

MEMORANDUM

TO: Committee on Academic Programs (CAP)
FROM: Steering Committee
RE: Proposed five-year program in Urban Education
DATE: November 1, 2017

Background:

The Department of Educational Administration and Secondary Education has developed the attached proposal for a new five-year program in Urban Education. This proposal has been unanimously endorsed by the School of Education, TEC, and GPC. The Departments of English, History, and Mathematics and Statistics were also consulted. The next step in the program approval process for consideration of this program is a review by CAP.

Charge:

CAP should consider whether all units that might be affected by the proposal have been consulted and whether the proposal is consistent with the College's mission. If CAP determines that additional testimony is required, then CAP should solicit this testimony from the appropriate units. If CAP agrees that all affected units have been consulted and that the new program is consistent with the College's mission, it may prepare a final recommendation without seeking further testimony.

Testimony Tier: Tier I.

Timeline:

CAP should complete its work on this charge by the end of Fall, 2017.

TCNJ Governance Processes

Step 1 – Steering issues a charge

Step 2 - Governance prepares a Preliminary Recommendation

Once the appropriate standing committee or council has received the charge, it should start by collecting data needed to make a preliminary recommendation. It should receive input from affected individuals and all relevant stakeholder groups prior to making a preliminary recommendation. For issues that have broad implications or that affect a large number of individuals, initial testimony should be solicited from the campus community at large. For some issues, sufficient initial testimony may come from input through committee membership or solicitation from targeted constituent groups.

When, in the best judgment of the committee, adequate clarity of the principles contributing to the problem are known, a preliminary recommendation should be drafted and disseminated to the campus community.

Step 3 – The Relevant Stakeholders provide Testimony

Once a preliminary recommendation has been completed, the standing committee or council should seek testimony from the campus community. The testimony should be gathered in accordance with the Testimony Tier (see page 24) assigned to the issue by Steering.

For issues that require public testimony from the campus community, the chair of the standing committee or council should approach the president of the appropriate representative bodies to schedule the next available time slot at a meeting of that body.

Testimony should be gathered in a way that allows stakeholders to weigh in fully on the issue. Members of the standing committee or council that wrote the preliminary recommendation should be present to hear and record the testimony.

Step 4 – Governance prepares a Final Recommendation

Once the standing committee or council has received appropriate testimony, it should revise the preliminary recommendation into a final recommendation. Once the final recommendation is complete, the standing committee or council should use sound judgment to determine whether or not more public testimony is required. If, in its feedback to the original preliminary recommendation, a stakeholder representative body requests to review an issue again, the committee or council is bound to bring it back to that body. If a full calendar year has passed since the formal announcement of the preliminary recommendation, the committee must resubmit a preliminary recommendation to the campus community.

When the committee or council has completed the final recommendation, it should forward it to the Steering Committee. The final recommendation should be accompanied by a cover memo that summarizes the initial charge, how testimony was gathered and the nature of that testimony, and how the committee responded to that testimony, including a description of how the preliminary recommendation evolved as a result of testimony.

Step 5 – Steering considers the Final Recommendation

Step 6 – The Provost and/or President and Board consider the Final Recommendation

Step 7 – Steering notifies the Campus Community

Testimony Tier I – The issue requires minimal testimony from the campus community. The assigned council or committee should consult with relevant stakeholders before preparing the final recommendation, but there is no need for surveys or open fora.

For a complete description of all steps and of the other testimony tiers, see Governance Structures and Processes, 2017 Revision, pages 21 – 24.



October 23, 2017

To: Jacqueline Taylor, Ph.D.
Provost & Vice President for Academic Affairs, Co-Chair Steering Committee
Cynthia Curtis, Ph.D.
Professor of Mathematics, Co-Chair Steering Committee

From: Suzanne McCotter, Ph.D. 
Dean, School of Education

RE: 5-Year Secondary Urban Education Program

The School of Education is pleased to support the new Secondary Urban Education program proposed by the Department of Educational Administration & Secondary Education. As affected units, the deans of the School of Humanities & Social Sciences and the School of Science were consulted in the creation of this proposal. Emails stating their review of this proposal have been attached. We believe this program will nicely supplement the existing Elementary Urban Education and Early Childhood Urban Education programs by providing the opportunity for our students to specialize in teaching urban areas of all grade levels.

On behalf of the EASE department and the entire School of Education, I thank you, in advance, for your consideration of this proposal.

NARRATIVE PROPOSAL

Introduction: Jonathan Davis, Marissa Bellino, and Lina Richardson in the Department of Educational Administration and Secondary Education (EASE) at The College of New Jersey (TCNJ) are developing a new 5-Year Master's degree program that would offer K-12 content-area certification and a Master's of Arts in Teaching Urban Education degree for students who are planning to teach in urban secondary schools. While the state of New Jersey offers all secondary education content teachers K-12 content-specific certification, our program will focus on the preparation of middle and high school teachers. Our partner Urban Education program in the Elementary and Early Childhood Education (EECE) department will be preparing K-6 urban educators. This will allow all students in the School of Education to have access to an Urban Education major for their desired grade level.

This proposal breaks down: (A) the background that led to the development and proposal of a 5-Year Urban Education Master's program in Secondary Education; (B) the Assessment Plan highlighting the program's desired learning outcomes and evaluation plan; (C) how the proposed program supports and extends TCNJ's mission and strategic plan; (D) the need for the program within the state and at TCNJ; (E) the anticipated students who will enter the program, how they are supported, and how they will be recruited and retained; (F) the resources needed to run and administer the program; and (G) the degree requirements for students to complete the program.

A. Background and Objectives:

Faculty in Elementary and Early Childhood Education developed a 5-year Urban Education Master's program that began in 2009 as an outgrowth of a federal grant and growing faculty and student interest in supporting schools and students from historically underperforming and under resourced neighborhoods. Since its inception, their program, which offers a Master's of Arts in Teaching in Urban Education and English as a Second Language (ESL) certification, has grown from one student in 2009 to 75 last semester (Table 1).

Because of growing student and faculty interest for an urban education program in EASE, we see a need for an EASE equivalent to extend the reach of the EECE program. Responding to this demonstrated need, Former Dean Jeff Passe of the School of Education, in collaboration with EASE and EECE, hired two new faculty beginning in the Fall of 2016 (Marissa Bellino and Lina Richardson) to work in collaboration with both departments to create a Secondary Urban Education program. By providing a 5-Year Master's in Secondary Urban Education, TCNJ will be uniquely suited to offer any prospective student interested in teaching in urban schools, K-12, a 5-year Master's program in urban education. If approved, this program will be the first to offer Secondary Education majors an opportunity to stay at TCNJ for a fifth year to earn a Master's degree.

Table 1. Enrollment Data for Students in the EECE Urban Education Program.

Fall 2016 Urban Education students (including transfers)		Spring 2017 Urban Education	
First Year	17	First Year	15
Sophomore	19	Sophomore	17
Junior	14	Junior	12
Senior	20	Senior	25
Graduate	6	Graduate	6
Total	76	Current Total	75

The proposed degree program will fill a gap for prospective and current TCNJ pre-service teachers seeking to work in secondary urban schools.

B. Evaluation and Learning Outcomes Assessment Plan:

1. Institutional and Program-Level Learning Goals

This program is driven by the development of and relationship between institutional-level and program-level learning goals. The institutional-level goals reflect program and learning goals as established by TCNJ as an entire college and program-level goals reflect the specific goals of the Secondary Urban Education program. The institutional-level goals were adapted from TCNJ's Liberal Learning requirements (<https://liberallearning.tcnj.edu>) and reflect the same institutional-level goals used by EECE's Urban Education program. The program-level goals reflect TCNJ's School of Education's Conceptual Framework (<http://education.pages.tcnj.edu/files/2012/03/SOEconceptualframeworkrevFeb07.pdf>) and have been adapted to address specific goals of the Urban Education program.

Institutional-Level Goals:

1. Students should think critically about what it means to be human, and to explore and interpret the human place in the universe.
2. Students should understand the social context within which they live, and understand how the social dynamics of human behavior and the structures of social institutions influence beliefs and actions.
3. Students should understand how social contexts change over time and how human events have been, and continue to be, shaped by social and historical forces.
4. Students will be able to demonstrate fundamental dispositions and abilities to engage in academic discourse, including analytic and integrative skills, and the ability to formulate, defend, and communicate their own points of view.
5. Students will be able to demonstrate well-developed, confident identities as good writers who can communicate clearly and effectively to an array of audiences for a range of purposes.
6. Students will be able to demonstrate well-developed, confident identities as good speakers who can communicate clearly and effectively to an array of audiences for a range of purposes.
7. Students will become familiar with at least one additional language so they can readily access perspectives and information from communities other than their own.
8. Students will be able to navigate information resources using digital and other technology in order to support their studies, and their efforts to communicate their findings persuasively.
9. Students should have an understanding of the nature of race and ethnicity and the impact both have on our lives in modern communities.
10. Students should have an understanding of gender and the impact it has on our lives in modern communities.
11. Students should have an understanding of the nature of the global community and the complexities of modern society in an international context.
12. Students should seek to sustain and advance the communities in which they live by engaging in an informed and academically based service experience.

Program-Level Goals:

Preparing high quality teachers who:

1. Have strong content knowledge.
2. Understand how race and poverty impact schools and communities.
3. Incorporate the habits of mind of researcher by conducting teacher/action research in their classrooms.
4. Engage with families and communities meaningfully.
5. Understand, interpret, and create curriculum in culturally relevant and responsive ways.
6. Become advocates for children and leaders in their schools.

For each institution-level goal, the program has aligned program-level goals, coursework, and concrete assessments that will evaluate student comportment with stated goals and meet CAEP accreditation standards. (Table 2).

Table 2. Learning Goals at the Institutional and Program Level with Associated Assessments.

Learning Goals			
<i>Institutional Level</i>	<i>Related coursework</i>	<i>Program Goals</i>	<i>Assessments</i>
Students think critically about what it means to be human, and to explore and interpret the human place in the universe.	SED 224, EFN 299	<ul style="list-style-type: none"> * Have strong content knowledge. * Understand how race and poverty impact schools and communities. * Engage with families and communities meaningfully. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools. 	Includes: “Classroom Culture Portfolio” analysis of urban classrooms – an ethnographic assignment where students observe and interpret the dynamics within a classroom community (including issues of power, leadership, communication, resources, assets, and social emotional learning.)

<p>Students understand the social context within which they live, and understand how the social dynamics of human behavior and the structures of social institutions influence beliefs and actions.</p>	<p>EFN 299, EFN 398, SED 3XX (Investigating Systemic Inequalities in Urban Education), SED 3XX (Working with Urban Communities), SCED 6XX (Critical Pedagogy)</p>	<ul style="list-style-type: none"> * Understand how race and poverty impact schools and communities. * Engage with families and communities meaningfully. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools. 	<p>Includes “Ethnography of systemic inequalities within an urban school” where students analyze political, social, and economic structures that impact school and classroom contexts AND a “service learning project” where student work collaboratively with the community to take action on issues of community need.</p>
<p>Students understand how social contexts change over time and how human events have been, and continue to be, shaped by social and historical forces.</p>	<p>EFN 299, EFN 398, SED 3XX (Investigating Systemic Inequalities in Urban Education), SED 3XX (Working with Urban Communities), SCED 6XX (Critical Pedagogy)</p>	<ul style="list-style-type: none"> * Have strong content knowledge. 	<p>Includes a critical analysis paper on how politics and education policy have changed over the past half 70 years AND a mini-documentary on current issues/problems in education and how the historical educational context impacted the current issue.</p> <p>Content-area knowledge is also assessed within each student’s content area major, which is a prerequisite for teacher candidacy.</p>

<p>Students will be able to demonstrate fundamental dispositions and abilities to engage in academic discourse, including analytic and integrative skills, and the ability to formulate, defend, and communicate their own points of view.</p>	<p>EFN 299, EFN 398, SED 3XX (Investigating Systemic Inequalities in Urban Education), SED 3XX (Working with Urban Communities), SCED 6XX (Critical Pedagogy), ELE 302</p>	<ul style="list-style-type: none"> * Have strong content knowledge. * Understand how race and poverty impact schools and communities. * Incorporate the habits of mind of researcher by conducting teacher/action research in their classrooms. * Engage with families and communities meaningfully. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools. 	<p>Includes clinical experiences 1 and 2 where students are evaluated on their teacher performance and professional dispositions (CAEP artifacts), and edTPA portfolio that reflect students ability to engage in and apply academic discourse make their work culturally response, and address multiple points of view. AND a critical revision of unit and lesson plans in SCED 6XX that challenges students to apply critical pedagogical concepts to revise units and lessons they previously taught.</p>
<p>Students will be able to demonstrate well-developed, confident identities as good writers who can communicate clearly and effectively to an array of audiences for a range of purposes.</p>	<p>EFN 299, EFN 398, SED 3XX (Investigating Systemic Inequalities in Urban Education), SED 3XX (Working with Urban Communities), SCED 6XX (Critical Pedagogy), ELE 302, RAL 328</p>	<ul style="list-style-type: none"> * Understand how race and poverty impact schools and communities. * Incorporate the habits of mind of researcher by conducting teacher/action research in their classrooms. * Engage with families and communities meaningfully. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools. 	<p>Includes the “Classroom Culture Portfolio” AND Ethnography of systemic inequalities within an urban schools (as discussed above).</p>

<p>Students will be able to demonstrate well-developed, confident identities as good speakers who can communicate clearly and effectively to an array of audiences for a range of purposes.</p>	<p>EFN 299, EFN 398, SED XXX (Investigating Systemic Inequalities in Urban Education), SED XXX (Working with Urban Communities), SCED XXX (Critical Pedagogy), ELE 302, SED 399, SCED 695, SCED 667</p>	<ul style="list-style-type: none"> * Understand how race and poverty impact schools and communities. * Incorporate the habits of mind of researcher by conducting teacher/action research in their classrooms. * Engage with families and communities meaningfully. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools. 	<p>Including clinical experiences 1 and 2 where students are evaluated on their teacher performance, professional dispositions (CAEP artifacts), and edTPA portfolio (with video analysis of the students' ability to communicate with their students). AND presentations in SCED 667 capstone where students must present and show evidence of their teaching philosophies put into action.</p>
<p>Students will become familiar with at least one additional language so they can readily access perspectives and information from communities other than their own.</p>	<p>All students are required to be proficient to the 103 level in a second language of their choice.</p>	<ul style="list-style-type: none"> * Have strong content knowledge. 	<p>These assessments will be given and determined by the language within the language in which the students decide to take.</p>

<p>Students will be able to navigate information resources using digital and other technology in order to support their studies, and their efforts to communicate their findings persuasively.</p>	<p>EFN 299, EFN 398, SED XXX (Investigating Systemic Inequalities in Urban Education), SED XXX (Working with Urban Communities), SCED XXX (Critical Pedagogy), ELE 302, SED 399, SCED 667</p>	<ul style="list-style-type: none"> * Understand how race and poverty impact schools and communities. * Incorporate the habits of mind of researcher by conducting teacher/action research in their classrooms. * Engage with families and communities meaningfully. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools. 	<p>Includes student creation and completion of their edTPA portfolio that tasks students with integrating technology into their practice and evaluating their pedagogical effectiveness.</p> <p>AND</p> <p>Students will have to engage in teacher research as part of their Teacher Research course.</p>
<p>Students have an understanding of the nature of race and ethnicity and the impact both have on our lives in modern communities.</p>	<p>EFN 299, SED 224, EFN 398, SED XXX (Investigating Systemic Inequalities in Urban Education), SED XXX (Working with Urban Communities), SCED XXX (Critical Pedagogy), ELE 302, SED 399</p>	<ul style="list-style-type: none"> * Understand how race and poverty impact schools and communities. * Engage with families and communities meaningfully. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools. 	<p>Includes students engagement and participation in their service learning project in collaboration with a local urban community and their ethnographic work examining the relationship between issues of race and ethnicity and its impact on students and their communities.</p>

<p>Students have an understanding of gender and the impact it has on our lives in modern communities.</p>	<p>SED 224, EFN 299, SED XXX (Investigating Systemic Inequalities in Urban Education), SCED XXX (Critical Pedagogy),</p>	<ul style="list-style-type: none"> * Understand how race and poverty impact schools and communities. * Engage with families and communities meaningfully. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools. 	<p>Includes a capstone project where students will apply a critical pedagogical analysis of how gender impacts the lives of their students and how they can adapt their curricula to provide a critical lens for their students.</p>
<p>Students have an understanding of the nature of the global community and the complexities of modern society in an international context.</p>	<p>EFN 398, SED XXX (Working with Urban Communities), SCED XXX (Critical Pedagogy)</p>	<ul style="list-style-type: none"> * Understand how race and poverty impact schools and communities. * Incorporate the habits of mind of researcher by conducting teacher/action research in their classrooms. * Engage with families and communities meaningfully. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools. 	<p>Includes creating and implementing culturally relevant curricula in the clinical 1 and 2 experiences such as science lessons that integrate local, place-based pedagogy.</p>

<p>Students seek to sustain and advance the communities in which they live by engaging in an informed and academically based service experience.</p>	<p>EFN 299, SED XXX (Investigating Systemic Inequalities in Urban Education), SED XXX (Working with Urban Communities), SED 399, SCED 695</p>	<ul style="list-style-type: none"> * Have strong content knowledge. * Understand how race and poverty impact schools and communities. * Incorporate the habits of mind of researcher by conducting teacher/action research in their classrooms. * Engage with families and communities meaningfully. * Understand, interpret, and create curriculum in culturally relevant and responsive ways. * Become advocates for children and leaders in their schools. 	<p>Includes a service learning project geared toward sustaining and advancing the communities in which our students will work as outlined in the course syllabus for “Working within Communities”</p>
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2. *Alignment with CAEP*

As students progress through the program, the Urban Education program coordinator will track student outcomes using LiveText, disaggregating data from other undergraduates in the School of Education Secondary Education program. Data will be collected from content-specific assessments and reporting data in the following SPA (Specialized Professional Association) reports:

- NCTE - National Council of Teachers of English
- NSTA -National Science Teachers Association
- NCSS- National Council for Social Studies
- NCTM. National Council of Teachers of Mathematics
- TESOL - Teachers of English to Speakers of Other Languages

Data collected will be used for internal review and development/adaptation of the program and specific courses to ensure students are meeting the desired goals. Because students in this program will be receiving teaching credentials in content-specific areas, SPA reports will be generated within one of the SPA reports outlined above based on the student’s content area-specialization.

