence (July – June)

	Secondary (21 hours)	Elementary (27 hours)
Summer	T510 *Learning and Learners* (3 hours)	T510 *Learning and Learners* (3 hours)
	K553 *Classroom management and behavior support* (3 hours)	K553 *Classroom management and behavior support* (3 hours)
Fall	T512 *Designing Instruction and Assessment* (3 hours)/M501 (1 hour)	T512 *Designing Instruction and Assessment* (3 hours)/M501 (1 hour)
	Content methods (3 hours)	L549 *Adv. Study Teaching Language Arts in Elementary School* (3 hours)
		E543 *Math in Elementary School* (3 hours)
Spring	K500 *Topical workshop in Special Education* (1 hour)	K500 *Topical workshop in Special Education* (1 hour)
	M550 *Student teaching* (3 hours)	M550 *Student teaching* (3 hours)
		E548/547 *Teaching of Elementary Science and Social Studies Curriculum* (3 hours)
Summer	T516 *Equitable Schools and Classrooms* (3 hours) T590 *Topical workshop* (1 hour)	T516 *Equitable Schools and Classrooms* (3 hours) T590 *Topical workshop* (1 hour)

Snapshot - Grow Your Own Elementary Sequence with T510, T512, T516 course objectives outlined

	Courses (27 cr.)	Sample of Key Objectives/Goals	Proposed Topics	Examples of Key Readings	Examples of Key Assessments
Summer	T510: Learning and Learners (3 cr.)	Articulate how attitudes, assumptions, and beliefs about learning and learners impact student learning. Appreciate the diversity and strengths in culturally, linguistically, and differently-abled students. Explain the role of family, culture, and community in schools. Develop capacity for inclusive, culturally relevant teaching. Identify historical, cultural, and current educational and political realities in policies, programs and practice for students of cultural, linguistic, learning, or economic diversity.	Attitudes and assumptions about learning and learners; historical and current educational and political realities; cultural, ethnically, linguistic, differently-abled, and economic diversity; and tools for addressing multiple learning factors—academic, literate, social/affective, and sociopolitical.	*Is Everyone Really Equal? An Introduction to Key Concepts of Social Justice Education.* By Ozlem Sensoy and Robin & DiAngelo. Teachers College Press. 2012. ISBN: 978-0-8077-5269-2 *Condition Critical: Key Principles for Equitable and Inclusive Education.* By Diana Lawrence-Brown and Mara Sapon-Shevin/ Teachers College Press. 2014. ISBN: 978-0-8077-5476-4	Critical Inquiry Investigation and Presentation
	K553: Classroom Management and Behavior Support (3cr.)				
Fall	T512: Designing Instruction and Assessment (3 cr.)/ M500 (1 hour)	Identify and reflect upon attitudes, assumptions, and beliefs related to designing instruction and assessment for urban settings, including curriculum and pedagogical practices, and articulate how these dispositions contribute to or hamper your ability to reach all learners.	Units of study; backward design; learning communities; project-based or self-directed learning; sustained reading, writing, and speaking; learning as social, context-dependent, and culturally	Duncan-Andrade, J. M. R., & Morrell, E. (2008). *The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools.* New York: Peter Lang. [Chapters 1, 2, & 3]	Analyze and confront inequities in student learning outcomes to identify goals for improvement. Investigate alternative curricular and instructional approaches

		Develop a deep and rich understanding of sociocultural theory and critical pedagogy as theoretical underpinnings of effective instruction and assessment for culturally, linguistically, economically, geographically, and learning diverse learners, leading to praxis, which requires ongoing cycles of teaching and reflection on teaching to grow as a teacher.	relevant activity; high quality small group learning tasks (joint productive activity); integrated curriculum; and Universal Design to differentiate instruction.	Tienken, C. H., & Zhao, Y. (2013). How common standards and standardized testing widen the opportunity gap. In P.L. Carter & K.G. Welner (Eds.), *Closing the opportunity gap: What America must do to give every child an even chance* (pp. 111-122). New York: Oxford University Press. Tyson, K. (2013). Tracking, segregation, and the opportunity gap: What we know and why it matters. In P.L. Carter & K.G. Welner (Eds.), *Closing the opportunity gap: What America must do to give every child an even chance* (pp. 169-180). New York: Oxford University Press.	and practices aligned with goal of creating more equitable, inclusive, and culturally responsive learning communities. Plan a unit of instruction with new curriculum features and pedagogical practices. Demonstrate or document the ability to effectively design instruction and assessment that engages all learners. Create an exhibition that communicates innovation in curriculum and pedagogy that demonstrates progress toward more equitable practices and inclusive learning.
	L549: Adv. Study Teaching Language Arts in Elementary School (3 cr.)				
	E543: Math in Elementary School (3 cr.)				
	K500 – Topical workshop in Special Education				

Spring	(1 cr.)				
	Student Teaching (3 cr.)				
	Teaching of Science (E548)/ Elementary Social Studies Curriculum (E547) (3 cr.)				
Summer	T516: Equitable Schools and Classrooms (3 cr.)	Develop the critical consciousness needed to promote equitable practices in classrooms and schools. Practice transformative professional learning with a focus on creating inclusive learning communities. Describe and interrogate teaching and school conditions using the framework for inclusive learning communities. Confront and revise dominant school narratives.	Advocates for Social Justice Teacher Action Research	Articles from the journal *Voices in Urban Education* *Equity by Design Briefs* published by the Great Lakes Equity Center	Classroom and School Assessment Action Research Project
	T590: Topical Workshop (1 cr.)				
	*Student Teaching	State requires minimum of 10 weeks (number of hours is not indicated) Currently, students teach for approximately 16 weeks. Since these candidates are already working in schools and interacting with students in various ways- and the district is supporting them by allowing them not to lose pay during their student teaching time – we suggest an hourly log be used to document student teaching time. Possible minimum = 200 hours of actual student teaching over the year. Now, 10 weeks = approx. 4 hours per day for 5 days = 20 hours per week x 10 weeks = 200 hours. If we spread 200 hours over 36 weeks (2 semesters) = 5.5 hours per week.			