TCNJ completed its final NCATE review before its transition to CAEP in 2015 where the School of Education retained its accreditation. The next CAEP review will occur in Fall 2022. However, SPA reports will not be necessary at that time because the first cohort will have yet to graduate and therefore, data will not be available.

The proposed program has worked diligently to ensure its program goals and outcomes align with standards 1 - 4 of CAEP. Below is a brief description of how the 5-Year Secondary Urban Education program will fulfill the requirements of CAEP.

Standard 1. Content and Pedagogical Knowledge - The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

- Students in the Urban Education program will meet the secondary education standards for “Standard 1.” Additionally the urban education, special education, literacy, and TESL courses will ensure each student graduating our program has urban-specific pedagogical knowledge and professional dispositions to thrive working within the classroom, school, and community.

Standard 2. Clinical Partnerships and Practice - The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

- Similar to “Standard 1,” students in the Urban Education program will meet the secondary education standards for “Standard 2.” EASE has developed strong partnerships with schools and cooperating teachers to ensure high-quality clinical practices to prepare high quality teacher candidates that can demonstrate positive impact on middle and high school students’ learning and development. As well, the Urban Education program will build upon the effective field experiences and clinical practices that exist within the secondary education program by: adding additional fieldwork and support in courses focused on systemic inequalities and a correlating ethnographic study within an urban field placement; adding a course where students are tasked with collaborating with the local urban community in developing a service learning project; and by having students engage in after school mentoring with local urban middle school students.

Standard 3. Candidate Quality, Recruitment, and Selectivity – The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4.

- The Urban Education program will ensure candidate quality throughout the matriculation process. The program will be involved in recruitment of students, advisement of students beginning in their first semester at the college, and will continue through every semester of their five-year experience. Multiple benchmarks exist throughout the five-year program to ensure students meet program goals and expectations in order to retain the highest quality of teacher candidate.

Standard 4. Program Impact - The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

- The Secondary Urban Education program will engage in long-term evaluation of its program goals and the effectiveness of its graduates (see the following section).

Standard 5. Provider Quality Assurance and Continuous Improvement - The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

- The Urban Education program plans to utilize data generated from signature assignments and input into LiveText to disaggregate student-level data to gauge student performance, evaluate the effectiveness of specific courses, and the overall quality of the program.

3. Long-Term Evaluation of Program Goals and Graduate Effectiveness

Our colleagues in the EECE 5-Year Urban Education Master's program began doing systematic long-term follow up and evaluation of their program goals and graduate effectiveness. They are in the process of interpreting that data. Upon the graduation of our program's first cohort, we plan to work collaboratively with our EECE colleagues to develop specific and a longer-term evaluation and performance management plan to assess how well our students met our overall program goals and how effective our graduates have performed on the job. We will examine data points such as rates of retention, district assessment of graduates, and other student-related growth measures. Our goal will be to utilize both quantitative and qualitative data gathering mechanisms based on strategies our EECE colleagues were able to successfully use to help evaluate their program.

C. Relation to Strategic Plan

This 5-year Urban Education program also fits within TCNJ's institutional plans and priorities, as outlined in TCNJ's new strategic plan: *2021: Bolder, Better, Brighter*.

In relation to The College of New Jersey, the mission states:

TCNJ's personalized, collaborative, and rigorous education engages students at the highest level within and beyond the classroom. TCNJ believes in the transformative power of education to develop critical thinkers, responsible citizens, and lifelong learners and leaders. The College empowers its diverse students, staff, and faculty to sustain and enhance their communities both locally and globally.

The structure of our program will help students develop into critically thinking pedagogues who are committed to engaging and collaborating with local communities, thus shaping, supporting, sustaining, and transforming "their communities both locally and globally." Additionally, our proposed program aligns with the Vision of TCNJ as outlined in *2021: Bolder, Better, Brighter*:

TCNJ will offer an unparalleled education in a vibrant, collaborative, and inclusive community of learners who will make a distinct mark on the world. By following our values, we will serve as a national exemplar of public higher education, and we will do this while being committed to accessibility and affordability.

We hope that our program can help extend this vision to include having our Urban Education program serve as a national exemplar of public higher urban education that other institutions can emulate to help recruit, develop, and support urban educators in their cities and states.

TCNJ has also outlined five key values: Excellence, Engagement, Integrity, Inclusiveness, and Self-Reflection. We plan to integrate each of these values throughout our program, from coursework, to advisement, to ways in which we develop relationships with and between our students, faculty, school, and the community.

Additionally TCNJ has outlined strategic priorities for the next few years. Our proposed program will help support and enhance "*Priority 1: Attract and retain talented students, faculty, and staff into a diverse, inclusive, and healthy campus.*" Within this priority, the college has the goals of: making inclusiveness and diversity a part of planning and daily operations; improving retention of faculty, staff, and students; and becoming a national leader in attracting, recruiting, and hiring underrepresented groups in order to diversify faculty, staff, and student populations. The addition of this Urban Education program will help TCNJ take the action steps to meet each of these goals. The recruitment for the program is aimed at attracting and retaining a high quality and talented cohort of students who will embrace a diverse, inclusive, and healthy campus. As well, through the constant reflection and evaluation of the program, its goals, and how well it meets the needs of the students, faculty, and partners, the program will aim to both retain and grow the student, faculty, and staff populations on campus. Further, if the program meets its programmatic, recruitment, and community goals, it will become a model for other institutions looking to develop a 5-Year Urban Education program.

Lastly, TCNJ recently decided to rename one of its original buildings because its namesake was found to represent racist and segregationist beliefs that were antithetical to the mission, vision, and priorities of the institution. This discovery, a result of student-led research, led to a committee doing research and determining that the new building name would be “Trenton Hall.” This decision was reached to honor the college’s origins as Trenton State and its commitment to helping college member understand the strong link between the school and community. The addition of our program can help further develop a lasting critical and important partnership between the school and community.

The decision to change the building’s name was made by TCNJ’s Advisory Commission on Social Justice, which just released their report and recommendations to the college community. According to TCNJ President R. Barbara Gitenstein:

Last spring, The College of New Jersey Advisory Commission on Social Justice: Race and Educational Attainment met with campus and community stakeholders to consider ways in which TCNJ could seek to remediate instances of inequality and prejudice. Particular attention was paid to the College’s current and former relationships with Trenton and Ewing, including the legacy of Dr. Paul D. Loser as Superintendent of the Trenton Public Schools.

As requested in my charge, the Commission produced a report, which it delivered to me in late June. It is comprehensive, compelling and actionable. The full report, which contains suggested projects for implementation, can be found at <http://thecommission.pages.tcnj.edu>. The five recommendations are summarized below:

- 1. Increase the number of students from Trenton and Ewing public schools who are deemed college ready to apply to and graduate from The College of New Jersey.**
- 2. Increase the awareness of, and engagement with, the cities of Trenton and Ewing among TCNJ undergraduates for a deeper sense of community, history, and institutional identity.**
3. Promote a community, curriculum, and culture that is more inclusive among faculty, administrators, and staff.
4. Identify an office or individual to oversee the implementation of all accepted recommendations.
5. Rename Paul D. Loser Hall (action taken on May 24, 2017)

The first two recommendations (bolded by the Secondary Urban Education faculty) highlight a targeted desire by the college that will be supported greatly by the introduction of our program. In response to the first recommendation by the Commission on Social Justice, the Secondary Urban Education Program will make a concerted effort to develop strong partnerships with

Ewing and Trenton high schools to facilitate a pipeline of students being admitted to TCNJ who will return to their communities to teach. In response to the second recommendation by the Commission, we plan to expand upon and develop new partnerships with Trenton and Ewing schools and the surrounding communities to enhance ways in which our students, program, and college can learn from and support the needs of Trenton and Ewing.

D. Need for the Program:

1. Context of Need for the Program:

Urban Education is a growing scholarly and practical discipline that is continually evolving. While a universal definition of urban education is elusive, its identity in the field of education has some characteristics that distinguish it from more conventional teacher education. Urban education is framed by a few underlying aspects including: (1) the size and population density of the schools located in the urban area; (2) the diversity of the students in the schools including ethnic, racial, religious, linguistic, and socioeconomic diversity; and (3) the resources available to the schools and students, including economic, material, and social resources (Milner & Lomotey, 2013). These factors that conceptualize urban education thus shape and are shaped by connections between people who live and attend schools in the urban context, the characteristics of these people, and the characteristics of surrounding communities. In contrast to their suburban counterparts, urban schools are characterized by high levels of disciplining, tracking, limited access to high level courses (e.g. Advanced Placement, college-credit), lower test scores and limited access to test preparation, differing levels of parental involvement and views of education (Lareau, 1987), and subpar curriculum (Apple, 2004).

While educational research has long documented the deep divide between suburban and urban districts there are currently 7.3 million students who attend urban schools (Council of the Great City Schools, 2017). These children and youth represent the most educationally underserved population in the United States. Historic structural and systemic inequality (e.g. economic, social, political) have led to vicious cycles that continue to disenfranchise communities in urban environments, largely characterized by low income communities of color (Anyon, 2005; Kozol, 2005, 2012). Urban areas have suffered from historic institutional racism shaping everything from neighborhoods, businesses, residences, transportation, jobs, and schools. Within schools in urban communities, we have seen these forces of inequality manifest in the high amounts of teacher turnover, low graduation rates, inequitable funding for resources, and large disparities in standardized test scores (Darling-Hammond, 2015; Ravitch, 2016).

A 2013 report from the Institute on Law and Policy out of Rutgers, Newark shows the entrenched segregation that exists in New Jersey schools. In their report, *New Jersey's Apartheid and Intensely Segregated Schools*, they distinguish between “apartheid” schools with less than 1% white students and “intensely segregated” schools with less than 10% white students. Their findings show that 26% of Black students and 13% Latino students attend an apartheid school and 21.4% Black students and 29.2% Latino students attend an intensely segregated school. Urban schools tend to accommodate the highest concentrations of students eligible for free and reduced lunch (a proxy for low-income), students with special needs, and emerging bilingual students. These schools are expected to compete on the same standardized tests and college entrance exams as their suburban counterparts with less funding, larger classrooms size, less experienced teachers, all within historically marginalized and disinvested physical, social, and built environments.

These characteristics that define urban schools broadly, and more specifically New Jersey schools, have resulted in an opportunity gap that has led to an overwhelming white majority of

college students, and thus a predominantly white teaching force. In a 2016 report, the United States Department of Education declared their commitment to increasing the diversity of the teaching force and recognized the significant role that diversity of educators play in the fight for just and equitable schools. The proposed Urban Education program hopes to address this call for the diversification of the teaching force.

At The College of New Jersey more than 65% of our students identify as white, 94% come from New Jersey, and less than 1% are students from low-income families. Within the School of Education, over 74% of our students identify as White (*The College of New Jersey Facts and Institutional Figures 2015-2016*). These figures suggest that many of our students in the School of Education come from backgrounds different from students attending schools in urban communities leading to one of the greatest challenges our School of Education faces today in preparing the next generation of educators to teach in urban communities. As a School of Education we are committed to educating our pre-service teachers about the damage of deficit views of urban youth and communities and encourage them to instead adopt an asset orientation that provides both the academic as well as social and emotional supports needed to work in urban schools.

The proposed program will prepare students on a deeper level, informed by research and practice, to work with urban youth and communities. Children and youth growing up in urban environments bring enormous funds of knowledge (González, Moll, & Amanti, 2005) and cultural capital (Yasso, 2005) with them everyday to school; however these resources are rarely capitalized upon. Our Secondary Urban Education program seeks to shift consciousness through a unique set of learning experiences. Drawing from research and our own diverse experiences in urban schools in New York City and Philadelphia, we have designed a 5-Year Urban Education program that challenges our students' assumptions about communities--both their own and those in urban spaces--and delve deeply into culturally relevant and critical pedagogies. These orientations utilize the diversity of assets youth bring to classrooms while also empowering both our pre-service teachers and their future students to see situations as part of larger oppressive structures that can and should be questioned and transformed. Overall, this new program serves the dual purpose of preparing white, middle class students to be effective educators in urban communities as well as increasing the pool of teachers of color prepared to effectively teach in urban schools.

2. Survey of Students

A Qualtrics survey was sent to current secondary education majors that asked if they would be interested in a 5-Year Urban Education Master's Program in Secondary Education.

- Number of Respondents: 142
- Percentage of respondents who expressed interest in a 5-year Urban Education Master's program: 66%
- Yes: 94
- No: 48

3. Prospective Student Interest

There has also been a demonstrated interest from prospective high school students interested in TCNJ. Faculty members from EASE who have attended Lion's Day (a TCNJ recruitment day) events all report that they receive numerous inquiries from secondary education students about whether TCNJ offers a program for Urban Education.

4. Local Administrator Interest

Administrators in Trenton Public Schools, including principals from local schools and the former acting Superintendent of Trenton have expressed support for a secondary urban education program as well.

5. Similar Programs in the State

Rutgers University (New Brunswick) offers students several five-year joint bachelor's degree/master's degree/initial teacher certification programs with a focus on urban social justice (<https://gse.rutgers.edu/academic-programs/five-year-teacher-education-programs>). This program is the most similar program to what our partners in EECE offer and what we propose to offer. The addition of Rutgers' program demonstrates a commitment within the state and a need for more programs to meet the needs of state demands for committed and qualified urban educators. Additionally, by adding an Urban Education program to TCNJ, we will be able to attract students that might otherwise seek enrollment at Rutgers. While there are similarities between the Rutgers program and our proposed program, TCNJ's Secondary Urban Education program separates itself by being a five-year program that admits students directly into the program upon matriculation and integrates programmatic curricula, advisement, and events from the beginning of the students' experience at the college. This will help sustain deeper commitment and preparedness for TCNJ's graduates of our program.

In addition to Rutgers' urban education program, Jersey City University has an M.A. in Urban Education and Montclair State University has a residency program in conjunction with Newark Public Schools. Montclair's program is also a Master's level program. Our EECE program is currently the **only** 5-year combined Undergraduate and Graduate Program that leads to both initial certification and certification in English as a Second Language. The EASE program will be an extension of the EECE program while alternatively offering concentrations in Literacy and Special Education for students that prefer those specializations to receiving an ESL certificate.

6. Attracting New Students to TCNJ

As the Urban Education program in EECE has demonstrated, a 5-Year Master's in Secondary Urban Education will attract many new and diverse students to TCNJ, it is our hope that we can attract an incoming cohort of 15 to 20 students. With outreach to New Jersey urban school districts and advertising of the program at Lion's Day events, we hope to attract new and diverse students to the college. Once the program is established, the expectation is that a pipeline will be created that will facilitate students from urban communities coming to TCNJ for the Master's in Urban Education and then returning to their communities to teach. Further, because of the unique nature of our program's offering, we would be more competitive in attracting new, diverse

students to TCNJ.

7. Revenue Generation

Current EASE students currently spend 4 years at TCNJ and leave with their initial certification. If enrolled in the 5-year program, they would spend an extra year as graduate students, thereby increasing graduate tuition revenue. An additional 15-20 students who otherwise would not be attending TCNJ would also increase revenue.

E. Students

1. Desired Cohort Size

This program aims to recruit and enroll 15 to 20 students per cohort. This will begin with the first class that is able to apply to the college as high school seniors to enter the program. While the target enrollment is ambitious, based on the growth of EECE's urban education program, stated interest by current and incoming students, and a targeted marketing and recruitment campaign prior to the enrollment of the first full cohort, we believe the target enrollment is feasible. Additionally, based on the growth of EECE's urban education program over the past eight years, we project a five year total of 75 – 100 students once the Secondary Urban Education program reaches its fifth year.