Snapshot - Grow Your Own Secondary Sequence with T510, T512, T516 course objectives outlined

	Courses (21 cr.)	Sample of Key Objectives/Goals	Proposed Topics	Examples of Key Readings	Examples of Key Assessments
Summer	T510: Learning and Learners (3 cr.)	Articulate how attitudes, assumptions, and beliefs about learning and learners impact student learning. Appreciate the diversity and strengths in culturally, linguistically, and differently-abled students. Explain the role of family, culture, and community in schools. Develop capacity for inclusive, culturally relevant teaching. Identify historical, cultural, and current educational and political realities in policies, programs and practice for students of cultural, linguistic, learning, or economic diversity.	Attitudes and assumptions about learning and learners; historical and current educational and political realities; cultural, ethnically, linguistic, differently-abled, and economic diversity; and tools for addressing multiple learning factors—academic, literate, social/affective, and sociopolitical.	*Is Everyone Really Equal? An Introduction to Key Concepts of Social Justice Education*. By Ozlem Sensoy and Robin & DiAngelo. Teachers College Press. 2012. ISBN: 978-0-8077-5269-2 *Condition Critical: Key Principles for Equitable and Inclusive Education*. By Diana Lawrence-Brown and Mara Sapon-Shevin/ Teachers College Press. 2014. ISBN: 978-0-8077-5476-4	Critical Inquiry Investigation and Presentation
	K553: Classroom Management and Behavior Support (3cr.)				
Fall	T512: Designing Instruction and Assessment (3 cr.)/ M500 (1 hour)	Identify and reflect upon attitudes, assumptions, and beliefs related to designing instruction and assessment for urban settings, including curriculum and pedagogical practices, and articulate how these dispositions contribute to or hamper your ability to reach all learners. Develop a deep and rich understanding of sociocultural theory	Units of study; backward design; learning communities; project-based or self-directed learning; sustained reading, writing, and speaking; learning as social, context-dependent, and culturally relevant activity; high	Duncan-Andrade, J. M. R., & Morrell, E. (2008). *The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools*. New York: Peter Lang. [Chapters 1, 2, & 3] Tienken, C. H., & Zhao, Y. (2013). How common	Analyze and confront inequities in student learning outcomes to identify goals for improvement. Investigate alternative curricular and instructional approaches and practices aligned with goal of creating

		and critical pedagogy as theoretical underpinnings of effective instruction and assessment for culturally, linguistically, economically, geographically, and learning diverse learners, leading to praxis, which requires ongoing cycles of teaching and reflection on teaching to grow as a teacher.	quality small group learning tasks (joint productive activity); integrated curriculum; and Universal Design to differentiate instruction.	standards and standardized testing widen the opportunity gap. In P.L. Carter & K.G. Welner (Eds.), *Closing the opportunity gap: What America must do to give every child an even chance* (pp. 111-122). New York: Oxford University Press. Tyson, K. (2013). Tracking, segregation, and the opportunity gap: What we know and why it matters. In P.L. Carter & K.G. Welner (Eds.), *Closing the opportunity gap: What America must do to give every child an even chance* (pp. 169-180). New York: Oxford University Press.	more equitable, inclusive, and culturally responsive learning communities. Plan a unit of instruction with new curriculum features and pedagogical practices. Demonstrate or document the ability to effectively design instruction and assessment that engages all learners. Create an exhibition that communicates innovation in curriculum and pedagogy that demonstrates progress toward more equitable practices and inclusive learning.
	Content methods course (3 cr.)				
Spring	K500 – Topical workshop in Special Education (1 cr.)				
	Student Teaching (3 cr.)				
Summer	T516: Equitable Schools and Classrooms (3 cr.)	Develop the critical consciousness needed to promote equitable practices in classrooms and schools.	Advocates for Social Justice	Articles from the journal *Voices in Urban Education*	Classroom and School Assessment

		Practice transformative professional learning with a focus on creating inclusive learning communities.	Teacher Action Research	*Equity by Design Briefs* published by the Great Lakes Equity Center	Action Research Project
		Describe and interrogate teaching and school conditions using the framework for inclusive learning communities.			
		Confront and revise dominant school narratives.			
	T590: Topical Workshop (1 cr.)				
	Student Teaching	State requires minimum of 10 weeks (number of hours is not indicated) Currently, students teach for approximately 16 weeks. Since these candidates are already working in schools and interacting with students in various ways- and the district is supporting them by allowing them not to lose pay during their student teaching time – we suggest an hourly log be used to document student teaching time. Possible minimum = 200 hours of actual student teaching over the year. Now, 10 weeks = approx. 4 hours per day for 5 days = 20 hours per week x 10 weeks = 200 hours. If we spread 200 hours over 36 weeks (2 semesters) = 5.5 hours per week			

T510 LEARNING & LEARNERS

Section Number: Delivery: Face to face or Hybrid   Term: Dates:

INSTRUCTOR INFORMATION

Professor:

Email:

Email:

Office:

Home:

Cell: 3

Office hours: By appointment.

PROGRAM & COURSE INFORMATION

PROGRAM: Grow Your Own

COURSE NUMBER: EDUC T510

COURSE TITLE: Learning and Learners

CREDIT HOURS: 3

SYLLABUS: Spring 2017

COURSE DESCRIPTION

As the demographics of our communities change, schools need to become culturally responsive and inclusive of all learners. What role does a teacher play in this transformation? This course will take teachers on a personal quest to answer three questions: What does my identity have to do with my teaching? Who are my students? Why do achievement gaps persist among students at my school? This course addresses attitudes and assumptions about learning and learners; historical and current educational and political realities; cultural, linguistic, differently-abled, and economic diversity; and tools for addressing multiple learning factors—academic, literate, social/affective, and sociopolitical.

GOALS OF THE COURSE

This course lays the foundation for thinking about the ways students can be diverse and about the attitudes, assumptions and beliefs that position teachers and students. In this course, we employ critical inquiry as a way of learning, unlearning, and relearning about reaching all students and growing as professionals.

This course will take you on a personal quest to answer three questions:

> What does my identity have to do with my teaching?

> Who are my students?

> Why do achievement gaps persist among students at my school?

LEARNING OUTCOMES

Students will:

- Reflect on learning, learners, and teaching from multiple critical perspectives.
- Identify inequities in student learning outcomes and classroom opportunities.
- Deconstruct attitudes, assumptions, and ideas about learners.
- Articulate how attitudes, assumptions, and beliefs about learning and learners impact student learning.
- Appreciate the differences in culturally, linguistically, and differently-abled students.
- Explain the role of family, culture, and community in schools.
- Develop capacity for inclusive, culturally relevant teaching.
- Identify historical, cultural, and current educational and political realities in policies, programs and practice for students of cultural, linguistic, learning, or economic diversity.

PARTICIPANT EXPECTATION

Attendance and Assignments:

This course meets as a hybrid class with both face-to-face sessions and online modules. Face-to-face sessions will be identified on the course schedule. For most online modules, you will have a week or more to complete the assigned tasks before applying new learning in your field setting. Modules will be open on Canvas on Monday mornings, so you should get online on Mondays so you can see what you are expected to complete in terms of readings and learning engagements each week. Pay careful attention to the assignment deadlines provided in the modules.

Each module will involve collaborative interactions with other students in the course, and may require you to gather information from colleagues, mentors, and/or students at your school site. These are critical to your learning, so be an active participant in every module. Students who anticipate missing, or who miss the expected engagements, are asked to notify the instructor as soon as possible by e-mail and propose a plan for making up missed work. Your course grade requires you to be present during every face-to-face and online module and to complete all assignments on time.

Use of Help-Seeking Strategies:

Course participants are encouraged to use "help seeking" strategies, such as connecting with other classmates via threaded discussions, small group work sessions, e-mail or phone, whenever possible. You can call the IT Support Center where help is available 24 hours daily. Phone (317) 274-4357 Email: ithelp@iu.edu

TEXTBOOKS

Required texts:
Is Everyone Really Equal? An Introduction to Key Concepts of Social Justice Education. By Ozlem Sensoy and Robin & DiAngelo. Teachers College Press. 2012. ISBN: 978-0-8077-5269-2
Condition Critical: Key Principles for Equitable and Inclusive Education. By Diana Lawrence-Brown and Mara Sapon-Shevin/ Teachers College Press. 2014. ISBN: 978-0-8077-5476-4

We will also be reading a variety of articles, book chapters and viewing videos and websites.