2. Marketing and Outreach

While TCNJ does not currently have coffers of money set aside dedicated to the marketing of its graduate programs, we have many layers of marketing and outreach strategies to attract diverse and competitive students. First, TCNJ hosts the Urban Teacher Academy (UTA) that is facilitated by Laurence R. Fieber, the Executive Director of the Center for Future Educators, which is housed in TCNJ's EASE department. According to the Center for Future Educators' website:

The Urban Teacher Academy (UTA) is an intensive summer experience in teaching in urban centers, and in the educational, social, and economic challenges facing urban communities. This program is especially designed for students who are considering teaching in high poverty schools, hard-to-staff schools and/or high shortage subject areas such as math, physics, chemistry, biology and general science, bilingual education, ESL, special education, world languages, and technology education. Future teachers from diverse, underrepresented backgrounds as well as males are particularly encouraged to apply.

Students who attend UTA are typically rising high school seniors who are in the process of applying to college. Mr. Fieber utilizes our faculty to help facilitate sessions each summer and we plan to work with Mr. Fieber to utilize UTA as a recruiting space for the Urban Education program. We will also be able to use Mr. Fieber's contacts and relationships to work with school administrators, counselors, and teachers to identify potential students who might be interested and thrive in our urban education program.

Second, each spring TCNJ hosts multiple Education Interview Days (EID) with 113 school districts from across the state. These EID days will provide an opportunity for our program faculty to: educate each of the schools about our program, further build relationships with school administrators, and schedule days for our faculty to visit schools to market our program to interested students.

Additionally, we plan to target and build strong relationships with schools in the three largest urban districts and their surrounding school districts. Each of our core faculty members live in

three separate regions of the state, where we will have close access to Newark, Trenton, and Camden schools. In developing relationships with the administration, counselors, and faculty of local NJ urban high schools, we can identify students who might be interested in our Urban Education program and work with them to gain admittance.

3. Student Population

Our primary mission is to attract students committed to working with and within urban schools and communities regardless of their demographic characteristics. However, our secondary mission is to attract underrepresented students, and students who come from urban communities that have a desire to return to and work within those communities as a teacher. We plan to recruit such students through the outreach methods described above and hope to work within our department and with admissions officers to attract and matriculate students dedicated to the mission of working in urban schools.

4. Pipeline with Urban Schools

Our long-term vision is to create a pipeline with urban high schools across New Jersey where students from those high schools matriculate into our five-year program and then return to teach in their home community upon graduation. Creating such a pipeline will require: strong collaboration and partnerships with urban high schools across New Jersey (in terms of recruiting students), hosting our students for their clinical field experiences, and hiring graduates of our program; and scholarships, fellowships, and grants to support the financial needs of the students. We hope to instill a sustained commitment to this vision at both the college and community level.

5. Transfer Students

The program sequence has been set up where current education students at TCNJ seeking to transfer into the five-year urban education program can do so before their 3rd year and still graduate at the conclusion of their 5th year with a Master's degree. Additionally, students from other colleges may transfer into our 5-Year program. Depending on timing and the number of transfer credits that students can apply to the Urban Education degree and program sequence, they will be able to join a cohort in its first, second, or third year. Transfer students must fulfill matriculation requirements of their content-area majors, as is the current requirement for all EASE transfer students. As well, all transfer students must meet the following requirements before moving from pre-candidacy to candidacy:

To move from pre-candidacy to candidacy in the secondary education program you must meet the following conditions:

- a) All candidates must earn a B- in EFN 299, SED 224, and SPE 103. English majors must also achieve a B- in EED 400 and math majors must achieve a C- in MTT 380
- b) Meet NJ Department of Education basic skills requirement which can be fulfilled by the SAT, ACT, and Praxis Core Academic Skills

Secondary Urban Education students must transfer into the program as pre-candidates and may not enter the Urban Education program once they have reached the status of candidate.

Finally, for students in the 5-Year program who decide that pursuing a degree in urban education is no longer what they want, they will still be able to graduate with their Bachelor's degree and teaching certifications so long as they decide to drop the 5-Year program before the Fall semester of their 4th year.

F. Resources

1. Faculty:

There will be a number of key faculty members involved in the implementation of the Secondary Urban Education program, all of whom bring with them a wealth of experience in the urban education sector. Among them include Drs. Jonathan Davis, Marissa Bellino and Lina Richardson, who will be in charge of the implementation of the Secondary Urban Education program (e.g., coordinating and teaching of core courses) as well as Drs. Tabitha Dell'Angelo and Lynnette Mawhinney who currently serve as coordinators for the Elementary Urban Education Program. The program will also be supported by The Dean of the School of Education and faculty members from the Elementary and Secondary Education departments who will be teaching required courses for the program. What follows is a brief overview of key faculty members' backgrounds and areas of expertise within the field of urban education which will undoubtedly contribute to the success and longevity of the proposed program.

Dr. Jonathan Ryan Davis is an Assistant Professor in the Department of Educational Administration and Secondary Education. He holds a Ph.D. in sociology, with a focus on urban education, from The Graduate Center, City University of New York (CUNY) and an M.A. in Social Studies Education from Teacher's College, Columbia University. He currently teaches courses focused on pedagogy and schools, community, and culture. Prior to teaching at TCNJ, Dr. Davis taught as an adjunct faculty member at Hunter College, CUNY, Brooklyn College, CUNY, and John Jay College, CUNY. His work at Hunter College and Brooklyn College focused specifically on preparing pre-service social studies teachers looking to teach in New York City public schools.

Dr. Davis' research and teaching philosophy are drawn from his seven years working as an urban public high school social studies teacher in northern Kentucky and New York City. His teaching has been recognized in many ways. For his critical work in civic education in Kentucky, Dr. Davis became an Honorary Colonel of Kentucky. He was later named Teacher of the Year at the Urban Assembly School of Design and Construction. In each of his two full years at TCNJ, Dr. Davis has twice been a finalist for the The College of New Jersey School of Education Outstanding Faculty Member Award.

Inspired by his course material and experience as an urban classroom teacher and instructional coach, Dr. Davis' research emphasizes strategies to best prepare new teachers for the classroom, including: culturally responsive teaching, classroom management, school climate, and diverse pedagogy. To support his academic work, Dr. Davis was awarded the Enhanced Chancellor's Fellowship from The Graduate Center, CUNY as well as the Dissertation Year Fellowship at The Graduate Center, CUNY. Recently, Dr. Davis's dissertation, *Classroom Management in Teacher Education Programs*, has been published as part of Palgrave Macmillan's Studies in Urban Education book series.

Dr. Marissa E. Bellino is also an Assistant Professor in the Department of Educational Administration and Secondary Education. She is currently teaching Educational Foundations and Methods in Science Teaching for Secondary and Elementary pre-service teachers and is also

involved in the Environmental Sustainability Education and Urban Education programs at TCNJ. Marissa received her doctorate in Urban Education at The Graduate Center, City University of New York (CUNY). Prior to coming to TCNJ she was an adjunct faculty member at Brooklyn College, CUNY and Long Island University as well as an Instructional Technology Fellow at Hunter College, CUNY.

Her teaching interests include social foundations of education, environmental sustainability and science education, qualitative research methods, and adolescent learning and development with a critical youth studies lens. Marissa's research interests include youth experiences in urban environments, environmental education, critical pedagogy, and participatory research. Marissa has been the recipient of many grants and awards including The American Educational Studies Association Taylor & Francis Past President's Award for Outstanding Graduate Research in 2015, a Doctoral Dissertation Fellowship Award from the Graduate Center, and she was the 2011 recipient of the Sloan Award for Excellence in Teaching Science and Mathematics.

Marissa taught high school in New York City for 11 years where she developed ecological and molecular ecology research curriculum as well as critical participatory research methods with environmental science students. She is the co-founder and Director of Education and Outreach for The Biodiversity Center of Belize, a branch of the Petters Research Institute, dedicated to developing Belizean human capital through STEM research and education. She recently developed an Ecoservice learning experience for pre-service educators in Lesvos, Greece working with NGOs dedicated to aiding the victims of the refugee crisis. Her interest in this work is rooted in a political ecology orientation toward socio-environmental issues and her desire to work with students in developing their critical environmental consciousness.

Dr. Lina Richardson is an Assistant Professor in the Department of Elementary and Early Childhood Education. She holds a Ph.D. in Urban Education from Temple University and a M.S.Ed. in Elementary Education with a focus on urban education from the University of Pennsylvania. She currently teaches courses centered around culturally responsive pedagogy and preparing students to teach in inner-city communities. Prior to joining TCNJ, Dr. Richardson served as an adjunct at Temple University, where she taught courses on the historical, political and economical foundations of urban education. In addition, Dr. Richardson worked as a high school English teacher for a Philadelphia-based non-profit organization geared toward helping students from low-income communities matriculate and succeed in postsecondary institution.

Dr. Richardson's research interests are informed by her experiences teaching in Philadelphia public schools and fueled by her passion for social justice. Broadly, Dr. Richardson is concerned with examining the experiences and outcomes of students in low-income urban communities, urban education reform and equity and access. More specifically, her work revolves around culturally responsive teaching practices, the teaching of Black history, school-community partnerships and professional development of pre- and in-service urban school teachers.

Dr. Tabitha Dell'Angelo is an Associate Professor at The College of New Jersey and holds a Ph.D. in Interdisciplinary Studies in Human Development from the University of Pennsylvania. In 2009 she launched the Urban Education Program at The College of New Jersey, which is focused on recognizing and responding to conditions that contribute to inequities in schools.

Currently, Dr. Dell'Angelo coordinates that program along with fellow colleague Lynnette Mawhinney. Over the years she has worked on large and small scale program evaluation as well as consulting on projects aimed at working with underserved communities to create positive change.

Dr. Lynnette Mawhinney is Associate Professor of Urban Education. She received her Ph.D. and M.Ed. in Urban Education at Temple University, and her B.S. in Secondary Education English and Communications with a Minor in Movement Science at Penn State University. Previous to joining the TCNJ faculty in 2010, Dr. Mawhinney was faculty at Lincoln University. In 2013-2014, Dr. Mawhinney received a Fulbright Scholar award to teach at the University of Bahrain, Bahrain Teachers College.

The focus of Dr. Mawhinney's research is on urban education through those who participate and play a role within it. Particularly, her work generates around two threads: the educational experiences of urban teachers and students and how these experiences are applied within an urban school context. The knowledge generated from this research goes further to explore how the participants use their experiences in their classrooms, pedagogical practices, or former urban students guiding current urban students. She has published numerous peer-reviewed articles and multiple books: *We Got Next: Urban Education and the Next Generation of Black Teachers* (Peter Lang, 2014), *Teacher Education across Minority-Serving Institutions: Programs, Policies, and Social Justice* (Rutgers University Press, 2017), and her upcoming book *There Has to be a Better Way: Lessons from Former Urban Teachers* (Rutgers University Press). She is also the co-editor of the book series, *Contemporary Perspectives on the Lives of Teachers*, with Information Age Press.

Prior to teaching in higher education, Dr. Mawhinney was a high school English teacher (9th and 10th grades) in New Jersey and Philadelphia. She loves her calling to the teaching profession, and her passion for teaching has taken her all over the globe.

Dean Suzanne McCotter's background in educational leadership will also be an enormous source of support. Prior to being appointed dean of the School of Education, Dr. McCotter served as Associate Dean for Academic Affairs of the College of Education and Human Service at Montclair State University as well as as faculty member in Montclair's Educational Leadership Program, chair of the Counseling and Educational Leadership Department, and chair of the Department of Educational Foundations at Millersville University in Pennsylvania. Her success in expanding enrollment and accessibility of Montclair's educational leadership program will certainly aid us in building a strong Secondary Urban Education program here at TCNJ.

Finally, select faculty members from both the Elementary and Secondary Education departments will be responsible for teaching required courses within the program. This includes Drs. Maureen Connolly and Colette Gosselin (Educational Leadership and Secondary Education), Drs. Greer Burroughs and Lauren Madden (Elementary and Early Childhood Education), Professor Eileen Heddy (Elementary and Early Childhood Education), Drs. Matt Hall, Anne Peel, and Lauren Shallish (Secondary Education, Language & Literacy), and Dr. Yiqiang Wu (TESL Graduate Coordinator in Secondary Education, Language & Literacy).

2. Support Personnel:

Our external reviewer, Dr. Lori Delale-O'Connor, recommended that it would serve us well to have a program outreach liaison who would be responsible for overseeing the Elementary and Secondary Urban Education program as a cohesive K-12 TCNJ Urban Education program. The individual hired for this position would assume key responsibilities including, but not limited to, recruitment, alumni outreach, updating brochures, paperwork and websites, budgeting, coordinating events, marketing and executing and maintaining program evaluations. We believe that creating such a position would help to ensure the long term success and growth of both programs.

Further, because of increased enrollment for content-area and concentration courses, additional sections will likely need to be added, which will require staffing.

3. Finances:

One of the goals of the new Secondary Urban Education program is to attract students from urban districts who may not have the financial resources to attend TCNJ. Currently, the college has supports in place for students who need financial support including the Educational Opportunity Fund (EOF) and the Cooperman College Scholars Program. Both programs support students academically prior to and during their tenure at TCNJ as well as financially support students. Currently the School of Education has 41 EOF scholars.

The School of Education has strong relations with alumni and donors as evidenced by the over \$7 million endowment raised through the recent TCNJ capital campaign. These new development opportunities, along with state and private grants, can be used for both large and small scholarships covering tuition and housing costs as well as travel to practicum sites, textbooks, and certification exam fees. TCNJ is now a TEACH Grant school which provides loan forgiveness through a federal grants program if graduates fulfill a commitment to an urban district from the Teacher Cancellation Low-Income Directory. Smaller grants can also support students academically in the form of summer courses prior to their freshman year and continued academic supports in the form of mentors. Our hope is that through strong financial supports, a more diverse student applicant pool will be encouraged to apply and attend TCNJ.

4. Physical Facilities:

TCNJ's campus, and in particular the School of Education, offers ample space and cutting edge facilities for the courses and associated training necessary for the proposed program. The School of Education building, which opened in 2012, is a three-story, 72,000-square-foot building designed to prepare students to work in collaborative environments and create engaging curricula through the use of technology. Classroom spaces include standard and smart classrooms, a classroom devoted specifically to science, technology, engineering and math (STEM) and model classrooms for early childhood and elementary education. Students will also have access to a computer lab, seminar room, auditorium, and extensive study and gathering spaces (School of Education website). Because all graduate courses will be offered in the evenings, there will be ample classroom space in the School of Education to support these classes.

5. Library:

TCNJ's library provides students with ample support and resources they need to successfully complete this program. The five-story, 135,000 square foot modern facility is equipped with individual and group study rooms, study areas for extended, or late-night, study, and computer and technology services.

Perhaps one of the greatest resources available to students in our program is an education-specific librarian. Our Education librarian is available to provide individual and group consultations and instruction, curricular support, as well as help students use the library catalog and databases.

6. Computer and Technology Facilities:

Students visiting the TCNJ library have access to approximately 100 public computers and wireless internet. Students may also rent a laptop through the library's Laptop Loaner Program, which is a valuable resource for those who may not be able to afford a laptop or require one for a special project. In addition to providing standard printing and copying services, the bottom floor of the library contains a facility designed to assist students and faculty in developing instructional media and presentation materials. Finally, the library offers special technological tools for students with disabilities, which may also prove useful to students in the program who wish to find creative ways of differentiating instruction for students with unique learning needs.

7. Administration:

- a. A program coordinator will be appointed, and secondary education faculty will serve as advisors to the student cohort. The expectation is that the program coordinator will receive four faculty weighted hours of release time per academic year to support the coordination of the program, as is the standard for program coordinators in the School of Education (and EECE's Urban Education Program).
- b. If the program is eventually approved, we anticipate beginning with one cohort of students whose primary major would be Urban Education and whose dual-major would be either English, math, history, or a science depending on interest and need. This would require running an additional section of courses currently offered by EASE and possible additional sections added for courses students will take with students in the EECE Urban Education program. The additional students would also maximize enrollment in existing courses making utilization of faculty more efficient. Growth of the program would depend on enrollment and capacity.

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DEGREE REQUIREMENTS

Students will enter TCNJ as dual majors in their content-area and Secondary Urban Education. Students' primary major for their bachelor's degree will be their content-area. Upon matriculating into the master's program, Secondary Education will be the students' primary major.

1. *Degree Outcomes:*

- Bachelor's Degree after 4th year: Dual-major in Content-Area (English, math, history, or a science) and Secondary Urban Education without Certification
- Master's of Arts in Teaching (Urban Education) after 5th year (can apply for certification after completion of Clinical II in Fall of 5th year)
- Certifications
 - K-12 Content-Area
 - English as a Second Language (for those students who select the ESL concentration)

2. *Advisement for students within degree structure:*

Because of the dual-major nature of the bachelor's degree program, Secondary Urban Education students will have two advisors. Students' primary advisor will be in their content-area and their secondary advisor will be one of the Secondary Urban Education faculty members. Students will be required to meet with both their primary and secondary advisers each semester before registering for courses. When students matriculate into the master's program, their primary advisor will be a faculty member in the Secondary Urban Education program.

3. *Educational Programs:*

Students who matriculate into the 5-Year Secondary Urban Education Master's Program will begin at TCNJ by following the typical secondary education program sequence. However, an important component of our program will be establishing a cohort-model where students will begin and end the program together. While the core urban education-specific courses will not take place until the students' third year, urban education experiences will be integrated into the students' first and second years. This will include "brown-bag lunches" to discuss key issues in urban education, an urban education speaker series driven by topics generated by the students, and urban-specific field placements for students' Schools, Communities, and Cultures course and Adolescent Development course.