TIMELINE AND ASSIGNMENTS

The course will be divided into four units. Each unit will be made up of one or more modules. See the Course Overview for a list of the specific assignments due each unit.

Unit One: The Entry Event

Unit Two: Identity and Schooling

Unit Quest Three: Connecting with Students to Promote Learning

Unit Four: The Socio-Cultural, Historical, and Political Realities of Schooling

GRADING CRITERIA AND STANDARDS

Quality work is an expectation!

Your goal should be to meet all of the specified requirements as described in the assignment sheets, but also to push yourself to go the extra mile in seeing the complexity in issues, being reflective in thought provoking ways, and generating insights and new questions.

All assignments should be completed to APA standards with citations and references included whenever ideas or language are borrowed from other authors.

The course will include the following assignments weighted as shown to total 100 points:

- Weekly Module Assignments – 63 points
- Critical Inquiry Presentation – 30 points
- Surveys and Final Evaluation –   7 points

Points will be recorded in the Gradebook for each assignment. The grading scheme does not include the use of percentages, so be prepared to disregard any information in the Gradebook that is based on percentages. Your grade will be determined by adding the points for each assignment.

Grading Scale:

A   95-100
A-   90-94
B+   87-89
B   83-86
B-   80-82
C+   77-79
C   73-76
C-   70-72
D+   67-69
D   63-66
D-   60-63
F   Below 60
C   73-76
C-   70-72
D+   67-69
D   63-66
D-   60-63
F   Below 60

Grading Standards:

A

Extraordinary   Extraordinary high achievement; shows unusually complete command of the subject matter, makes cogent arguments or generates meaningful insights, writing or representation is crafted to exceptionally high degree with attention paid to detail.

A-

Outstanding   Exceptionally thorough knowledge of the subject matter; outstanding performance, showing strong analytical abilities, writing or representation is crafted with attention paid to detail.

B+

Very good   Coherent discussion of subject matter, synthesizes what has been read or presented, well-organized, clearly articulated, very few errors or omissions.

B

Good   Successfully communicates information about the subject matter, draws some logical conclusions, demonstrates basic understanding of concepts or constructs under consideration, mostly well-organized, few errors or omissions.

B-

Minimally acceptable   Successfully communicates some information about the subject matter, demonstrates basic understanding of concepts or constructs under consideration, but these need further development. Problems with errors or omissions.

C

Unacceptable graduate work   Does not demonstrate mastery of concepts or constructs under consideration, does not successfully organize writing or presentations, multiple errors or omissions.

ADAPTIVE EDUCATIONAL SERVICES:

If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class. To request academic accommodations (for example, a note taker), students must register with Student Disability Services. This is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements.

Another resource is IU Information and Technology Services Office. For more information about the rights of people with disabilities, please visit http://campuslife.indiana.edu/DSS/.

PLAGIARISM & CHEATING POLICY:

Academic honesty is expected. Any incident of academic dishonesty will be forwarded to the Dean of Students, as per IU policy, for disciplinary action. Academic dishonesty may affect both your grade in this course as well as your enrollment status in the University. If you have any questions about what constitutes academic dishonesty, you should seek clarification from the IU Code of Student Rights, Responsibility and Conduct (*http://campuslife.indiana.edu/Code/index.html*) as soon as possible.

FIRST AMENDMENT FREEDOMS

It is the policy in this class to respect not only the right to religious expression, but also freedom of speech. You will not be penalized if your religious beliefs require you to be absent from class as long as you have notified the instructor in advance. In addition, you will not be graded based on your expressed political views, if you support your position with evidence, comply with evaluation criteria, and your comments do not express contempt for others in the classroom community (which would violate other university policies).

	Day of the Week: First Day	Day of the Week: Second Day
Week 1	**Date:** Introduction Unit 1 - The Entry Event **Module 1:** Who are we, as people and professionals? • Post a Photo Journal to VoiceThread (3 points*) • Share a written reflection about the Provocations in the forum discussion (3 points) • Read Chapter 2 and create Cultural Pie graph on Padlet (3 points) • Write a personal reflection about your goals for the course and turn it in (3 points)	**Date:** Unit 2 - Identity and Schooling **Module 2:** Prejudice, Oppression, and Privilege • Post a norm in the Chat Room (1) • Read Chapters 3-6 and contribute to the Double-sided journal (3) • Share a Critical Incident on VoiceThread (6) • Turn your Freewrite in as an assignment (3)
Week 2	**Date:** Unit 2 - Identity and Schooling **Module 3:** Prejudice, Oppression, and Privilege • Visit the Critical Incidences on VoiceThread • Contribute to the Forum on Prejudice, Oppression, and Privilege (3) • Read Chapters 7-9 Sensoy and DiAngelo and complete 1.2.3.4 Reflection • Add your 1.2.3.4 Reflection as an attachment to your Forum entry (3)	**Date:** Unit 2 - Identity and Schooling **Module 4:** Racism and Whiteness • View the Beyond Whiteness videos • Read your classmates' Forum entries and make 2 replies (3) • Read "I'm Still Angry" • Comment about what we are learning in the Chat Room (2) • Write a Promise Letter and upload it to Assignments (4)
Week 3	**Date:** Unit 3 – Connecting with Learners and Their Families **Module 5:** Knowing the Learners • Read *Condition Critical* - Introduction, Chapters 1 and 9 • Post your reflection on the *Condition Critical* forum (4) • Read two articles about funds of knowledge and deficit perspectives • View three videos about learners • Contribute to the Knowing the Learners Chart (3)	**Date:** Unit 3 – Connecting with Learners and Their Families **Module 6:** Putting On New Lenses • Read *Condition Critical* - Chapters 2 and 8 • View the Alejandro case study presentation • Participate in the Alejandro VoiceThread discussion (3)

	Day of the Week: First Day	Day of the Week: Second Day
Week 4	**Date:** Unit 3 - Connecting with Learners and Their Families **Module 7:** Learner Profiles and Action Plans • Read *Condition Critical* - Chapters 10 and 11 • Post your "What's going on? What next?" reflection to the forum? (4)	**Date:** Unit 4 - Cultural, Historical, and Political Realities of Schooling **Module 8:** Deconstructing the Systems of Privilege and Power • Complete the reading assignment • Read the Assignment Sheet for the Critical Inquiry Project • Share your idea for an inquiry in the Chat Room (2) • Create slides for the Introduction and Rationale of your project
Week 5	**Date:** Unit 4 - Cultural, Historical, and Political Realities of Schooling **Module 9:** Value new ways of caring, collaborating, advocating for, and empowering learners. • Complete the reading assignment • Find two additional resources related to your inquiry topic • Generate four points of critical analysis about your inquiry topic	**Date:** Unit 4 - Cultural, Historical, and Political Realities of Schooling **Module 10:** Work on Your Critical Inquiry Project • Create slides about your critical analysis of your topic. • Create slides about your transformative ideas. • Create a slide to show your references in APA format. Here's a link for help with APA formatting. • Narrate and post your presentations on VoiceThread. (30 points)
Week 6	**Date:** Unit 4 - Cultural, Historical, and Political Realities of Schooling **Module 11:** Sharing and Responding to Our Cultural Inquiries • View and respond to the VoiceThread Critical Inquiry presentations (6) • Post a reflection on Padlet (4)	**Date:** Unit 4 - Cultural, Historical, and Political Realities of Schooling **Module 12:** Quest Closing and Beyond • Post a final comment on Padlet (2) • Complete Course Evaluation (2)

• The course will be graded on the basis of 100 points. The points possible for each assignment are indicated in the parenthesis above.   The points will be awarded and recorded in the Gradebook as we progress through the course. You will be doing lots of activities and reflections early in the course. Then your time will need to be devoted to researching and preparing your Critical Inquiry Project.

T510 Learning and Learners References

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Lewis, C., Enciso, P.E., & Moje, E.B. (2007). *Reframing sociocultural research on literacy: Identity, agency and power.* Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

LeBlanc, D. (2013). *Expecting More From Teaching*: Deanna LeBlanc at TEDXUniversityofNevada. Retrieved from https://www.youtube.com/watch?v=JSR_H3cyahU

Miller, E. (2010). An Interrogation of the "If Only" Mentality: One teacher's deficit perspective put on trial. *Early Childhood Education Journal, 38*, 243-249.

National Center for Culturally Responsive Educational Systems (2008). Luis Gonzales Vignette.

National Center for Culturally Responsive Educational Systems (2008). Raynette Thompson Vignette.

National Center for Culturally Responsive Educational Systems (2008). Tyrell Vignette.

Nieto, S. (2008), Culture and Education. *Yearbook of the National Society for the Study of Education*, 107: 127–142.

Nieto, S. (2013). *Finding Joy in Teaching Students of Diverse Backgrounds: Culturally responsive and socially just practices in U.S. classrooms*. Portsmouth, NH: Heinemann.

Noguera, P. (2009). *How do Schools Promote Equity Among Students?* Retrieved from https://www.youtube.com/watch?v=wiEKs01ZIho

Pittel, J. (2011). *Autism in High School: Erika's Story*. Retrieved from https://www.youtube.com/watch?v=EQzttXnMuC8

Ravitch, D. (2011). *The death and life of the great American school system.* New York: Basic Books.

Silver, H., Strong, R., & Perini, M. (2001). *Tools for promoting active, in-depth learning*. New Jersey: The Thoughtful Education Press.

TakePart (2013). *I Am Education: Kids Tell All - Sammy*. Retrieved from https://www.youtube.com/watch?v=3v-8HvN5r1o

T512 INSTRUCTION & ASSESSMENT FOR ALL LEARNERS

Section Number   **Hybrid Course**   **Prerequisite Courses:**

INSTRUCTOR INFORMATION

Name:

Email:

Office:

Cell:

Office hours: By appointment.

COURSE INFORMATION

COURSE NUMBER: EDUC T512

COURSE TITLE: Instruction and Assessment for All Learners

CREDIT HOURS: 3

COURSE DESCRIPTION

In this course, students study how to maximize learning in diverse classrooms through curriculum, instruction, and assessment. Students will apply critical social theories and sociocultural principles of learning to design inclusive, engaging, relevant, and culturally responsive curriculum and instruction for all learners, including students learning English, students identified for special education services, and students considered to be gifted and talented. Students will expand their knowledge and skills related to conducting formative and summative assessments.

Course work encompasses units of study, backward design, learning communities, project-based and self-directed learning, learning as a social, context-dependent, and culturally relevant activity, high quality small group learning tasks (joint productive activity); and universally designed and differentiated instruction. The what, why, and how of making student-centered instruction appropriate for the full range of student learners are addressed.

GOALS OF THE COURSE

This course will build on the perspectives and skills developed in prior courses and will invite participants to:

1. Identify and reflect upon attitudes, assumptions, and beliefs related to designing instruction for urban settings, including curriculum, pedagogical, and assessment practices, and articulate how these dispositions contribute to or hamper your ability to reach and teach all learners.

2. Develop a deep and rich understanding of sociocultural theory and critical pedagogy as theoretical underpinnings of effective instruction for culturally, linguistically, economically, and learning diverse students, which requires ongoing cycles of teaching and reflection to grow as a teacher.

3. Interrogate teacher competencies for teaching in urban settings against the demands of subject-matter knowledge, pedagogical knowledge, and racial, ethnic, language acquisition, dis/ability, and cultural knowledge in order to generate plans for improving curriculum and instructional practices.

4. Design units of study and lesson plans that engage all students in meaningful, cognitively challenging, and language rich learning using critical sociocultural perspectives that affirm students' identities, disrupt unequal power relationships, and develop agency in the teaching-learning processes.

5. Build and demonstrate assessment literacy by designing, constructing, and evaluating various assessment approaches. Demonstrate an ability to strategically collect, analyze, and utilize for planning, evidence of student learning (cognitive, linguistic, and social/affective) gathered from students' engagement in centers, group work, as well as individual work.

As a teacher, you will seek your own answers to these questions:

- How do my practices ensure inclusive and equitable learning outcomes for <u>all</u> learners?

- How do my curriculum, instruction, and assessments reflect culturally relevant and responsive teaching?

PARTICIPANT EXPECTATION

Attendance and Assignments:

This course meets as a hybrid class with both face-to-face sessions and online modules. For most modules, you will have a week or more to complete the assigned tasks before applying new learning in your field setting. Modules will be open on Canvas on Monday mornings, so you should get online on Mondays so you can see what you are expected to complete in terms of readings and learning engagements each week. Pay careful attention to the assignment deadlines provided in the modules.

Each module will involve collaborative interactions with other students in the course, and may require you to gather information from colleagues, mentors, and/or students at your school site. These are critical to your learning, so be an active participant in every module. Students who anticipate missing, or who miss the expected online engagements, are asked to notify the instructor as soon as possible by e-mail and propose a plan for making up missed work. Your course grade requires you to be present during every module and to complete all assignments on time.

Professionalism Expectations:

<u>Attendance/Engagement:</u> Active learning is a central feature of this course. Being an engaged student requires being attentive and involved in all aspects of the learning process. You are expected to challenge yourself by deeply investigating issues in the readings and the learning activities.

<u>Collegiality and Responsibility</u>: You will be expected to respect professional responsibilities that are common in the field of education. For example, you need to practice confidentiality, respect diversity, and conduct yourself in a professional manner in all types of

communication (oral and written) with and about students, mentors, staff, administrators, instructors, or peers). It is part of the professional lives of teachers to accept criticism from peers, mentors, administrators, and instructors, and willingly work to overcome perceived weaknesses. Meeting deadlines is also a professional responsibility. *Late work may or may not be accepted, at the discretion of the instructor.*

Sensitivity to Equity Issues: As a professional you will be working with children, families, and colleagues who bring a variety of backgrounds, customs, attitudes and experiences to the learning situation. You need to develop skills that enable you to weave these differences into the fabric of learning. Respectful language is expected at all times.