In Table 3, one can see the breakdown of required undergraduate and graduate coursework to meet the degree requirements for the 5-Year Secondary Urban Education program. It is important to note that undergraduate courses at TCNJ are weighted as one unit, which is the equivalent of four credit hours while graduate courses at TCNJ are weighted as three credit hours (See Table 3 below).

4. *Application for Master's Degree*

Students enrolled as Bachelor's in Content-Area Secondary Urban Education must apply to be admitted to the Master's of Arts in Teaching (M.A.T.) Urban Education degree program during the spring semester of their third year. After being accepted by the Secondary Urban Education faculty into the M.A.T. in Urban Education at the conclusion of their third year, these students will apply to The College of New Jersey in their fourth year to be officially admitted as graduate students beginning in their fifth year.

By requiring students to apply to be admitted to the M.A.T program internally at the conclusion of their third year, it will enable Secondary Urban Education faculty to counsel students who may wish to graduate with certification in four years without the masters to adapt their course planner to graduate with their content-area cohort with certification.

Table 3. Proposed Course Requirements with Units/Credits

Preliminary Proposed Course Requirements for 5-year MAT Program in Secondary Urban Education
<p>Undergraduate Course Requirements for Secondary Urban Education: 9 units General Course Requirements: 23 units Total Course Requirements: 32 units (1 unit = 4 credit hours)</p>
<ul style="list-style-type: none"> ● SPE 103: Soc. Legal Found of Special Education (1 unit) ● SED 224: Adolescent Learning and Development (1 unit) ● EFN 299: Schools and Communities (1 unit) ● EFN 398: Historical and Political Contexts of Schools (1 unit) ● SED XXX: Investigating Systemic Inequalities Impacting Urban Education (1 unit) ● ELE 302: Intro to Teacher Research (1 unit) ● SED XXX: Working within Urban Communities (1 unit) ● SED 399: Pedagogy in Schools (1.5 units) ● ___390: Content Specific Methods* ● Second Methods/Content Course* <ul style="list-style-type: none"> ○ MTT 380: Methods of Teaching Mathematics (math majors) ○ EED 400: Teaching Writing (English majors) ○ Content Elective: Biology and social studies majors ● RAL 328: Reading in Secondary Education (.5 unit) <p><i>* Courses marked with an asterisk are education-related courses required by the content area major toward certification, but are not tallied as part of the total units for the SPED/SED major.</i></p>
<p>Graduate Course Sequence: Total of 30 credits</p>
<ul style="list-style-type: none"> ● ESLM 577: Sociolinguistics (3 credits) ● SPED 525: Inclusive Practices (3 credits) ● SCED XXX: Critical Pedagogy (3 credits) ● 4 Advanced Course in Concentration Area (12 credits) <ul style="list-style-type: none"> ○ <i>Literacy</i> ○ <i>Special Education</i> ○ <i>ESL</i> ● SCED 695: Internship II - (6 credits) ● SCED 667: Capstone for Professional Inquiry (3 credits cross-listed with <i>SED 498: Collaborative Capstone for Professional Inquiry</i>)

Additionally, our program is unique in that it is an Urban Education program that will offer three concentrations from which our students can focus: Literacy, Special Education, and English as a Second Language. Each of these areas complement specific needs within many urban schools. Therefore, the concentrations will better prepare our students to support the needs of their future

students while also making our students more marketable when they are on the job market.

Further, while the ESL concentration students will be the only students who will graduate with an additional teaching certificate, students who select the special education concentration will be able to apply many of their special education graduate courses toward Post-Baccalaureate Certification in Special Education. This will help graduates of the program become more marketable and it offers the possibility of Secondary Urban Education graduates returning to TCNJ to take the additional graduate courses necessary to fulfill the Post-Baccalaureate Certification requirements.

Lastly, all programs satisfy New Jersey State requirements for the full-year student teaching experience in order for students to be eligible for certification.

3. *Program Details for Graduate Degree Attainment:*

We understand that there are specific requirements for all graduate-level programs at TCNJ including coursework in teacher research and a culminating project. To meet the teacher research requirement, our students will take *Introduction to Teacher Research* (quantitative and qualitative) and *Investigating Systemic Inequalities in Urban Education* (ethnographic), which are both undergraduate courses. However, the Urban Education program in Elementary and Early Childhood Education has set this precedent that a 5-Year Master's program can have undergraduate courses fulfill the requirement for graduate teacher research. For the culminating project, our students will use a version of their project completed for their *Critical Pedagogy* course, which will act as a capstone for our program. This project will be a practical application of critical pedagogy where you must revise a unit and lesson from students' Clinical I or Clinical II teaching using a critical lens evaluating their: planning, implementation, assessment, interaction with parents, etc. Students must submit:

1. Original and Revised Plans highlighting the changes made
2. A reflective analytical paper addressing each change made to the plans, why the change was made, and how the change is grounded in critical pedagogy. This paper must be 12 - 15 pages, double-spaced, Times New Roman, and one-inch margins.

To demonstrate required courses to meet programmatic and degree requirements, a general program planner exists for students in Social Studies, English, and Science (Appendix B) while specific course planners exist for math students who require program-specific planners (Appendix C) and ESL students who must meet ESL certification requirements (Appendix D)

The attached resources include:

- Appendix A: Current course sequence for Secondary Education majors
- Appendix B: A preliminary outline of required courses for the proposed Secondary Urban Education 5-year program/Course planner for a potential student in the program
- Appendix C: An adapted sequence for Math Secondary Urban Education Majors (as coordinated with the Math department)
- Appendix D: An adapted sequence for students selecting the ESL concentration

Please note that all proposed course outlines are initial drafts and are pending on-going feedback from all relevant departments and coordinators.

NOTE: Course descriptions for all concentration courses can be found in Appendix B.

Appendix A: Current Sequences in Secondary Education

Secondary Education

- SED 224: Adolescent Learning and Development
- EFN 299: Schools and Communities (LL Race/Gender)
- SPE 103: Social and Legal Foundations of Special Education
- SED 399: Pedagogy in Schools
- ___390 Content Specific Methods
- Second Methods Course
 - MTT 380: Methods of Teaching Mathematics
 - EED 400: Teaching Writing
- RAL 328: Reading in Secondary Education
- EFN 398: Historical and Political Contexts of Schools (This course will be removed from the sequence, but retained for the 5-year Secondary Ed/SPED and Urban Education programs)
- ___490: Content Specific Student Teaching (8)
- SED 498: Collaborative Capstone for Professional Inquiry (4)

Appendix B: General Course Planner for 5-Year Secondary Urban Education Students

The College of New Jersey
 School of Education ~ Dept. of Educational Administration and Secondary Education - Fall 2018
 5-Year Course Sequence
Urban Secondary Education
 (boxes in yellow represent courses in the Urban Education program)

Fall		Spring	
Year 1			
Course	Goal	Course	Goal
<i>FSP 101 First Year Seminar</i>	<i>FYS</i>	<i>SED 099 College Seminar</i>	<i>Secondary Education</i>
<i>099 Content Seminar</i>	<i>Content Major Requirement</i>	<i>EFN 299 Schools, Community & Culture (field placement)</i>	<i>Urban Education</i>
<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Requirements</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Requirements</i>
<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Requirements</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Requirements</i>
<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Requirements</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Requirements</i>

Fall		Spring	
Year 2			
Course	Goal	Course	Goal
<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>
<i>SPA 101 or elective</i>	<i>Urban Education/Language Requirement</i>	<i>SED 224 Adolescent Development (field placement)</i>	<i>Secondary Education</i>
<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>
<i>SPE 103: Social and Legal Foundations of Special Education</i>	<i>Secondary Education</i>	<i>SPA 102 or elective</i>	<i>Urban Education/Language Requirement</i>

Fall		Spring	
Year 3			
<i>(Students will have to overload one semester if they don't come in with credits)</i>			
Course	Goal	Course	Goal
<i>398 Historical and Political Context of Schools</i>	<i>Urban Education</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>

		<i>SED XXX Investigating Systemic Inequalities Impacting Urban Education (new undergraduate course) (field placement)</i>	<i>Urban Education</i>
<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>
<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>
<i>SPA 103 or elective</i>	<i>Urban Education/Language Requirement</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>
<i>Fall</i>		<i>Spring</i>	
Year 4			
<i>Course</i>	<i>Goal</i>	<i>Course</i>	<i>Goal</i>
<i>ELE 302/Intro to Teacher Research</i>	<i>Professional Education</i>	<i>SED 399 Pedagogy in Schools (field placement)</i>	
<i>SED XXX Working within Urban Communities (possible new undergraduate course)</i>	<i>Urban Education</i>	<i>XXX 390 Discipline-Specific Methods</i>	
<i>ESLM 577 Sociolinguistics (3)</i>	<i>Urban Graduate (certification and bilingual education)</i>	<i>RAL 328 Reading in Secondary Education</i>	
<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>

SUMMER COURSES: Concentration Course Requirements (2 courses) OR do as overload during undergrad

<i>Fall</i>		<i>Spring</i>	
Year 5			
<i>Course</i>	<i>Goal</i>	<i>Course</i>	<i>Goal</i>
<i>SCED 695: Internship II (Student Teaching) (6)</i>	<i>Professional Education</i>	<i>SPED 525: Inclusive Practices (3)</i>	
<i>SCED 667: Capstone (3)</i>	<i>Professional Education</i>	<i>SCED XXX Critical Pedagogy (new graduate course)</i>	

		<i>Concentration Course(3)</i>	<i>Concentration Course Requirements (Literacy, Special Education, ESL)</i>
		<i>Concentration Course(3)</i>	<i>Concentration Course Requirements (Literacy, Special Education, ESL)</i>

- *Students are encouraged to take courses during the May or summer semester.*
- *The information literacy goal is met through a college-wide experience.*
- *This course sequence is a recommended sequence, except for your foundation courses which have to be taken as suggested.*

Concentrations

Because of a demonstrated need for support in literacy, special education, and English as a Second Language (ESL) in urban schools, we aim to offer students in the 5-year Master’s in Secondary Urban Education a choice in a concentration based on their interests. Additionally, we have received student inquiries in each of these concentration areas and urban school administrators have noted a need for candidates with these skills. Students selecting ESL would graduate with a certificate in ESL and students selecting a concentration in Literacy or Special Education would have this designation on their transcripts and could potentially transfer the Master’s credits from their concentrations to a future Master’s degrees in that concentration areas. Additionally, students in the special education concentration can apply their special education courses toward a Post-Baccalaureate Certificate. These concentrations will utilize existing courses within the Special Education, Language, and Literacy (SELL) department at TCNJ. In addition to courses required for all students as part of the Secondary Urban Education program sequence, students selecting the Literacy or Special Education option would be required to complete four additional courses in their concentration while students selecting the ESL concentration would take five additional courses to meet ESL certification requirements.

Literacy Concentration:

RDLG 571: Language and the Teaching of Reading: This course examines the place of language in culture; linguistics and psycholinguistics as academic disciplines; examination of concepts significant for the reading program; analysis of American English; implications of cultural, linguistic, and psycholinguistic data for instructional practice and for selection of instructional materials. (Fall)

RDLG 579: Content Area Literacy: This course examines the purposes, specialized reading skills, reading materials, and modes of inquiry specific to the content areas; application of these specialized skills to the specific reading task. (Fall, Spring, Summer)

RDLG 684 – Digital Literacies in a Globally Connected World: This graduate course is designed to explore how literacy and learning are changing as people participate with digital technologies across intersecting local and global networks. We will collaboratively investigate how young people's digital literacies-their culturally and socially situated meaning making practices mediated by digital tools-emerge in relation to constantly shifting technologies of communication. Further we will look at how these digital literacies are constructed, reconstructed, negotiated, and embodied in multiple semiotic systems across

everyday contexts. This course highlights how digital literacies are situated, and how these socio-cultural understandings illuminate issues of power and privilege.

RDLG 673: The Writing Process in Literacy: The purpose of this course is to provide students with an in depth examination of current research and methods used in reading, writing and language arts instruction. It explores theories of how to teach the writing process and examines the connection between reading and writing performance in literacy development. This course also explores and examines skills that support writing processes and identifies effective strategies for cross-curricular integration of creative and informational writing. (Spring - Blended Course)

Special Education Concentration:

* = Counts toward special education certification

+ = Can be used as an elective toward special education certification

***EDUC 513: Collaboration:** This course is based on the premise that successful teachers are those who communicate effectively with other teachers in their schools, related services professionals in their district, parents of their students, and personnel in community agencies. Specific collaboration and team problem-solving skills are taught through the case method, role-playing, and field-based projects. Emphasized are family-centered, culturally sensitive practices and collaborative problem solving. (Fall, Spring, Summer)

***EDUC 614: Creating/Sustaining Classroom Communities:** Behavior issues are reported by new teachers to be one of the biggest challenges they encounter. Current literature indicates that for many students, traditional reactive approaches are ineffective and may indeed exacerbate inappropriate behaviors over the long run. The purpose of this course is to help future teachers develop a critical awareness of their classroom as a community and through this awareness develop strategies to proactively address behavioral challenges within this community. The course encourages students to develop a position of inquiry towards behavior that is reflective, proactive, and non-aversive. The course draws extensively on literature and best practices in areas such as constructivist approaches to classroom management, positive behavioral supports, person-centered planning, parent-professional collaboration, and social skills training.

+SPED 655: Advanced Topics in the Social and Cultural Construction of Behavior: This course introduces students to how constructs of good/bad behavior are situated within larger systems of structural inequality, privilege and oppression. Employing critical disability studies perspectives and principles of social justice, the course encourages students to resist deficit-based narratives of such children and families and focus on the possibilities that exist within supportive contexts. This course approaches emotional and behavioral disorders as social, cultural, and historical constructs and in doing so examines the ways in which educational policy, social systems and schooling practices set the stage for the construction of this disability label. Students will use first-person narratives to investigate the intersections of poverty, language, ability, race, gender, sexual orientation, nationality and ethnicity as they relate to behavior. Typical disciplinary practices and their historical roots will be examined as well assessment practices that culminate in the construction of EBD. The course introduces students to alternative constructions of behavior and the principles of democratic citizenship and social responsibility with an emphasis on local issues in Ewing, Trenton and the State of New Jersey. An appreciation of human neurodiversity and a presumption competence are integral values that run through the strand. (Fall)

ESLM 597: Special Topics: Intersection of Ability, Language, and Culture

The course discusses issues related to the disproportionality of ELs in special education programs and presents recommendations for an effective referral process if a disability needs to be addressed. The course highlights essential components of high quality instruction for ELs, appropriate and reliable assessment strategies to evaluate their academic progress over time, and key components of effective culturally sensitive pedagogy through assignments that capitalize on inquiry, reflection, observation, and professional development.

(Fall)

ESL Concentration:

ESLM 525: Second Language Acquisition: An overview of some of the major themes and issues in second language acquisition and how this impacts learning in an academic setting. Consideration will be given to topics such as research methodology, the role of the native language, morpheme acquisition orders, differential success, the linguistic environment, theories of second language acquisition, etc.

(Spring)

ESLM 579: Language and Literacy for ESL: This course provides an overview of issues in language and literacy as they relate to the teaching of English as a second language. Theories and models of first and second language reading processes are discussed, which provide a basis upon which to consider reading and literacy skills development and acquisition in the second language context. Among the topics that we address are: linguistic processing of text (i.e., phonological, morphological, syntactic, and semantic cueing in L1 and L2), strategies and metacognitive skills, content schema and background knowledge, vocabulary acquisition, reading and writing relationships, and theories and issues in second language reading. (Fall, Spring, Summer)

ESLM 587: Curriculum & Methods/Multilingual Population: This course is designed to develop competence in the application of the theoretical foundations of second language learning and acquisition and bilingual education in teaching multilingual populations. It enables candidates to practice ESL and/or bilingual methodologies, to design and implement appropriate instructional strategies and activities, to develop curricula and select material, and to perform proper evaluation procedures for ESL and bilingual programs respectively. (Spring)

ESLM 545: English Structure and Proficiency Assessment: This course is designed to develop students' competency in the applied linguistics with a good understanding of English structure and its application in L2 learning and acquisition. It enables students to compare the structures of phonetics and grammar of English and L2 learners' L1, to discover or identify the pitfalls and potential trouble spots in various areas of phonetics and grammar during L2 learners' learning process, and design appropriate and effective strategies for L2 learning and instruction. This course also provides students with language proficiency assessment standards, instruments, and strategies.