Use of Help-Seeking Strategies:

Course participants are encouraged to call the IUPUI IT Support Center where help is available 24 hours daily (Phone (317-274-4357; Email: ithelp@iu.edu). You should connect with other classmates via threaded discussions, small group work sessions, e-mail or phone, as needed.

TEXTBOOKS

Required texts:

Duncan-Andrade, J. M. R., & Morrell, E. (2008). *The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools.* New York: Peter Lang. [Chapters 1, 2, & 3]

Herrera S.G., Cabral, R. M. & Murry, K.G. (2011). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students (Second Edition).* Boston: Pearson.

Required Chapters/Articles:

Howard, G. (2006). We can't teach what we don't know: White teachers, multiracial schools (2nd ed.). New York: Teachers College Press. [Chapter 7]

Lewison, M., Leland, C., & Hartse, J.C. (2008). *Creating critical classrooms: K-8 reading and writing with an edge.* New York: Lawrence Erlbaum Associates. [Chapter 2] Milner, H.R. (2015). *Rac(e)ing to class: Confronting poverty and race in schools and classrooms.* Cambridge, MA: Harvard Education Press. [Chapter 2: Instruction, pp. 67-112]

Tienken, C. H., & Zhao, Y. (2013). How common standards and standardized testing widen the opportunity gap. In P.L. Carter & K.G. Welner (Eds.), *Closing the opportunity gap: What America must do to give every child an even chance* (pp. 111-122). New York: Oxford University Press.

Gándara, P. (2013). Meeting the needs of language minorities. In P.L. Carter & K.G. Welner (Eds.), *Closing the opportunity gap: What America must do to give every child an even chance* (pp. 156-168). New York: Oxford University Press.

Reichert, M. & Hawley, R. (2010). Reaching boys: An international study of effective teaching practices. *Phi Delta Kappan, 91*(4), 35-40.

Tharp, R.G., Estrada, P., Dalton, S., & Yamauchi, L.A. (2000). *Teaching Transformed: Achieving Excellence, Fairness, Inclusion, and Harmony.* Boulder CO: Westview Press. [Chapter 6)

Tyson, K. (2013). Tracking, segregation, and the opportunity gap: What we know and why it

matters. In P.L. Carter & K.G. Welner (Eds.), *Closing the opportunity gap: What America must do to give every child an even chance* (pp. 169-180). New York: Oxford University Press.

Additional multimedia video clips and articles will be assigned based on your subject matter, grade level, and interest in designing your unit of instruction.

Useful Websites:
- Great Lakes Equity Center: http://glec.education.iupui.edu
- What Works Clearing House: http://ies.ed.gov/ncee/wwc
- Universal Design for Learning and Differentiated Instruction: http://www.cast.org/udl/
- Universal Design for Learning: http://www.udlcenter.org/
- RTI Action Network: http://www.rtinetwork.org
- National Association for Gifted Children: http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education
- Teachers of English to Speakers of Other Languages (TESOL): www.TESOL.org
- The Buck Institute for Education on Project-Based Learning: http://bie.org/

ASSIGNMENTS

The course will include the following assignments:

- Module Assignments
  - New Content – Focused on planning, teaching, and assessing lessons within the content area & grade level of licensure. Due to the variety of content areas and grade levels within the class, the module content includes both whole group and individual explorations and inquiry.
    Sample Module Topics: Universal Design for Learning, Differentiated Instruction, Critical Pedagogy, Inquiry-based Learning Approaches (including Project Based Learning), Using Ongoing Formative Assessment Data, Managing Learning Stations & Centers, Disciplinary Literacy Instruction, Lesson Design for Engaged Learning, Personalized Learning, Meaningful Summative & Standardized Assessments
  - Application in the Field – Various learning activities that connect new content to experiences in the classroom.
  - Feedback from varied sources (i.e., students, peers, mentors, instructors, coaches, parents)
  - Reflection on content, application in the field, and feedback

- Teaching Unit Project
  Prepare a unit of instruction; teach the unit; document and analyze student learning throughout the unit; document teaching practice with film clips, mentor observation notes, and student feedback; reflect on unit and develop professional growth goals.

- Multimedia Exhibition of Growth

  Throughout the course, participants will collect data on their beliefs and practices. They will reflect on and/or analyze the data within each module, using a variety of reflection protocols designed to increase their critical consciousness. The final

exhibition will draw upon these ongoing reflections, and communicate innovation in curriculum and pedagogy that demonstrates progress toward more equitable practices and inclusive learning. Exhibitions of growth are threaded throughout the program so students will be able to track and reflect on their progress.

GRADING CRITERIA AND STANDARDS

In this course, you will be evaluated based on participation in a learning process, demonstration of understanding and the ability to apply course competencies, and the creation of individual products. A variety of learning activities and assignments will be used to help you understand course concepts. Your goal should be to meet all of the specified requirements as described in the modules and assignment sheets, but also to push yourself to go the extra mile in seeing the complexity in issues, being reflective in thought provoking ways, and generating insights and new questions. Full credit is only available to those students who participate in all online components, meaningfully contribute to our community of learners, and complete assignments thoughtfully.

All assignments should be completed to APA standards with citations and references included whenever ideas or language are borrowed from other authors. Points will be recorded in the Gradebook for each assignment. Your grade will be determined by adding the points for each assignment.

Grading Scale:

    A   95-100
    A- 90-94
    B+ 87-89
    B   83-86
    B- 80-82
    C+ 77-79
    C   73-76
    C- 70-72
    D+ 67-69
    D   63-66
    D- 60-63
    F   Below 60
    C   73-76
    C- 70-72
    D+ 67-69
    D   63-66
    D- 60-63
    F   Below 60

Grading Standards:

A = **Extraordinary:** Extraordinary high achievement; shows unusually complete command of the subject matter, makes cogent arguments or generates meaningful insights, writing or representation is crafted to exceptionally high degree with attention paid to detail.

A- = **Outstanding:** Exceptionally thorough knowledge of the subject matter; outstanding performance, showing strong analytical abilities, writing or representation is crafted with attention paid to detail.

B+ = **Very good:** Coherent discussion of subject matter, synthesizes what has been read or presented, well-organized, clearly articulated, very few errors or omissions.

B = **Good: S**uccessfully communicates information about the subject matter, draws some logical conclusions, demonstrates basic understanding of concepts or constructs under consideration, mostly well-organized, few errors or omissions.

B- = **Minimally acceptable:** Successfully communicates some information about the subject matter, demonstrates basic understanding of concepts or constructs under consideration, but these need further development. Problems with errors or omissions.

C = **Unacceptable graduate work:** Does not demonstrate mastery of concepts or constructs under consideration, does not successfully organize writing or presentations, multiple errors or omissions.

TECHNOLOGICAL REQUIREMENTS:

You will be required to have access to a high-speed internet connection and quality microphone. The course will be delivered through the Canvas learning management system (https://canvas.iu.edu/lms-prd/app), which can be accessed through a web browser or mobile app. For information on accessing Canvas at IU go to this link: https://kb.iu.edu/d/bcwp. Additional software can be downloaded from IU Ware (iuware.iu.edu). A separate document will be provided, listing software and the online tools you will need to become familiar with. For example, you will use Googledoc, VoiceThread, Kultura, and Padlet.

ADAPTIVE EDUCATIONAL SERVICES:

If you need accommodations because of a disability, if you have emergency medical information to share, or if you need any other special arrangements, please inform the course instructor immediately. To request academic accommodations (for example, a note taker), students must register with Adaptive Educational Services at IUPUI. This is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for planning accommodations in cooperation with students and instructors, as needed and consistent with course requirements.

Another resource is the IU Information and Technology Services office. For more information about the rights of people with disabilities, please visit http://campuslife.indiana.edu/DSS/.

PLAGIARISM & CHEATING POLICY:

Academic honesty is expected. Any incident of academic dishonesty will be forwarded to the Dean of Students, as per IU policy, for disciplinary action. Academic dishonesty may affect both your grade in this course as well as your enrollment status in the University. If you have any questions about what constitutes academic dishonesty, you should seek clarification from the IU Code of Student Rights, Responsibility and Conduct *(http://campuslife.indiana.edu/Code/index.html)* as soon as possible.

FIRST AMENDMENT FREEDOMS

It is the policy in this class to respect not only the right to religious expression, but also freedom of speech. You will not be penalized if your religious beliefs require you to be absent from class as long as you have notified the instructor in advance. In addition, you will not be graded based on your expressed political views, if you support your position with evidence, comply with evaluation criteria, and your comments do not express contempt for others in the classroom community (which would violate other university policies).

THE WRITING CENTER

Occasionally, interns need assistance with writing skills and development in order to successfully complete the teacher education program. We urge you to consider your own needs and contact the Writing Center if writing has been a challenge for you, or becomes a challenge as you are asked to engage in different kinds of writing this semester. We may also make this suggestion after reviewing some of your written work. The number for the Writing Center is 274-2049.

ADDITIONAL RESOURCES

Carter, P. L., & Welner, K.G. (Eds.), *Closing the opportunity gap: What America must do to give every child an even chance*. New York: Oxford University Press.

Charlton, B. C. (2009). *Informal assessment strategies: Asking questions, observing students and planning lessons*. New York: Stenhouse Publishers. [Grades 3-9; **ISBN** 978-155138-181-7]

Cranton, P., & Taylor, E. W. (2012). Transformative learning theory: Seeking a more unified theory. In E. W. Taylor, P. Cranton, & Associates (Eds.), *The handbook of transformative learning: Theory, research, and practice* (pp. 3-20). San Francisco, CA: Jossey Bass.

Darling-Hammond, L. & Bransford, J. (Eds.) (2005). *Preparing teachers for a* changing world: What teachers should learn and be able to do. San Francisco, CA: Jossey-Bass.

Doorey, N. (2014). Common core assessments: What you need to know. *Educational* Leadership, 71(6), 57-60.

Gallagher, C.W. (2007). Reclaiming assessment: A better alternative to the *accountability agenda*. Portsmouth, NH: Heinemann.

Herman, J. L. (2008). Introduction to special issue. *Educational Assessment, 13*(2-3), 77-79).

Dean, J. (2013). Living algebra, living wage. In E. Gutstein & B. Peterson (Eds.), Rethinking mathematics: Teaching social justice by the numbers (2nd ed.) (pp. 67-77). Milwaukee, WI: Rethinking Schools, Ltd.

Dong, Y. R. (2013). The bridge of knowledge. *Educational Leadership, 71*(4), 30-37.

Duncan-Andrade, J. M. R., & Morrell, E. (2008). *The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools*. New York: Peter Lang. [Chapters 1, 2, & 3]

Ettling, D. (2012). Educator as change agent: Ethnics of transformative learning. In E. W. Taylor, P.

Cranton, & Associates (Eds.), *The handbook of transformative learning: Theory, research, and practice* (pp. 536-551). San Francisco, CA: Jossey Bass.

Freire, P. (1994). *Pedagogy of the oppressed*. New York: Continuum.

Gallimore, R., & Tharp, R. (1990). Teaching mind in society: Teaching, schooling, and literate discourse. In L.C. Moll (Ed.), *Vygotsky and education: Instructional implications and applications of sociohistorical psychology* (pp. 175-205). New York, NY: Cambridge University Press.

Gamm, S. Elliot, J., Halbert, H, Price-Baugh, R., Hall, R., Waltson, D., Uro, G., & Casserly, M. (2012). *Common core state standards and diverse urban students: Using multi-tiered*

systems of support. Retrieved from the Council of Great City Schools website: http: www.cgcs.org/domain/87.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.

Giroux, H. A. (1988). *Teachers as intellectuals: Toward a critical pedagogy of learning.* Westport, CT: Bergin & Garvey Publishers, Inc.

Giroux, H. A. (2013). *America's education deficit and the war on youth.* New York: Monthly Review Press.

Goldenberg, C. (2008). Teaching English language learners: What the research does—and does not—say. *American Educator, 2*(2), 8-23, 42-44.

González, N., Moll, L. C, & Amanti, C. (2005). *Funds of knowledge: theorizing practices in households, communities, and classrooms.* Mahwah, N.J.: L. Erlbaum Associates.

Hall, T. E, Meyer, A., & Rose, D. H. (2012). *Universal design for learning in the classroom: practical applications*. New York: Guilford Press.

Horwitz, A.R., Uro, G., Price-Baugh, R., Simon, C., Uzzell, R., Lewis, S., & Casserly, M. (2009, October). *Succeeding with English language learners: Lessons learned from the Great City Schools.* Retrieved from the Council of Great City Schools website: http://www.cgcs.org/publications/ELL_Report09.pdf

Howard, G. R. (2006). *We can't teach what we don't know: White teachers, multiracial schools* (2nd ed.). New York: Teachers College Press.

Lawrence-Brown, D. & Sapon-Shevin, M. (2014). *Condition critical: Key principles for equitable and inclusive education.*

Leonardo, Z. (2004). Critical social theory and transformative Knowledge: The functions of criticism in quality education. *Educational Researcher, 33*(6), 11-18.

Levine, H.T., Howard, E.R., & Moss, D.M. (2014). *Preparing classroom teachers to succeed with second language learners: Lessons from a faculty learning community.* New York: Routledge.

Lewison, M., Flint, A. S., & Van Sluys, K. (2002). Taking on critical literacy: The journey of newcomers and novices. *Language Arts, 79*(5), 382-392.

Lewison, M., Leland, C., & Harste, J. C. (2008). *Creating critical classrooms: K-8 reading and writing with an edge.* New York: Lawrence Erlbaum Associates.

McCready, L. T. (2009). Social justice education for Black male students in urban schools: Making space for diverse masculinities. In W. Ayers, T. Quinn, and D. Stovall (Eds.), *Handbook of social justice education* (pp. 332-344). New York: Routledge.

McGonigal, K. (2005). Teaching for transformation: From learning theory to teaching strategies. *Speaking of teaching, 14*(2). Retrieved from http://www.stanford.edu/dept/CTL/Newsletter/transformation.pdf

McLaren, P. & Kincheloe, J. L. (Eds.) (2007). *Critical pedagogy: Where are we now?* New York: Peter Lang.