(Spring)

ESLM 578: Theory and Practice in ESL: Designed to develop competency in the theoretical foundations of second language acquisition, an understanding of the unique aspects of the process of second language teaching, and the necessary practical application of those theories as required in the ESL classroom. (Fall)

Appendix C: Math Course Planner for 5-Year Secondary Urban Education Students

The College of New Jersey

School of Education ~ Dept. of Educational Administration and Secondary Education - Fall 2018

5-Year Course Sequence (for Math Majors only)

Urban Secondary Education

(boxes in yellow represent courses in the Urban Education program)

Fall		Spring	
Year 1			
Course	Goal	Course	Goal
<i>FSP 101 First Year Seminar</i>	<i>FYS</i>	<i>SED 099 College Seminar</i>	<i>Secondary Education</i>
<i>099 Content Seminar</i>	<i>Content Major Requirements</i>	<i>EFN 299 Introduction to Urban Education/Schools, Community & Culture (field placement)</i>	<i>Urban Education</i>
<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Requirements</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Requirements</i>
<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Requirements</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Requirements</i>
<i>SPA 101 or elective</i>	<i>Urban Education/Language Requirement</i>	<i>SPA 102 or elective OR WRI 102</i>	<i>Urban Education/Language Requirement</i>

Fall		Spring	
Year 2			
Course	Goal	Course	Goal
<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>
<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Requirements</i>	<i>SED 224 Adolescent Development (field placement)</i>	<i>Secondary Education</i>
<i>SPA 102/SPA 103 or elective</i>	<i>Urban Education/Language Requirement</i>	<i>SPA 103 OR Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>
<i>SPE 103: Social and Legal Foundations of Special Education</i>	<i>Secondary Education</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Requirements</i>

Fall		Spring	
Year 3			
<i>(Students will have to overload one semester if they don't come in with credits)</i>			
Course	Goal	Course	Goal

<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>
<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	398 Historical and Political Context of Schools	Urban Education
<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	
ELE 302/Intro to Teacher Research	Professional Education	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>
SED XXX Working within Urban Communities (possible new undergraduate course)			
<i>Fall</i>		<i>Spring</i>	
<i>Year 4</i>			
<i>Course</i>	<i>Goal</i>	<i>Course</i>	<i>Goal</i>
SED 399 Pedagogy in Schools (field placement)		<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>
XXX 390 Discipline-Specific Methods		SED XXX Investigating Systemic Inequalities Impacting Urban Education (new undergraduate course) (field placement) ADD Extra hours for field placement with MENTORING	Urban Education
RAL 328 Reading in Secondary Education		ESLM 577 Sociolinguistics (3)	Urban Graduate (certification and bilingual education)
<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>

SUMMER COURSES: Concentration Course Requirements (2 courses) OR do as overload during undergrad

<i>Fall</i>		<i>Spring</i>	
<i>Year 5</i>			
<i>Course</i>	<i>Goal</i>	<i>Course</i>	<i>Goal</i>
SCED 695: Internship II (Student Teaching) (6)	Professional Education	SPED 525: Inclusive Practices (3)	

<i>SCED 667: Capstone (3)</i>	<i>Professional Education</i>	<i>SCED XXX Critical Pedagogy (new graduate course)</i>	
		<i>Concentration Course(3)</i>	<i>Concentration Course Requirements (Literacy, Special Education, ESL)</i>
		<i>Concentration Course(3)</i>	<i>Concentration Course Requirements (Literacy, Special Education, ESL)</i>

- *Students are encouraged to take courses during the May or summer semester.*
- *The information literacy goal is met through a college-wide experience.*
- *This course sequence is a recommended sequence, except for your foundation courses which have to be taken as suggested.*

Appendix D: ESL Course Planner for 5-Year Secondary Urban Education Students

The College of New Jersey
 School of Education ~ Dept. of Educational Administration and Secondary Education - Fall 2018
 5-Year Course Sequence (for ESL concentration students only)

Urban Secondary Education

(boxes in yellow represent courses in the Urban Education program)

Fall		Spring	
Year 1			
Course	Goal	Course	Goal
FSP 101 First Year Seminar	FYS	SED 099 College Seminar	Secondary Education
		EFN 299 Schools, Community & Culture (field placement)	Urban Education
099 Content Seminar	Content Major Requirements		
Liberal Learning/Content Major Course	Liberal Learning/Content Major Requirements	Liberal Learning/Content Major Course	Liberal Learning/Content Major Requirements
Liberal Learning/Content Major Course	Liberal Learning/Content Major Requirements	Liberal Learning/Content Major Course	Liberal Learning/Content Major Requirements
Liberal Learning/Content Major Course	Liberal Learning/Content Major Requirements	Liberal Learning/Content Major Course	Liberal Learning/Content Major Requirements

Fall		Spring	
Year 2			
Course	Goal	Course	Goal
Liberal Learning/Content Major Course	Liberal Learning/Content Major Course	Liberal Learning/Content Major Course	Liberal Learning/Content Major Course
SPA 101 or elective	Urban Education/Language Requirement	SED 224 Adolescent Development (field placement)	Secondary Education
Liberal Learning/Content Major Course	Liberal Learning/Content Major Course	Liberal Learning/Content Major Course	Liberal Learning/Content Major Course
SPE 103: Social and Legal Foundations of Special Education	Secondary Education	SPA 102 or elective	Urban Education/Language Requirement

Fall		Spring	
Year 3			
(Students will have to overload one semester if they don't come in with credits)			
Course	Goal	Course	Goal
398 Historical and Political Context	Urban Education	Liberal Learning/Content Major	Liberal

<i>of Schools</i>		<i>Course</i>	<i>Learning/Content Major Course</i>
		<i>SED XXX Investigating Systemic Inequalities Impacting Urban Education (new undergraduate course) (field placement)</i>	<i>Urban Education</i>
<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>
<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>
<i>SPA 103 or elective</i>	<i>Urban Education/Language Requirement</i>	<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>
<i>Fall</i>		<i>Spring</i>	
Year 4			
<i>Course</i>	<i>Goal</i>	<i>Course</i>	<i>Goal</i>
<i>ELE 302/Intro to Teacher Research</i>	<i>Professional Education</i>	<i>SED 399 Pedagogy in Schools (field placement)</i>	
<i>SED XXX Working within Urban Communities (possible new undergraduate course)</i>	<i>Urban Education</i>	<i>XXX 390 Discipline-Specific Methods</i>	
<i>ESLM 577 Sociolinguistics (3)</i>	<i>Urban Graduate (certification and bilingual education)</i>	<i>RAL 328 Reading in Secondary Education</i>	
<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>	<i>ESLM 578 Theory and Practice in ESL</i>	<i>Urban Graduate (certification and bilingual education)</i>
<i>Liberal Learning/Content Major Course</i>	<i>Liberal Learning/Content Major Course</i>		

SUMMER COURSES: Concentration Course Requirements (2 courses) OR do as overload during undergrad

<i>Fall</i>		<i>Spring</i>	
Year 5			
<i>Course</i>	<i>Goal</i>	<i>Course</i>	<i>Goal</i>
<i>SCED 695: Internship II (Student Teaching) (6)</i>	<i>Professional Education</i>	<i>SPED 525: Inclusive Practices (3)</i>	

<i>SCED 667: Capstone (3)</i>	<i>Professional Education</i>	<i>SCED XXX Critical Pedagogy (new graduate course)</i>	
		<i>Concentration Course(3)</i>	<i>Concentration Course Requirements (Literacy, Special Education, ESL)</i>
		<i>Concentration Course(3)</i>	<i>Concentration Course Requirements (Literacy, Special Education, ESL)</i>

- *Students are encouraged to take courses during the May or summer semester.*
- *The information literacy goal is met through a college-wide experience.*
- *This course sequence is a recommended sequence, except for your foundation courses which have to be taken as suggested.*

CONSULTANT'S CURRICULUM VITAE

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- Ph.D. (2011) Northwestern University/Evanston, Illinois
Sociology
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Institute for Education Sciences Multidisciplinary Program in
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- M.Ed. (2003) Boston College/Chestnut Hill, Massachusetts
Secondary Education and History, with Honors
- B.S. (2002) Cornell University/Ithaca, New York
Industrial and Labor Relations, with Honors

RESEARCH INTERESTS

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PROFESSIONAL EXPERIENCE

- 2017-Present Assistant Professor of Education, Center for Urban Education,
University of Pittsburgh, School of Education, Pittsburgh, PA
- 2014-2017 Associate Director of Research and Development, Center for Urban
Education, University of Pittsburgh, School of Education, Pittsburgh,
PA
Research Assistant Professor, School of Education
- 2011-2014 Research Scientist, Child Trends Youth Development Area,
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- 2014 Instructor, Curry School of Education Off-Grounds, University of
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- 2009 Instructor, Sociology Department, Northwestern University,
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2008-2009	Graduate Teaching Certificate Program Fellow Searle Center for Teaching Excellence, Northwestern University, Evanston, IL
2005-2008	Research Assistant for Dr. Thomas Cook, Northwestern University, Evanston, IL
2002-2004	Secondary Teacher, Boston Public Schools, 9 th grade History and Humanities, Boston, MA
2000-2002	Research Assistant for Dr. Wendy Adair, Cornell University, Ithaca, NY

SCHOLARLY PUBLICATIONS

Akiva, T., Carey, R.L., Cross, A.B., **Delale-O'Connor, L.** & Brown, M.R. (Accepted) Reasons youth engage in activism programs: Social justice or sanctuary? *Journal of Applied Developmental Psychology*.

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Milner, H.R., **Delale-O'Connor, L.**, Murray, I.E., & Farinde, A. (2016). Reflections on *Brown* to understand *Milliken v. Bradley*: What if we are focusing on the wrong policy questions? *Teachers College Record* 118(3), 1-32.

Delale-O'Connor, L. & Milner, H. R. (2016) Disrupting dangerous narratives in early childhood education. In *Being black is not a risk factor: Statistics and strengths-based solutions in the state of Pennsylvania*. Philadelphia, PA: Black Childhood Development Institute. <http://nbcidi.org/sites/default/files/resource->

[files/Being%20Black%20is%20Not%20a%20Risk%20Factor%20Statistics%20and%20Strengths-Based%20Solutions%20in%20the%20State%20of%20Pennsylvania.pdf](#)

Milner, H.R., Murray, I.E., Farinde, A. & **Delale-O'Connor, L.** (2015). Outside of school matters: What we need to know in urban environments. *Equity & Excellence in Education*, 48(4), 529-548.

Delale-O'Connor, L. (2014) Safely “other”: The role of culture camps in the construction of a racial identity for adopted children. In V. Treitler (Ed.), *Race in Transnational and Transracial Adoption*, (pp. 155-168). London, UK: Palgrave Macmillan.

Pattillo, M.E., **Delale-O'Connor, L.**, & Butts, F. (2014) High stakes choosing: Parents maneuver Chicago Public Schools. In A. Laureau & K. Goyette (Eds.), *Choosing Homes, Choosing Schools*, (pp. 237-267). New York, NY: Russell Sage Foundation.

Delale-O'Connor, L. (2013). School-Parent Relationships. In J. Ainsworth (Ed.), *Sociology of Education: An A to Z Guide* (pp. 683-684). Thousand Oaks, CA: Sage Publications.

Delale-O'Connor, L. (2013). School Choice. In J. Ainsworth (Ed.), *Sociology of Education: An A to Z Guide* (pp. 672-674). Thousand Oaks, CA: Sage Publications.

Delale-O'Connor, L. (2011, February). Culture goes to camp. *Contexts* 10(1), 60-61.

Delale-O'Connor, L. (2009). Learning to Be Me: The Role of Adoptee Culture Camps in Teaching Adopted Children Their Birth Culture. *Adoption & Culture* 2(1).

MANUSCRIPTS UNDER REVIEW AND IN PREPARATION

Akiva, T., DeMand, A., **Delale-O'Connor, L.**, McNamara, A. & Scott, P.W. (under review) Summer youth employment programs: How important is adult support? *Youth and Society*.

Delale-O'Connor, L. *Privileging information: The dissemination, accessibility, and marketing of information for schooling choices.* (In preparation)

EVALUATION REPORTS

Delale-O'Connor, L., DeMand, A., Akiva, T., Abdel-Latif, H., McNamara, A. & Polson, D. (2016). *Evaluation of Three Rivers Workforce Investment Board STEM activities for youth*. Pittsburgh, PA: University of Pittsburgh.

Delale-O'Connor, L., Akiva, T., DeMand, A., & Polson, D. (2016). *Pittsburgh 2015 Learn and Earn Evaluation Supplement: STEM Demonstration Programs*. Pittsburgh, PA: University of Pittsburgh.

Akiva, T., DeMand, A., **Delale-O'Connor, L.**, Galletta Horner, C., McNamara, A., & Kehoe, S. (2015). *Evaluation of the 2015 Pittsburgh Learn and Earn Summer Youth*

Employment Program. Pittsburgh, PA: University of Pittsburgh.

Akiva, T., Cross, A.B., **Delale-O'Connor, L.**, Carey, R. & Brier, K. (2015). *Youth-led social change in Pittsburgh: Evaluation of the Heinz Endowments Youth Organizing Initiative, Year 1*. Pittsburgh, PA: University of Pittsburgh.

Farinde, A., **Delale O'Connor, L.**, Alvarez, A., Murray, I. (2015). Ready to learn program spring 2015 interim report. Pittsburgh, PA: Center for Urban Education.

Milner, H. R., **Delale-O'Connor, L.**, Farinde, A., & Childs, J. (2014). Opportunity gaps in Florida: A review of literature and statewide data on school counselors, teacher quality, and disciplinary referrals. Gainesville, FL: Southern Legal Counsel.

Delale-O'Connor, L. and Walker, K. E. (2012). Rising to the challenge: The strategies of Social service intermediaries. Retrieved from Child Trends website:
http://www.childtrends.org/wp-content/uploads/2012/02/Child_Trends_2012_02_23_FR_RisingChallenge.pdf.

FUNDED GRANTS & EVALUATIONS

- 2017-2018 Co-Principal Investigator: *Research in Diversity Grant*, University of Pittsburgh University Research Council (\$4,800)
- 2017-2018 Co-Principal Investigator: The Heinz Fellows, The Heinz Endowments (\$800,000)
- 2016-2017 Center Development: The Grable Foundation, University of Pittsburgh, Lecture Series, Connecting Communities and Schools (\$10,000)
- 2016-2017 *Year of Diversity Provost Event Award*, University of Pittsburgh, Provost's Office (\$5,000)
- 2016-2017 Co-Principal Investigator: Ready to Learn Research and Development Project. Community Foundation for Greater Atlanta (\$20,000)
- 2016-2018 Co-Principal Investigator: Ready to Learn Research and Development Project. The Heinz Endowments (\$200,000)
- 2016 *Year of the Humanities Provost Event Award* University of Pittsburgh, Provost's Office (\$2,000)
- 2016 Co-Principal Investigator. *Ready to Learn Project*. Community Foundation for Greater Atlanta (\$40,000)
- 2015-2016 Co-Principal Investigator, *Ready to Teach, Ready to Learn*, The Heinz Endowments (\$50,000)
- 2015-2016 Center Development, Neighborhood Allies (\$3,000)
- 2015 *Year of the Humanities Provost Event Award* University of Pittsburgh, Provost's Office (\$3,000)
- 2015-2016 Co-Principal Investigator. *Ready to Learn Project*. Community Foundation for

- Greater Atlanta (\$32,600)
- 2015-2016 Principal Investigator, *Integrated Student Supports Needs Assessment and Evaluation*, Pittsburgh Public Schools (\$139,450)
- 2015-2016 Co-Principal Investigator, *Learn and Earn Summer Evaluation*, Three Rivers Workforce Investment Board 3RWIB (\$55,000)
- 2012-2013 Co-Principal Investigator, *School Choice Information Feasibility Study Research Project*, Institute for Education Sciences (\$348,780)

FELLOWSHIPS AND AWARDS

- 2009-2010 *Dissertation Fellowship*, Spencer Foundation
- 2009-2010 *University Scholar*, The Graduate School, Northwestern University
- 2009 *Consortium for Faculty Diversity Fellowship*, Goucher College (declined)
- 2009 *Buffet Center for International and Comparative Studies Grant*, Northwestern University
- 2008 *Doctoral Dissertation Improvement Grant*, National Science Foundation
- 2009 *Robert F. Winch Memorial Award for Outstanding Teaching*, Department of Sociology, Northwestern University
- 2008 *Graduate Research Grant*, Northwestern University
- 2005-2008 *Multidisciplinary Program in Education Sciences Fellowship*, Institute for Education Sciences
- 2006 *Robert F. Winch Memorial Award for Outstanding Paper Honorable Mention*, Department of Sociology, Northwestern University
- 2005-2007 *MacArthur Collaborative Summer Research Grant*, Sociology Department, Northwestern University
- 2004 *University Fellowship*, Northwestern University
- 2002-2003 *Donovan Urban Scholar Fellowship*, Boston College
- 2001 *Joel Seidman Prize*, Cornell University, Best Senior Honors Thesis
- 2001 *John Knight Institute for Writing Award*, Cornell University, Best Student Paper

SCHOLARLY PRESENTATIONS

- Delale-O'Connor, L.** (2017, May). Supporting economically disadvantaged students. Invited Presenter Provost's Diversity Institute for Faculty Development, University

of Pittsburgh, Pittsburgh, PA.

Delale-O'Connor, L. & Murray, I. E. (2017, April). Collective impact or “selective impact”: Opportunity gaps in initiatives meant to provide opportunities for all. Paper presented at the American Educational Research Association Meeting, San Antonio, Texas.

Delale-O'Connor, L. (2017, February). Educational Equity, Great Issues Forum. Invited Panelist, Episcopal Church of the Redeemer, Pittsburgh, PA.

Delale-O'Connor, L. (2017, February). School of the Future screening. Invited panelist, Remake Learning, University of Pittsburgh School of Education, and Carnegie Mellon University, Pittsburgh, PA.

Delale-O'Connor, L. (2016, September). School of the Future Screening. Invited panelist, WQED and Remake Learning, Pittsburgh, PA.

Delale-O'Connor, L. (2016, August). Dissemination, accessibility, and marketing of information for schooling choice. Paper presented at the American Sociological Association Meeting, Seattle, Washington.

Delale-O'Connor, L. (2016, May). Framing urban education: A brief overview. Invited Keynote, EdCamp Pittsburgh Un-Conference, Pittsburgh, PA.

Delale-O'Connor, L. (2016, May). Equity in education. Invited panelist, Remake Learning Days, Pittsburgh, PA.

Delale-O'Connor, L. & Milner, H.R. (2016, April). Centers at the center: Engagement and collaboration for educator development and student growth. Presidential Session participant at the American Educational Research Association Meeting, Washington, D.C.

Alvarez, A., **Delale-O'Connor, L.**, Farinde, A., & Murray, I. E. (2016, April). Emergent curriculum reform practices: Implications for teacher education policy. Paper presented at the American Educational Research Association Meeting, Washington, D.C.

Akiva, T., Cross, A., Carey, R., & **Delale-O'Connor, L.** (2016, March). Reasons youth engage in activism programs: Social justice work or sanctuary? Paper presented at Society for Research in Adolescence Biennial Meeting, Baltimore, MD.

Delale-O'Connor, L. (2016, February). Disrupting the cradle to prison pipeline. Invited presentation to the Homeless Education Network quarterly meeting, Pittsburgh, Pennsylvania.

Delale-O'Connor, L. (2016, January). Insights from the urban classroom. Invited presentation in the Destination Diversity series, Center for Instructional Development and Distance Education, University of Pittsburgh, Pittsburgh, Pennsylvania.

Delale-O'Connor, L. (2015, October). Pursuing employment outside of the academy. Invited presentation, Northwestern University, Sociology Department Workshop,

Evanston, Illinois.

- Delale-O'Connor, L.** (2015, June). Voice and a seat at the table: Navigating stakeholder participation in university-community partnerships. Symposium conducted at Society for Community Research and Action Bi-annual Conference, Lowell, Massachusetts.
- Delale-O'Connor, L.** (2014, October). Beyond academics: Promoting in and out of school success for African American boys. Invited panel presentation at the Center on Race and Social Problems Summit, "Are Academics Enough?" Pittsburgh, Pennsylvania.
- Delale-O'Connor, L.** (2014, June). Evidence matters: Building an evidence base for CASA. Invited keynote address at Court Appointed Special Advocates Annual Conference, Grapevine, Texas.
- Delale-O'Connor, L.** (2014, January). Using what you've got: The influence of information possession and use on school choice. Paper presented at the Third Annual International School Choice and Reform Conference, Ft. Lauderdale, Florida.
- Delale-O'Connor, L.** (2013, October). Using what you've got: The influence of information on schooling choices. Invited talk at MDRC, New York, New York.
- Delale-O'Connor, L.** (2012, March). Choosing, defaulting, or falling short? Defaulters in the education context. Invited talk at Harvard University Graduate School of Education, Cambridge, Massachusetts.
- Delale-O'Connor, L.** (2010, August). Choosing by default: Understanding agency and action in schooling choice. Paper presented at the American Sociological Association Meeting, Atlanta, Georgia.
- Delale-O'Connor, L.** (2010, April). Privileging information: Understanding the connections between information sources and parents' school choices. Paper presented at the American Educational Research Association Meeting, Denver, Colorado.
- Delale-O'Connor, L.** (2009, March). Of Smokestacks and Shikumen: (Re)presentation in Homestead and Shanghai. Paper presented at the Urban Representations Conference, Shanghai, China.
- Delale-O'Connor, L. & Pattillo, M.** (2008, August). 'You have to do it on your own': Information Disparities in School Choice. Paper presented at the American Sociological Association Meeting, Boston, Massachusetts.
- Delale-O'Connor, L.** (2008, April). Information, Understanding and School Choice. Poster presented at the Institute for Education Sciences Conference, Washington, D.C.
- Delale-O'Connor, L.** (2007, September). Learning to Be Me: The Role of Adoptee Culture Camps in Teaching Adopted Children Their Birth Culture. Paper presented at the Second International Conference on Adoption and Culture, Pittsburgh, Pennsylvania.
- Delale-O'Connor, L.** (2007, August). Drawing the Line: Race, Ethnicity, and Class Boundaries in Education. Paper presented at the American Sociological Association Meeting, New York, New York.

Delale-O'Connor, L. & DeSoucey, M. (2007, August). Addressing Decoupled Identity in Adoptee Culture Camps. Paper presented at the American Sociological Association Meeting, New York, New York.

Delale-O'Connor, L. (2007, April). Twelve Smokestacks in a Strip Mall: Representations of Steel in Homestead, PA. Paper presented at Urban Representations: Media Publics Conference, Evanston, Illinois.

Delale-O'Connor, L. (2006, August). Twelve Smokestacks in a Strip Mall: The Transformation of Homestead, Pennsylvania. Paper presented at American Sociological Association Annual Meeting, Montreal, Canada.

Delale-O'Connor, L. (2006, April). Adolescent Development: An Improved Replication Study. Poster presented at the Institute for Education Sciences Conference, Washington, D.C.

UNDERGRADUATE AND GRADUATE STUDENT ADVISING

Committee (Co-Advisor) for DaVonna Graham (Ph.D., Instruction and Learning)

Committee (Advisor) for James Metzger (Ed.D., Administrative and Policy Studies)

Committee (Advisor) for Kendria Boyd (Ed.D., Social and Comparative Analysis in Education)

Committee (Member) for Terri Carr (Ed.D., Administrative and Policy Studies)

Committee (Member) for Alydia Thomas (Ed.D., Administrative and Policy Studies)

Committee (Member) for John LaDue (Ed.D., Higher Education Management)

Committee (Member) for Jawanza Rand (Ph.D., Social and Comparative Analysis in Education)

Committee (Member) for Derric Heck (Ph.D., Social and Comparative Analysis in Education)

Committee (Member) for Adam Alvarez (Ph.D., Social and Comparative Analysis in Education)

Committee (Member) for Ira Murray (Ph.D., Social and Comparative Analysis in Education)

Committee (Member) for Hershawna Turner (Ph.D., Administrative and Policy Studies)

Committee (Member) for Annie McNamara (Ph.D., Psychology in Education)

Committee (Member) for Paul Spradley (Ed.D., Administrative and Policy Studies)

Committee (Member) for Maggie Sikora (Ed.D., Administrative and Policy Studies)

First Experiences in Research (Advisor) for Priya Chandrasekaran (Undergraduate)

First Experiences in Research (Advisor) for Paige Achey (Undergraduate)

First Experiences in Research (Advisor) for Krista Chiccarine (Undergraduate)

First Experiences in Research (Advisor) for Hager Mohamedein (Undergraduate)

PROFESSIONAL SERVICE

Communication Chair, American Educational Research Association Family, Community, and School Partnerships Special Interest Group (SIG)

Pennsylvania ESSA Leadership Learning Committee

Editorial Board, *Urban Education*

Manuscript Reviewer, Teaching and Teacher Education, Urban Education, Social Science Quarterly, American Educational Research Association Annual Meeting proposals

Social Justice and Diversity Committee Member, School of Education University of Pittsburgh, 2016-2019

Community Engagement Center Advisory Council Member, University of Pittsburgh

Student Coordinator, Culture and Society Workshop, Northwestern University 2005-2009

Student Coordinator, Urban Representations Conference, Northwestern University, 2007

Graduate Affairs Committee, Sociology Department Northwestern University 2005-2006

CONSULTANT'S REPORT

Final Report on the Program Proposal for 5--year Master's Program in Secondary Urban Education at The College of New Jersey

August 19, 2017 External Evaluation

Prepared by Lori Delale--O'Connor, PhD
University of Pittsburgh

Thank you for the opportunity to review the proposed 5-year Master's Program in Secondary Urban Education at The College of New Jersey (TCNJ). To complete this report, I reviewed the Initial Program Proposal for 5-year Master's Program in Secondary Urban Education, as well as syllabi for three courses associated with the program (Working Within Urban Communities, Investigating Systemic Inequalities Impacting Urban Education, and Critical Pedagogy). In addition, I visited TCNJ on August 17, 2017 and met with the faculty associated with this program, as well as the Dean of the School of Education, Dr. Suzanne McCotter, and the Provost, Dr. Jacqueline Taylor. Overall, the program appears to offer a strong and important addition to the programming currently available at TCNJ and fills a gap among higher education institutions. In particular, the proposal makes it clear that there is a need for and interest in such a program. The proposed course structure has a solid foundation and addresses areas of critical importance to prepare teachers for urban schools, and the core faculty have the capability, commitment, and training to successfully administer this program. In addition, there seems to be a great deal of enthusiasm for this program, which will not only support future educators in urban schools, but foster greater connection with local urban communities (in particular Trenton, Camden, and Philadelphia). I would recommend proposal approval with minor modifications (discussed below) to strengthen the already strong preliminary proposal.

In the report that follows I outline each of the areas of the proposal as requested in the consultant guidelines for external review provided by TCNJ. In addition, I offer suggestions to strengthen the preliminary proposal or areas to think about as key points to garner additional funding or develop partnerships/connections.

Background

Research has demonstrated the important role that teacher quality plays in school quality and in students' academic outcomes, in particular in urban educational settings. As the demographic divide between teachers and students continues to grow, both nationally and locally, institutions of higher education like TCNJ continue to prepare a largely White, middle class, and female teaching population to serve an increasingly diverse student population. These teachers must be prepared to respond to the needs of their students and possess a better understanding of their students' homes and communities, in particular when working in urban communities. In addition, more teachers, particularly teachers of color, must be recruited from these urban communities. This proposal for a 5--year Master's Program in Secondary Urban Education outlines a high quality program designed to both meet the needs of urban schools in New Jersey, while also building upon the interests of current TCNJ students and expertise of TCNJ faculty. The proposed program offers a research--based, rigorous and coherent sequence of courses and experiences that will prepare teacher candidates to thrive in urban schools and effectively meet

the needs of their students. In addition, from an institutional standpoint, the proposed program offers TCNJ an opportunity to fill a gap in current educator preparation programming in New Jersey. Filling this gap, in particular with a program that includes Master's level work will likely increase both student enrollment, but also the time students attend and the associated tuition. The program further offers TCNJ the ability to strengthen its connections to Trenton, continue to show a demonstrated commitment to the community, and, ultimately, create a stronger pipeline of students between the Trenton Public Schools and the college.

A. Objectives

The program proposal lays out objectives that are clear and consistent with both TCNJ's institutional mission and the broader objectives of the school's current programming. However, the proposal would be better served by stating these both early on and explicitly the way that it does this through particular aspects of the program.

The proposal might also be served by indicating the clear alignment it has with TCNJ's vision "a vibrant, collaborative, and inclusive community of learners who will make a distinct mark on the world" and college values, in particular those of Engagement, Inclusiveness, and Self--reflection. This alignment is clear in the programming, but could be stated more explicitly in the proposal to strengthen your case.

In addition, TCNJ's ongoing commitment to Trenton is currently experiencing positive momentum around a committee focused on understanding the history and connection between the college and the city. This committee, which was much of the motivation behind the renaming of one of the TCNJ campus buildings (see: http://www.nj.com/mercer/index.ssf/2017/05/tcnj_building_that_honored_segregatio_nist_renamed.html), has issued recommendations, which could align well with this program's aims. Again, making this explicit would demonstrate the ways in which the program connects to and benefits the broader college.

B. Need for the program

While those within urban education are well-aware of the need for programs to specifically support the education and development of future teachers in urban communities, the preliminary proposal would be strengthened even further by stating the case for those less familiar with both the local and national statistics. In particular, if possible, specific statistics around teacher need in NJ, particularly connected to turnover and vacancies, as these exist for urban schools would be helpful. In addition, the program really focuses on addressing two important issues—preparing White, middle class students to be effective educators in urban communities and increasing the pool of teachers of color prepared to effectively teach in urban schools. Again, pointing to the need for both these streams of teachers would benefit the overall case for the need for such a program.

The current proposal clearly articulates the need for the 5 Year Master's Program in Secondary Urban Education within the School of Education. In particular, this program aligns with an

already existing (and successful) program for in elementary and early childhood (5-year Urban Education Master's program in Elementary and Early Childhood Education). The needs of the students and of the faculty are clear, and this program fills the stated gaps for these populations. As pointed out in the proposal, 66% of current students would be interested in such programming. In addition, interest has been expressed across a variety of key stakeholders (including state administrators) and is documented in the proposal. The proposal would be well-served by also being more explicit about the ways this program will increase graduate enrollments—in particular in the face of statewide challenges to do just that.

C. Educational Programs

The proposal makes it clear that this program would dovetail well with current programming and fill a need, rather than superseding current programming. Indeed the program it most closely aligns (5-year Urban Education Master's program in Elementary and Early Childhood Education) has grown exponentially since its inception in 2009, and the currently proposed program would have a variety of connections and make similar preparation available to teachers working with a broader age group. During my time on campus, I had the opportunity to meet with faculty associated with the Early Childhood and Elementary program (from inception to current administration), and they also made it clear that they saw synergies with the proposed program and were excited to support this work. Making these connections more explicit in the proposal would strengthen the proposal (including thinking about how staffing might occur across the programs—such as a shared coordinator discussed below). Indeed, the two programs may benefit from a more explicit connection—such as a center or broader program—that allows them to co-market and co-develop.

The courses in the 5 Year Master's Program in Secondary Urban Education are well sequenced, and the proposal demonstrates the scaffolding built in across areas. The curriculum represents a strong commitment to supporting future secondary educators in urban schools and connecting them to cutting edge knowledge in the field of urban education. Of particular note is the strong focus on supporting students in critical pedagogies and explicitly supporting them in making community connections— fundamental understanding and practical experience in these areas is so necessary but often overlooked or addressed piecemeal across classes. Another strength of the program is the concentration streams, which allow students to go in greater depth in three critical areas—literacy, ESL, or special education— but also make sure that all students have a level of exposure. Emphasize the uniqueness and value of this more fully in the proposal. In addition, the connection of the concentrations to future degrees and streams of learning is important in both supporting students and building future pathways and connecting those pathways to possible future attendance at TCNJ.

The proposal team has made it clear they are in the process of building relationships— both within TCNJ and beyond—that would strengthen the programming, including connections with departments across campus and increased connections with local school districts.

In addition, due to the nature of programming, there are clear ways for the students to “opt out” or be counseled out of the urban focus, which is critical in this kind of work.

Further, the program itself represents an opportunity for a level of preparation not available locally. While there are other local programs that prepare urban educators (notably Rutgers, Jersey City and Montclair), TCNJ would be the only with a five year master's giving it a unique local position.

Because the explicitly urban-focused program begin in earnest in Junior year, I recommend that the proposal team think about including formal ways for these students to begin to be a cohort. We discussed the possibility of a credit or non--- credit bearing seminar to meet this need.

Because students at TCNJ have double majors, given the nature of this program, it makes sense that the primary major be in urban education and the secondary major be in content area. This would allow advisors within the school of education to guide the admission and matriculation process in ways that would best support the development of effective urban educators.

D. Students

The proposal sets forth an ambitious plan for enrollment of 15-20 students in the first year, but based on the growth of the EECE and the unique positioning of the program, one that seems to be feasible.

The proposal articulates outreach and an interest in attracting diverse students to the college, but the marketing and outreach outside of Lion's day is uncertain. While speaking with the proposal team, as well as the Dean and Provost, they each articulated clear areas for potential recruitment that should be included in the proposal. In particular:

- Drawing from the high schools from which students attend summer TCNJ programming
- Increasing connections with the Urban Academy
- Connecting with the EOF students and Cooperman Scholars
- Marketing to the 113 school districts that participate in Education Interview Days

The articulated desire to build a pipeline of educators from urban communities is critical, but also needs to be expanded upon, in particular through the specifications around building relationships with local urban districts.

Specifically articulating these potential recruitment tactics would demonstrate strong potential to yield a diverse applicant pool and, ultimately, enrolled student population.

E. Faculty

A particular strength of the proposal is the faculty who will lead the development and context specific training in this program. This strength became even more apparent during my campus visit. EASE hired two new faculty members, who are clearly and eagerly engaged and abundantly capable, to support the development of this program. Drs. Bellino and Richardson along with Dr. Davis are committed to developing the program and through syllabi and the proposal have a strong understanding of the knowledge, attitudes, beliefs, dispositions, and practices of the necessary to support educators who will be effective in urban environments. In addition, they are engaged and committed to the students with whom they work. Teacher

candidates will benefit from working with the program faculty.

The proposal further makes it clear that the addition of this program would more effectively use the faculty's' time with increased enrollments across courses.

Background/CV information for Drs. Bellino, Davis and Richardson were not part of the proposal, but it would serve the proposal to include this information. In addition, the background of Dean McCotter, who has extensive experience in designing and supporting similar programming at her previous institution, should be included.