Moje, E. B., & Lewis, C. (2007). *Examining opportunities to learn literacy: The role of critical sociocultural literacy research.* In C. Lewis, P. Enciso, & E. B. Moje (Eds.), *Reframing sociocultural research on literacy: Identity, agency, and power* (pp. 15-48). Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers. (Retrieve also from *http://www-personal.umich.edu/~moje/pdf/Journal/ExaminingOpportunitiesToLeanLiteracy.pdf*)

Milner IV, H.R. (2013). Rethinking achievement gap talk in urban education, *Urban Education*, 48*(1),* 3-8.

Milner IV, H.R. (2015). *Rac(e)ing to class: Confronting poverty and race in schools and classrooms.* Cambridge, MA: Harvard Education Press.

Nichols, S. L., & Berliner, D. C., (2007). Collateral damage: How high-stakes testing corrupts America's schools. Cambridge, MA: Harvard Education Press.

O'Malley, J.M., & Valdez Pierce, L. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. White Plains, NY: Addison-Wesley Publishing Company.

Pitoniak, M. j., Yong, J. W., Martiniello, T. C., King, A. B., & Ginsburgh, M. (2009). Guidelines for the assessment of English language learners. Retrieved from www.ets.org/ellguidelines.

Palmer, P. J. (2006, April 21). The Heart of a teacher: Identity and integrity in teaching.   Retrieved from www.nvcc.edu/.../Parker_Palmer_on_Teaching_and_Learning.pdf

Rapp, W. H. (2014). *Universal design for learning in action: 100 ways to teach all learners*. Baltimore, Maryland: Paul H. Brookes Publishing Co.

Rodriguez, L. R. (2012). "Everybody grieves, but still nobody sees": Toward a praxis of recognition for Latina/o students in U.S. schools. *Teachers College Record, 114* (1). Advanced online publication. ID Number: 16209. Date accessed: 11/5/2011.

Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. New York: Oxford University Press.

Saunders, W.M., & Goldenberg, C. (1999). *The effects of instructional conversations and literature logs on the story comprehension and thematic understanding of English proficiency and limited English proficient students.* Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.

Smagorinsky, P. (2013). What does Vygotsky provide for the 21st-century language arts teacher? *Language Arts, 90*(3), 192-204.

Smith, M. E., Teemant, A., & Pinnegar, S. (2004): Principles and practices of socioculturalassessment: Foundations for efffective   strategies for linguistically diverse classrooms. *Multicultural Perspectives*, *6*(2), 38-46. Retrieved from http://dx.doi.org/10.1207/s15327892mcp0602_8.

Stiggins, R.J. (2002). Assessment crisis: The absence of assessment FOR learning. *Phi Delta Kappan, 83*(10), 758-765.

Stiggins, R.J. (2005). From formative assessment to assessment learning. *Phi Delta Kappan, 87*(4), pp.324-328.

Stiggins, R.J. (2014). Improve assessment literacy outside of schools too. *Phi Delta Kappan, 69*(2), pp.67-72.

Sleeter, C. E. (2008). Preparing White teachers for diverse students. In M. Cochran-Smith, S. Feiman-Nemser, D.J. McIntyre, & K.E. Demers (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts (3rd ed.)* (pp. 559-582). New York: Routledge, Taylor & Francis Group and the Association of Teacher Education.

Teemant, A., & Hausman, C. (2012). [Teacher pedagogy and student achievement in the context of critical sociocultural instructional coaching]. Unpublished raw data.

Teemant, A., Smith, M.E., & Pinnegar, S. (2003).   *Assessment for Linguistically Diverse Students: Instructional Guide* (2nd ed.). Provo, UT: Brigham Young University. [This will often be referred to as the Course Notebook]

Tharp, R.G. (2012). *Delta theory and psychosocial systems: The practice of influence and change.* New York, New York: Cambridge University Press.

Tharp, R. G., Estrada, P., Dalton, S. S., & Yamauchi, L. (2000). *Teaching transformed: Achieving excellence, fairness, inclusion, and harmony*. Boulder, CO: Westview Press.

Tomlinson, C. A. (2014). The bridge between today's lesson and tomorrow's. *Educational Leadership, 71*(6), 10-15.

Tomlinson, C.A., & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Villegas, A. M., & Lucas, T. (2007). The culturally responsive teacher. *Educational Leadership, 64*(6), 28-33.

Vygotsky, L.S. (1997). *Educational psychology.* Boca Raton, Florida: St. Lucie Press.

WIDA. (2012). 2012 Amplification of the English Language Development Standards: Kindergarten-Grade 12. Retrieved from http://www.wida.us/standards/eld.aspx

Zwiers, J., O'Hara, J., & Pritchard, R. (2013, December). Eight essential shifts for teaching common core standards to academic English learners. Retrieve from the Academic Language Development Network: http://aldnetwork.org/news/eight-essential-shifts-teaching-common-core-standards-academic-english-learners.

Wiggins, G., & McTighe, J. (2005). *Understanding by design (2nd ed.)*. Upper Saddle River, New Jersey: Pearson Education, Inc.

Young, J. W., & King, T. C. (2008). Testing accommodations for English language learners: A review of state and district policies. College Board Research Report No. 2008-06 ETS RR-08-48. Retrieve from www.collegeboard.com

T516 EQUITABLE SCHOOLS AND CLASSROOMS

Section Number   Online Course   Prerequisite Courses:

INSTRUCTOR INFORMATION

Name:

Email:

Office:

Cell:

Office hours: By appointment.

PROGRAM & COURSE INFORMATION

COURSE NUMBER: EDUC T516

COURSE TITLE: Equitable Schools and Classrooms

CREDIT HOURS: 3

COURSE DESCRIPTION

In this capstone course, the course participants take on the role of advocates for social justice, working either independently or collaboratively on an action plan to create more inclusive learning opportunities for students who are not well-served by current practices. Course participants critically interrogate current practices (Who benefits?), confront dominate narratives (Why this way?), and generate new possibilities for equitable teaching (What alternatives are working for others?) Participants will implement a changed practice, document its revision and impact on learners, and reflect on new insights and next steps. As a final service to their schools and the educational community, course participants will design professional development webinars, which synthesize their learning from the program courses and demonstrate their progress toward more equitable practices and inclusive learning.

GOALS OF THE COURSE

This course will build on the perspectives and skills developed in the prior courses. This course will invite you to:

- Develop the critical consciousness needed to promote equitable practices in classrooms and schools.

- Practice transformative professional learning with a focus on creating inclusive learning communities.

As a teacher, you will seek your own answers to these questions:

- What will I change to make my practice more equitable for <u>each and every </u>learner?
- How do the changes in my practice impact the learning of <u>each and every </u>learner?

LEARNING OUTCOMES

Students will:

- Participate in the professional learning community formed by the class.
- Describe and interrogate teaching, school context, and resulting conditions and outcomes of schooling using the framework for inclusive learning communities.
- Confront and revise dominant school narratives.
- Investigate alternative practices suited to your revised assumptions to learn how they are working in other environments.
- Plan and engage in action research project
- Document the change process and its outcomes.
- Create an exhibition that communicates your progress toward more equitable practices and inclusive learning.