F. Support Personnel

The proposal articulates that a program coordinator would be hired to support the administration of this program. After gaining a better understanding of the administration of this program, such a position—whether served by a faculty member with a significantly reduced course load or an additional staff hire—is necessary to successfully administer the program, support the students, and maintain continuity of programming across years. Such a position could be shared between the two 5--year urban education programs.

G. Finances

TCNJ seems well resourced to offer the proposed program—in particular as mentioned above with the hiring of new faculty members, TCNJ seems committed to supporting this type of program.

Given the benefits (and uniqueness) to the state of New Jersey, requesting funds from the state, districts, and foundation grants would be appropriate and encouraged. Similar programs offer opportunities for student loan forgiveness upon each year of completion of teaching in an urban school. In addition, this program presents a clear development opportunity across a variety of areas, including transportation costs for students during practicum experience, costs to defray testing and certification, and broader scholarships. These supports would help increase and diversify the pool of students able to participate in this program.

H. Physical Facilities

TCNJ's campus, and in particular the School of Education, offers ample space and cutting edge facilities for the courses and associated training necessary for this program.

I. Library

The library's online presence and service offerings make it clear that students would benefit from the support and resources they need to successfully complete this program. In addition, a tour of the library demonstrated the facilities and the staff support at the library (in particular the librarian assigned to support the School of Education) would allow faculty and students to fully carryout this program as described.

J. Computer and Technology Facilities

Similar to above, the computer and broader facilities would be appropriate for the proposed program. In addition to resources in the School of Education, students are able to access full labs

and associated training at the TCNJ library.

K. Administration

The proposal indicates that the former dean was committed to such programming, and based on meetings with the Dean and Provost, there is clear support and excitement about the program among current administration. Both the Dean and the Provost seemed to see the clear opportunities around this program and, in particular, the synergies between this program and broader college and school goals. I believe they would be strong advocates for the program.

L. Evaluation

The proposal makes it clear that the faculty involved with planning team has thought carefully and deliberately about the program's goals, and the formative and summative assessments associated with them align with their knowledge of the field. To this end, program faculty will be well aware of students' performance and progress through the program.

In addition, the accreditation process that is required for the School of Education would offer (and require) additional opportunities to evaluate the programming. I would suggest, however, that the proposal team think about and include a specific and longer-term evaluation or performance management plan to assess the achievement of overall program goals and graduate effectiveness. This could include rates of retention, district assessment of graduates, along with other student--related growth/measures.

INSTITUTIONAL RESPONSE TO THE CONSULTANT'S REPORT

After receiving the consultant's report on our proposed program, we carefully addressed each point raised by Dr. Delale-O'Connor, which is reflected in the program narrative above.

BOARD OF TRUSTEES' RESOLUTION

INSTITUTIONAL RESPONSES

**Appendix A –
Investigating Systemic Inequalities Impacting Urban Education**
The College of New Jersey
School of Education
Department of Educational Administration and Secondary Education
Spring 2017

**Instructor:
Email:
Phone:
Office Hours:**

COURSE PURPOSE

The purpose of this course is to investigate systemic inequalities impacting urban education utilizing ethnographic research. Systemic inequalities impacting urban education, as conceptualized in this course, includes the social, political, and economic structures that shape schools as institutions. We will explore texts from each of these domains as well as ways that urban education researchers are addressing these challenges in hopeful and radical ways. Using ethnographic research allows for deeply contextualized and nuanced explorations into the lives of the youth, teachers, parents, and communities living and working in urban environments. Additionally, the course will introduce students to the theoretical perspectives that inform ethnography as a methodological approach and of the techniques for and issues in gathering, analyzing, writing-up, and using ethnographic data. More specifically, the course will draw on critical ethnography as “this kind of methodology emerges collaboratively from the lives of the researcher and the researched and is centrally about praxis and a political commitment to the struggle for liberation and in defense of human rights.” (Calabrese-Barton, 2000).

COURSE LEARNING GOALS

1. To be able to learn, analyze, compare, and contrast U.S. social, political, and economic structures and explain how each affects the existing inequality between urban and suburban schools. Additionally, developing a systems perspective in order to synthesize the intersection of these structures to describe and evaluate the macro factors that shape urban schools today. (CF 1, 3)
2. Understand the place of ethnography in educational research as well as how to apply new knowledges generated through research to practice. Learn about the data collection methods and data analysis of ethnographic research. Carry out a small research project, requiring the use of ethnographic techniques and the analysis of ethnographic data. (CF 1, 2, 3, 4, 5)
3. Apply understanding of systemic inequalities to support all learners in urban schools while also creating strategic plans to mitigate inequalities affecting urban schools and students (CF 1, 2, 3, 4, 5)

4. Show improvement in research and writing skills through intensive writing assignments and critical analytical reflections. (CF 5)

Course themes and goals reflect the School of Education's Conceptual Framework, Creating Agents of Change:

- CF 1. Demonstrating Subject Matter Expertise
- CF 2. Demonstrating Excellence in Planning and Practice
- CF 3. Demonstrating a Commitment to All Learners
- CF 4. Demonstrating a Strong, Positive Effect on Student Growth
- CF 5. Demonstrating Professionalism, Advocacy, and Leadership.

Middle States Accreditation Competencies Addressed in these Course Objectives:

- Written Communication
- Scientific Reasoning
- Information Literacy and Oral Communication

READINGS & RESOURCES

We will read six books during this course. The first book will introduce the overarching state of urban education today. We will then read three books, one each addressing social, political, and economic structures shaping urban education. The course will end with two books that address the spaces and opportunities for radical change in urban education.

Required Books:

Anyon, J. (2014). *Radical possibilities: public policy, urban education, and a new social movement* (Second edition). New York: Routledge.

Dickar, M. (2008). *Corridor cultures: mapping student resistance at an urban high school*. New York: New York University Press.

Ginwright, S. A. (2010). *Black youth rising: activism and radical healing in urban America*. New York: Teachers College Press.

Kozol, J. (2012). *Savage inequalities: children in America's schools* (1st Broadway Paperbacks ed). New York: Broadway Paperbacks.

Lipman, P. (2011). *The new political economy of urban education: neoliberalism, race, and the right to the city*. New York: Routledge.

MacLeod, J. (2009). *Ain't no makin' it: aspirations & attainment in a low-income neighborhood* (3rd ed). Boulder, CO: Westview Press.

Supplemental Readings:

Additional shorter readings and materials will be on Canvas or distributed in class. You MUST

print these materials and resources and bring them to class, or have the ability to refer to them via tablet or laptop. Please read the pieces in the order they are listed on the syllabus. I have attempted to list them in an order that will be helpful to you.

Lareau, A. (1996). Common problems in fieldwork. In A. Lareau & J. Shultz (Eds.) *Journeys through Ethnography* (pp. 196-236). Boulder, CO: Westview Press.

Brodkey, L. (1987). Writing Critical Ethnographic Narratives. *Anthropology & Education Quarterly*, 18, 67-76.

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (2nd ed). Chicago: The University of Chicago Press.

Gorski, P. C. (2016). Poverty and the ideological imperative: a call to unhook from deficit and grit ideology and to strive for structural ideology in teacher education. *Journal of Education for Teaching*, 42(4), 378–386.

Hammersley, M., & Atkinson, P. (2007). *Ethnography: principles in practice* (3rd ed). London ; New York: Routledge.

Spradley, J. P. (1979). Step Two: Interviewing an Informant. In J. Spradley (Ed.), *The Ethnographic Interview* (pp. 55-68). San Francisco: Holt, Rinehart and Winston.

GRADING

Grading Scale

93-100 points	A
90-92 points	A-
87-89 points	B+
83-86 points	B
80-82 points	B-
77-79 points	C+
73-76 points	C
70-72 points	C-
65-69 points	D
< 65 points	F

Late Work Policy

Students are expected to turn in **all work on time**. Late work will **only** be accepted **one day after the due date** with a **penalty of one full grade**. (If you earned an “A”, you grade would receive a “B”.)

COURSE REQUIREMENTS

Guidelines will be provided for all assignments. Consult the more specific directions when completing the assignments. All assignments are to be typed in 12-point font with 1” margins. The College academic honesty policy is expected to guide all student work. Please review this policy so that you are clear on the various forms of plagiarism and the consequences.

I. Ethnographic Research: (30%)

This assignment will be conducted in conjunction with your field placement. It will include your daily field notes, critical analytical reflection on field notes, interview protocols and transcripts.

II. Weekly Analytic Writing/In-Class Writing/Quizzes (25%) To help you make connections and build coherence among the readings, your experiences in this and other courses, and your field experiences, you will complete “weekly” analytical reading responses in addition to assignments. Each week you will write a one-page single spaced critical reflection that inspired, intrigued, provoked, or challenged you. This can be as simple as starting with a powerful quote or a larger idea that you want to think through during the class.

Unless otherwise noted, for each reading response, you must meet the following requirements:

- a) 1 page, typed, 12-point font, Times New Roman, 1-inch margins, single-spaced.
- b) Your response should include your interpretation/analysis/thoughts/beliefs on the readings. In other words we want to hear your opinions/critiques about what you read. **You should choose ONE idea/concept/question from any of the readings to focus on in your analysis.** In other words, your analysis section should address **ONE** question you would like to raise about the reading(s).

Some sample questions you might tackle include:

- o How did the reading support, extend, or challenge what you already know?
- o What concepts or principles did you learn from the readings? What points did the author(s) make that helped you understand this concept?
- o What new perspective did you gain from the readings? Did you make connections to other materials you have read?
- o What ideas were most inspiring to you and why? How might you act on these ideas when you become a teacher?

- o What ideas did the author present that have confused you or caused you to question the concepts?
 - o How does this relate to your own life experiences?
- c) Reflections will lose points for bad grammar and spelling; therefore, be sure to proofread your work. Students will also lose one point for each text that is not summarized. (If you only summarize 3 readings instead of 4, you will lose 1 point.)
- d) Students will earn 100% on reflections for meeting the criteria above.
- e) **Reflection will NOT be accepted if they are over 1 page (unless otherwise specified). Reflections must be posted on Canvas BEFORE class begins on the assigned date.**

III. Final Ethnography (30%)

Your final ethnography will include both your observations from the field including participant observations and interview data as well as your critical analysis which will include drawing upon theory and methodologies utilized in your study. This will be presented to the class in a conference style presentation (10%) as well as written into a final research paper (20%).

IV. Participation (15%)

Attendance at all classes is required. Although short lectures will sometimes be provided, this is not a lecture-based course. Passive learning is not the objective. You are expected to participate vigorously and thoughtfully in class discussions. In order to support your participation in class you must prepare substantively for each class session.

Class Preparation: You must complete all pre-assigned reading tasks before the class session for which they are assigned. In some instances you will be provided with guiding questions, orienting concerns, and/or written assignments that will facilitate your reading of the assigned reading. In addition to contemplating these questions/concerns and completing these assignments before the start of class, you should be able to summarize the main argument(s) and/or central concepts for each assigned reading. Although students are encouraged to volunteer their participation in class, the instructor will also call on students in order to maximize classroom opportunities to hear from ALL of the students enrolled in the course. Please note, participation is more than just talking. Participation should raise the level of academic discourse, which may include asking questions and encouraging exploration, consideration, and learning.

Guidelines for Class Discussions:

Given the content of this course, we often discuss sensitive matters (such as race, class, gender, sexual orientation, politics, and ideas about preferred styles of teaching). Because I consider it essential to our learning together, everyone in this class must feel safe to express him or herself and to ask potentially embarrassing questions. As such, it is important that we commit to and honor certain principles of discourse. To facilitate this, I borrow the following discussion guidelines from Gary Fenstermacher:

- 1) Listen and understand before you judge. Learn to “hear” and comprehend before you draw conclusions or evaluate what others are saying.

2) Probe and question as a means of gaining a fuller measure of understanding. Before you ask questions that criticize or negate, ask questions that ensure you grasp what the other person is saying. Some examples: “If I understand you correctly, you are contending that” “Would you help me gain a better understanding of what you are saying by explaining a little more the idea that”

3) Do what you can to make the discussion atmosphere safe for different perspectives and for considerate controversy over different perspectives. Present your own positions gently and tentatively, and listen to the positions of others in the same way.

4) Invite fellow students who are not participating to engage the topic. Ask them what they think (and take a genuine interest in their answers). Keep an eye on the ebb and flow of discussion and take responsibility for keeping the discussion moving along, treating all participants considerately, and maintaining a balanced and gracious tone.

5) Be aware of your own participation, checking occasionally to ask whether you are monopolizing the conversation or failing to contribute to it at all.

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<http://policies.tcnj.edu/policies/digest.php?docId=9134>

**The “fourth hour” is accounted for through your fieldwork.

READINGS & ASSIGNMENT SCHEDULE

Readings, assignments, and due dates are all subject to change. It is your responsibility to stay up-to-date.

Date	Topic	Readings/ Assignments <u>Due for This Session:</u>
Week 1	Introductions	<p>Class Reading and Discussion: Gorski, P. C. (2016). Poverty and the ideological imperative: a call to unhook from deficit and grit ideology and to strive for structural ideology in teacher education. <i>Journal of Education for Teaching</i>, 42(4), 378–386.</p>
Week 2	<p>Overview of Urban Education http://www.ted.com/talks/linda-cliatt-wayman-how-to-fix-a-broken-school-lead-fearlessly-love-hard</p>	<p>http://www.ted.com/talks/linda-cliatt-wayman-how-to-fix-a-broken-school-lead-fearlessly-love-hard http://www.ted.com/talks/linda-cliatt-wayman-how-to-fix-a-broken-school-lead-fearlessly-love-hard</p> <p>Read & Annotate: Kozol, J. (2012). <i>Savage inequalities: children in America's schools</i> (1st Broadway Paperbacks ed). New York: Broadway Paperbacks. ("To the Reader" - Chapter 3)</p> <p>Hammersley, M., & Atkinson, P. (2007). <i>Ethnography: principles in practice</i> (3rd ed). London ; New York: Routledge. (Chapter 1)</p> <p>Due: Reading Reflection #1</p>

<p>Week 3</p>	<p>Overview Of Urban Education</p>	<p>Read & Annotate: Kozol, J. (2012). Savage inequalities: children in America's schools (1st Broadway Paperbacks ed). New York: Broadway Paperbacks. (Chapters 4 - 6)</p> <p>Lareau, A. (1996). Common problems in fieldwork. In A. Lareau & J. Shultz (Eds.) Journeys through Ethnography (pp. 196-236). Boulder, CO: Westview Press.</p> <p>Due: Reading Reflection #2</p>
<p>Week 4</p>	<p>Economic Structures</p>	<p>Read & Annotate: MacLeod, J. (2009). Ain't no makin' it: aspirations & attainment in a low-income neighborhood (3rd ed). Boulder, CO: Westview Press. (Chapters 1 - 4)</p> <p>Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). Writing ethnographic fieldnotes (2nd ed). Chicago: The University of Chicago Press. (Chapters 2 & 3)</p> <p>Due: Reading Reflection #3</p>
<p>Week 5</p>	<p>Economic Structures</p>	<p>Read & Annotate: MacLeod, J. (2009). Ain't no makin' it: aspirations & attainment in a low-income neighborhood (3rd ed). Boulder, CO: Westview Press. (Chapters 5 - 8)</p> <p>Due: Reading Reflection #4 & Field</p>

		Notes/Critical Reflection
Week 6	Political Structures	<p>Read & Annotate: Lipman, P. (2011). The new political economy of urban education: neoliberalism, race, and the right to the city. New York: Routledge. (Chapters 1 - 3)</p> <p>Due: Reading Reflection #5 & Field Notes/Critical Reflection</p>
Week 7	Political Structures	<p>Read & Annotate: Lipman, P. (2011). The new political economy of urban education: neoliberalism, race, and the right to the city. New York: Routledge. (Chapters 4 - 7)</p> <p>Due: Reading Reflection #6 & Field Notes/Critical Reflection</p>
Week 8	Social Structures	<p>Read & Annotate: Dickar, M. (2008). Corridor cultures: mapping student resistance at an urban high school. New York: New York University Press. (Intro - Chapter 3)</p> <p>Spradley, J. P. (1979). Step Two: Interviewing an Informant. In J. Spradley (Ed.), The Ethnographic Interview (pp. 55-68). San Francisco: Holt, Rinehart and Winston.</p> <p>Due: Reading Reflection #7; Field Notes/Critical Reflection; Ethnography Topic</p>
Week 9	Social Structures	

		<p>Read & Annotate: Dickar, M. (2008). Corridor cultures: mapping student resistance at an urban high school. New York: New York University Press. (Chapters 4 - 7)</p> <p>Due: Reading Reflection #8; Field Notes/Critical Reflection; Outline of Ethnography</p>
Week 10	Leveling the Playing Field in Education	<p>Read & Annotate: Ginwright, S. A. (2010). Black youth rising: activism and radical healing in urban America. New York: Teachers College Press. (Intro - Chapter 2)</p> <p>Due: Reading Reflection #9; Field Notes/Critical Reflection; Ethnographic Interview</p>
Week 11	Leveling the Playing Field in Education	<p>Read & Annotate: Ginwright, S. A. (2010). Black youth rising: activism and radical healing in urban America. New York: Teachers College Press. (Chapters 3 - Epilogue)</p> <p>Brodkey, L. (1987). Writing Critical Ethnographic Narratives. Anthropology & Education Quarterly, 18, 67-76.</p> <p>Due: Reading Reflection #10 & Field Notes/Critical Reflection</p>
Week 12	Leveling the Playing Field in Education	<p>Read & Annotate: Anyon, J. (2014). Radical possibilities: public policy, urban education, and a new social movement (Second edition). New York: Routledge.</p>

		Due: Reading Reflection #11 & Field Notes/Critical Reflection
Week 13	Present Ethnographies	Read & Annotate: None Due: Ethnography Draft
Week 14	Present Ethnographies	
FINAL EXAM	Final Ethnographic Study Due	

**Appendix B –
Working within Urban Communities**
The College of New Jersey
School of Education
Department of Educational Administration and Secondary Education
Spring 2017

Instructor:
Email:
Phone:
Office Hours:

COURSE PURPOSE

The purpose of this course is for students to learn the importance of relationships between the community and school; how to engage with community members as partners, and strategies for becoming integrated within the community. The framework for this course combines Understanding by Design and The Five Stages of Service Learning (investigation, preparation, action, reflection, and demonstration). Teacher candidates will engage in each stage as they work toward supporting the whole child and building lasting relationships among schools, families, and communities.