PARTICIPANT EXPECTATION

Attendance and Assignments:

This hybrid course combines face-to-face and asynchronous online modules. Each week you should plan to get online to see what you are expected to complete in terms of readings and learning engagements. Pay careful attention to the assignment deadlines provided in the modules. Each module will involve collaborative interactions with other students. These are critical to your learning and the learning of the class, so make every effort to be an active participant. If you do have to be out for any reason, please advise your professor of the reason for being absent the learning community. (I do understand that life can get complicated. If you run into a legitimate roadblock that keeps you from turning your work in on time, please send me an email explaining your situation. I will work with you to adjust the deadline.) You can only expect an A in the course if you are present during every waypoint or you complete all the assignments on time.

Use of Help-Seeking Strategies:

Course participants are encouraged to use "help seeking" strategies, such as connecting with other classmates via threaded discussions, small group work sessions, e-mail or phone, whenever possible. You can call the IT Support Center where help is available 24 hours daily. Phone (317) 274-4357   Email: ithelp@iu.edu

TEXTBOOKS

Required texts:

The reading assignments for this course will include one of the following issues of the journal *Voices in Urban Education*.

"In each issue of this journal, you'll find cutting-edge analysis of a vital issue in urban education; diverse voices, including leading education writers and thinkers as well as unconventional and seldom-heard voices; and provocative debate about improving urban education."

http://vue.annenberginstitute.org/

- Time for Equity: Expanding Access to Learning (Voices in Urban Education 40)
- English Language Learners: Shifting to an Asset-Based Paradigm (Voices in Urban Education 37)
- Collective Practice, Quality Teaching (Voices in Urban Education 27)

You will also read one of the Equity by Design Briefs published by the Great Lakes Equity Center.

http://glec.education.iupui.edu/publications.html

"Equity by Design briefs synthesize current research and practice to provide stakeholders with accessible information in the fields of educational reform and culturally responsive pedagogy. Research-based information is presented in ways that have immediate relevance and applicability to school contexts."

- Developing Critical Consciousness through Professional Learning
- Re-mediating the Role of School-Family Partnerships in Systemic Change within Culturally Responsive Positive Behavior Interventions & Supports
- Using Peer-Mediated Learning to Advance Equity for All Students
- Engaging School Communities in Critical Reflection on Policy

Other readings will be assigned based on your grade level and interest for a curriculum project to carry out in your classroom or school. See the bibliography for some of the choices.

TIMELINE AND ASSIGNMENTS

The course will be divided into learning modules. Each module will have its own objectives and assignments. See the Course Overview for a list of the specific assignments due for each module. The course will include the following assignments weighted as shown to total 1000 points:

- Weekly Module Assignments—30%
- Social Justice Action Research Project—40%
- Webinar Presentation—20%
- Quizzes, Surveys, and Final Evaluation—10%

GRADING CRITERIA AND STANDARDS

In this course, you will be evaluated based on participation in a learning process, demonstration of understanding and the ability to apply course competencies, and the creation of individual products. A variety of learning activities and assignments will be used to help you understand course concepts. Your goal should be to meet all of the specified requirements as described in the modules and assignment sheets, but also to push yourself to go the extra mile in seeing the complexity in issues, being reflective in thought provoking ways, and generating insights and new questions. Full credit is only available to those students who participate in all online components, meaningfully contribute to our community of learners, and complete assignments thoughtfully.

All assignments should be completed to APA standards with citations and references included whenever ideas or language are borrowed from other authors. Points will be recorded in the Gradebook for each assignment. Your grade will be determined by adding the points for each assignment.

Grading Scale:

> A 95-100
> A- 90-94
> B+ 87-89
> B 83-86
> B- 80-82
> C+ 77-79
> C 73-76
> C- 70-72
> D+ 67-69
> D 63-66
> D- 60-63
> F Below 60
> C 73-76
> C- 70-72
> D+ 67-69
> D 63-66
> D- 60-63
> F Below 60

Grading Standards:

A = **Extraordinary**   Extraordinary high achievement; shows unusually complete command of the subject matter, makes cogent arguments or generates meaningful insights, writing or representation is crafted to exceptionally high degree with attention paid to detail.

A- = **Outstanding**   Exceptionally thorough knowledge of the subject matter; outstanding performance, showing strong analytical abilities, writing or representation is crafted with attention paid to detail.

B+ = **Very good** Coherent discussion of subject matter, synthesizes what has been read or presented, well-organized, clearly articulated, very few errors or omissions.

B = **Good** Successfully communicates information about the subject matter, draws some logical conclusions, demonstrates basic understanding of concepts or constructs under consideration, mostly well-organized, few errors or omissions.

B- = **Minimally acceptable** Successfully communicates some information about the subject matter, demonstrates basic understanding of concepts or constructs under consideration, but these need further development. Problems with errors or omissions.

C = **Unacceptable graduate work** Does not demonstrate mastery of concepts or constructs under consideration, does not successfully organize writing or presentations, multiple errors or omissions.

TECHNOLOGICAL REQUIREMENTS:

You will be required to have access to a high-speed internet connection and quality microphone. The course will have some modules delivered through the Canvas learning management system (https://canvas.iu.edu/lms-prd/app), which can be accessed through a web browser or mobile app. For information on accessing Canvas at IU go to this link: https://kb.iu.edu/d/bcwp. Additional software can be downloaded from IU Ware (iuware.iu.edu). A separate document will be provided, listing software and the online tools you will need to become familiar with. For example, you will use Googledoc, VoiceThread, Kultura, and Padlet.

ADAPTIVE EDUCATIONAL SERVICES:

If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class. To request academic accommodations (for example, a note taker), students must register with Student Disability Services. This is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements.

Another resource is IU Information and Technology Services Office. For more information about the rights of people with disabilities, please visit http://campuslife.indiana.edu/DSS/.

PLAGIARISM & CHEATING POLICY:

Academic honesty is expected. Any incident of academic dishonesty will be forwarded to the Dean of Students, as per IU policy, for disciplinary action. Academic dishonesty may affect both your grade in this course as well as your enrollment status in the University. If you have any questions about what constitutes academic dishonesty, you should seek clarification from the IU Code of Student Rights, Responsibility and Conduct (*http://campuslife.indiana.edu/Code/index.html*) as soon as possible.

FIRST AMENDMENT FREEDOMS

It is the policy in this class to respect not only the right to religious expression, but also freedom of speech. You will not be penalized if your religious beliefs require you to be absent from class as long as you have notified the instructor in advance. In addition, you will not be graded based on your expressed political views, if you support your position with evidence, comply with evaluation criteria, and your comments do not express contempt for others in the classroom community (which would violate other university policies).

THE WRITING CENTER

Occasionally, interns need assistance with writing skills and development in order to successfully complete the teacher education program. We urge you to consider your own needs and contact the Writing Center if writing has been a challenge for you, or becomes a challenge as you are asked to engage in different kinds of writing this semester. We may also make this suggestion after reviewing some of your written work. The number for the Writing Center is 274-2049.

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