COURSE LEARNING GOALS

1. Consider individual assets and areas for growth and how those elements of self influence perspectives on individuals, schools, families, and communities. (CF 3, 4, 5)
2. Critically reflect on the importance of collaboration among schools, families, and communities. (CF 3, 4, 5)
3. Demonstrate an understanding of the diversity in American families and consider how that diversity may affect the dynamics of collaboration among schools, families, and communities. (CF 3, 4, 5)
4. Investigate specific community assets and needs and work with schools, families, and communities to strengthen existing assets and begin addressing needs. (CF 3, 4, 5)
5. Identify clear connections between content and skills development within specific subject areas and action that schools, families, and communities may take to invoke positive change. (CF 1, 2, 3, 4, 5)
6. Engage MS and HS students in quality standards-based learning experiences grounded in Understanding by Design and the Five Stages of Service Learning. (CF 1, 2, 3, 4, 5)

Course themes and goals reflect the School of Education's Conceptual Framework, Creating Agents of Change:

- CF 1. Demonstrating Subject Matter Expertise
- CF 2. Demonstrating Excellence in Planning and Practice
- CF 3. Demonstrating a Commitment to All Learners
- CF 4. Demonstrating a Strong, Positive Effect on Student Growth
- CF 5. Demonstrating Professionalism, Advocacy, and Leadership.

Middle States Accreditation Competencies Addressed in these Course Objectives:

- Written Communication
- Scientific Reasoning
- Information Literacy and Oral Communication

READINGS & RESOURCES

Required Books:

Berger, E.H. (2012). *Parents as Partners in Education: Families and Schools Working Together, 8th edition*. Upper Saddle River, New Jersey: Pearson.

Kaye, C. B. (2010). *The complete guide to service learning: proven, practical ways to engage students in civic responsibility, academic curriculum, & social action*. Minneapolis, MN: Free Spirit Publ.

Supplemental Readings:

Additional shorter readings and materials will be on Canvas or distributed in class. You MUST print these materials and resources and bring them to class, or have the ability to refer to them via tablet or laptop. Please read the pieces in the order they are listed on the syllabus. I have attempted to list them in an order that will be helpful to you.

Amaro-Jiménez, C., & Semingson, P. (2011). Tapping into the funds of knowledge of culturally and linguistically diverse students and families. *NABE News*, 33(5), 5-8.

ASCD: “Whole child, whole school, whole community”

<http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wsc-a-collaborative-approach.pdf>

Green, K. (2006). No Novice Teacher Left Behind: Guiding Novice Teachers to Improve Decision-Making through Structured Questioning. *Penn GSE perspectives on Urban education*, 4(1), n1.

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into practice*, 31(2), 132-141.

Noddings, N. (2005). What does it mean to educate the whole child?. *Educational leadership*, 63(1), 8.

Stanton-Salazar, R. (1997). A social capital framework for understanding the socialization of racial minority children and youths. *Harvard educational review*, 67(1), 1-41.

Warren, M. R., & Mapp, K. L. (2011). *A match on dry grass: Community organizing as a catalyst for school reform*. Oxford University Press.

GRADING

Grading Scale

93-100 points A
90-92 points A-
87-89 points B+
83-86 points B
80-82 points B-

77-79 points C+
73-76 points C
70-72 points C-
65-69 points D
< 65 points F

Late Work Policy

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Unless otherwise noted, for each reading response, you must meet the following requirements:

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- What new perspective did you gain from the readings? Did you make connections to other materials you have read?
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- d) Students will earn 100% on reflections for meeting the criteria above.
- e) **Reflection will NOT be accepted if they are over 1 page (unless otherwise specified). Reflections must be posted on Canvas BEFORE class begins on the assigned date.**

II. Work within the Community: (30%)

Much of your work for the second half of this course will be focused on the development of a service learning experience framed by the five stages of service learning. You will research a community need, develop teaching materials that engage students in learning about that need, connect with community in taking action regarding the issue, engage in reflective practice throughout the process.

Proposal Elements

- Need: Why this plan is needed (150-250 words)
- Purpose/Participants: How this plan will help/Who will do what (150-250 words)
- Outcomes: What we expect to happen as a result of our work (100-200 words)
 - How we will check outcomes (100-200 words)
- Resources: What we need to get the job done, such as supplies (itemized list with pricing)
 - Provide a rationale for the supplies/book(s) that you choose (100-200 words)

Unit/Lesson Plan Elements

- Overarching Question: What is the big question that you want students to consider?
- Objectives: What is the purpose of this learning experience?
- Engaging Activities: How will you get students interested in this topic?
- Developmental Procedures: What will you do with your students? How will you teach part or all of the book? What will you share about the CBO that you have chosen? What action will students take with you to support the CBO?
- Authentic Assessment: How will you check for student understanding? How will you provide a means for students to reflect on the action that they took?

Reflection Elements*

- Pre-service reflection: Consider your thoughts and feelings as you begin this process.
- During Service reflection: While you are engaged in service learning, consider what is working and why. Also, make note of ways you need to adapt your approach and why.

*You are encouraged to use multi modal forms of reflection. Go beyond the written page.

III. Final Service Learning Presentation (30%)

You will present your service learning experience to the class in a conference style presentation (10%) as well as written into an 8-10 page final paper (20%).

IV. Participation (15%)

Attendance at all classes is required. Although short lectures will sometimes be provided, this is not a lecture-based course. Passive learning is not the objective. You are expected to participate vigorously and thoughtfully in class discussions. In order to support your participation in class you must prepare substantively for each class session.

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- 3) Do what you can to make the discussion atmosphere safe for different perspectives and for considerate controversy over different perspectives. Present your own positions gently and tentatively, and listen to the positions of others in the same way.
- 4) Invite fellow students who are not participating to engage the topic. Ask them what they think (and take a genuine interest in their answers). Keep an eye on the ebb and flow of discussion and

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**The “fourth hour” is accounted for through your fieldwork.

READINGS & ASSIGNMENT SCHEDULE

Readings, assignments, and due dates are all subject to change. It is your responsibility to stay up-to-date.

Date	Topic	Readings/ Assignments Due for This Session:
Week 1	<p>Introductions Geography of Urban Communities</p> <p>How do we define “Urban”?</p> <p>What beliefs, understandings, queries do we have about urban youth?</p> <p>Understanding Urban Communities--investigating resources, geographies</p> <p><i>[SL Stage—Investigation]</i></p>	
Week 2	<p>The social context of urban schools</p> <p>What structural forces have contributed to concentrated poverty?</p> <p>What impact has this had on urban schools and communities?</p> <p><i>[SL Stage—Investigation]</i></p>	<p>Read & Annotate: Stanton-Salazar, R. (1997). A social capital framework for understanding the socialization of racial minority children and youths. <i>Harvard educational review</i>, 67(1), 1-41.</p> <p>Due: Reading Reflection #1</p>
Week 3	<p>Community cultural wealth</p> <p>What do we mean by funds of knowledge?</p> <p>How do we utilize community assets?</p> <p>In what ways might we be making assumptions that devalue funds of knowledge in our school communities?</p> <p><i>[SL Stage—Investigation]</i></p>	<p>Read & Annotate: Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. <i>Theory into practice</i>, 31(2), 132-141.</p> <p>Yosso*, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. <i>Race ethnicity and education</i>, 8(1), 69-91.</p>

		<p>Amaro-Jiménez, C., & Semingson, P. (2011). Tapping into the funds of knowledge of culturally and linguistically diverse students and families. <i>NABE News</i>, 33(5), 5-8.</p> <p>Due: Reading Reflection #2</p>
Week 4	<p>Introduction to Service Learning</p> <p>What are the five stages of service learning?</p> <p>How have schools integrated rigorous learning experiences and community engaged learning?</p> <p>How do the National Service Learning Standards support high-quality service learning?</p> <p><i>[SL Stage—Investigation]</i></p>	<p>Read & Annotate: Kaye, C. B. (2010). <i>The complete guide to service learning: proven, practical ways to engage students in civic responsibility, academic curriculum, & social action</i>. Minneapolis, MN: Free Spirit Publ. (Introduction and Chapter 1)</p> <p>Due: Reading Reflection #3</p>
Week 5	<p>Community-school Partnerships</p> <p>How can we engage in collaborative Leadership?</p> <p>What can we learn from models of successful school community partnerships?</p> <p><i>[SL Stage—Investigation]</i></p>	<p>Read & Annotate: Warren, M. R., & Mapp, K. L. (2011). <i>A match on dry grass: Community organizing as a catalyst for school reform</i>. Oxford University Press. (Introduction and Chapter 1)</p> <p>Due: Reading Reflection #4</p>
Week 6	<p>Determining Community Needs and Planning for Action (Part I)</p> <p>What can students do (beyond Googling) to learn more about community needs?</p> <p>How can students connect in purposeful ways with organizations that are working to address</p>	<p>Read & Annotate: Kaye, C. B. (2010). <i>The complete guide to service learning: proven, practical ways to engage students in civic responsibility, academic curriculum, & social action</i>. Minneapolis, MN: Free Spirit Publ.</p>

	<p>community needs?</p> <p>How can students develop their own structures for meeting community needs?</p> <p><i>[SL Stages—Investigation, Preparation, Action]</i></p>	<p>(Chapter 2)</p> <p>Due: Reading Reflection #5</p>
Week 7	<p>Determining Community Needs and Planning for Action (Part II)</p> <p>What are the four types of action that I can take to address a community need? (indirect, direct, advocacy, research)</p> <p><i>[SL Stages—Preparation, Action]</i></p>	<p>Read & Annotate: Kaye, C. B. (2010). <i>The complete guide to service learning: proven, practical ways to engage students in civic responsibility, academic curriculum, & social action</i>. Minneapolis, MN: Free Spirit Publ. (Chapter 3)</p> <p>Due: Reading Reflection #6</p>
Week 8	<p>Determining Community Needs and Planning for Action (Part III)</p> <p>Workshop/Conferencing regarding SL Initiative.</p> <p><i>[SL Stages—Preparation, Action]</i></p>	<p>Read & Annotate: Kaye, C. B. (2010). <i>The complete guide to service learning: proven, practical ways to engage students in civic responsibility, academic curriculum, & social action</i>. Minneapolis, MN: Free Spirit Publ. (Review theme chapter related to your issue)</p> <p>Due: Reading Reflection #7</p>
Week 9	<p>Family Engagement (Part I)</p> <p>What do we know about family diversity?</p> <p>In what ways have parents of MS and HS students historically been involved with schools?</p> <p>How can we develop effective teacher-family communication?</p> <p><i>[SL Stages—Investigation, Reflection]</i></p>	<p>Read & Annotate: Berger, E.H. (2012). <i>Parents as Partners in Education: Families and Schools Working Together, 8th edition</i>. Upper Saddle River, New Jersey: Pearson. (Chapters 2 & 4)</p> <p>Due: Reading Reflection #8</p>

<p>Week 10</p>	<p>Family Engagement (Part II)</p> <p>How do I support families of children with special needs?</p> <p>What can I do to identify and help abused children?</p> <p>How do I coach families to be stronger advocates for their children? <i>[SL Stages—Investigation, Reflection]</i></p>	<p>Read & Annotate: Berger, E.H. (2012). <i>Parents as Partners in Education: Families and Schools Working Together, 8th edition</i>. Upper Saddle River, New Jersey: Pearson. (Chapters 10, 11, & 12)</p> <p>Due: Reading Reflection #9</p>
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<p>Week 11</p>	<p>Educating the Whole Child</p> <p>How school/family/community partnerships support the concept of Whole Child Instruction?</p> <p><i>[SL Stage—Reflection]</i></p>	<p>Read & Annotate:</p> <p>Noddings, N. (2005). What does it mean to educate the whole child?. <i>Educational leadership</i>, 63(1), 8.</p> <p>ASCD: “Whole child, whole school, whole community” http://www.ascd.org/ASCD/pdf/siteASCD/publications/w_holechild/wsc-a-collaborative-approach.pdf</p> <p>Due: Reading Reflection #10</p>
<p>Week 12</p>	<p>Reflection</p> <p>How do I engage in professional reflection?</p> <p>How can I engage my students in meaningful reflection?</p> <p><i>[SL Stage--Reflection]</i></p>	<p>Read & Annotate:</p> <p>Green, K. (2006). No Novice Teacher Left Behind: Guiding Novice Teachers to Improve Decision-Making through Structured Questioning. <i>Penn GSE perspectives on Urban education</i>, 4(1), n1.</p> <p>Due: Reading Reflection #11</p>
<p>Week 13</p>	<p>Present Service Learning Experiences</p> <p><i>[SL Stage--Demonstration]</i></p>	<p>Service Learning Demonstration</p>
<p>Week 14</p>	<p>Present Service Learning Experiences</p> <p><i>[SL Stage--Demonstration]</i></p>	<p>Service Learning Demonstration</p>
<p>FINAL EXAM</p>		<p>Final Community Service Experience Paper Due</p>

Appendix C –
Critical Pedagogy Course Syllabus
 The College of New Jersey
 School of Education

Instructor:
Email:
Phone:
Office Hours:

COURSE PURPOSE

The purpose of this course is to engage in critical analyses of pedagogy to inform your practice in the classroom. The course will provide an analysis of “critical pedagogy” to help you understand the underlying assumptions that are embedded in institutions, including schools. By examining topics you have already studied in prior courses we will look through new, critical lenses to interrogate issues of inequality and urban education. This course will build upon your backgrounds of systemic inequality by including the study of the theoretical and practical aspects of critical pedagogy. The instructor, in collaboration with students, will develop the major definitions, examine theories, and explore research. You will develop tools to assess your own practices and those of urban districts. We will study ways to enhance personal sensitivity to our own practice and reform techniques that change undesirable/unproductive practices in schools/districts. The course will conclude by reflecting on your prior practices and applying your new critical lenses to inform your future practice.

COURSE LEARNING GOALS

1. To be able to explore topics of interest and encourage individual exploration and growth by building a general knowledge base grounded within current research in field of critical pedagogy. (CF 1, 3, 4)
2. Students analyze and critique hegemonic practices in education. Marginalization, alienation, violence, poverty and “othering” examined as structural mechanisms designed to selectively empower and oppress students in educational settings. (CF 1, 2, 3, 4, 5)
3. Student reflect on their own practice through critical pedagogical lenses in order to adapt their practice in constructive and purposeful ways. (CF 1, 2, 3, 4)
4. Students will identify practices that are suspect and how these practice might affect students in urban schools. Additionally through critical reflection students will develop the capacity to become leaders and make needed changes in schools/districts/state/nation. (CF 1, 2, 3, 4, 5)

Course themes and goals reflect the School of Education’s Conceptual Framework, Creating Agents of Change:

- CF 1. Demonstrating Subject Matter Expertise
- CF 2. Demonstrating Excellence in Planning and Practice
- CF 3. Demonstrating a Commitment to All Learners
- CF 4. Demonstrating a Strong, Positive Effect on Student Growth

CF 5. Demonstrating Professionalism, Advocacy, and Leadership.

Middle States Accreditation Competencies Addressed in these Course Objectives:

- Written Communication
- Scientific Reasoning
- Information Literacy and Oral Communication

READINGS & RESOURCES

The course texts will investigate historical (Freire) and modern theories (hooks, Giroux, Apple, Chomsky) of critical theory and educational reform as well as explore current research associated with student voice, school reform, loci of power and control, and prejudice and bias in schools. Additionally course readings will access and apply current best practices in the field of critical pedagogy while encouraging students to continually reflect on one's own biases and misconceptions, explore cultural norms and practices, decision-making processes, and view schools as an extension of the communities they serve.

Required Books:

Darder, A., Baltodano, M., & Torres, R. D. (Eds.). (2009). *The critical pedagogy reader* (2nd ed). New York, NY: Routledge.

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.

Freire, P. (2005). *Teachers as cultural workers: letters to those who dare teach* (Expanded ed). Boulder, Colo: Westview Press.

Martusewicz, R. A., Edmundson, J., & Lupinacci, J. (2015). *EcoJustice education: toward diverse, democratic, and sustainable communities* (Second edition). New York: Routledge.

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

Supplemental Readings:

Additional shorter readings and materials will be on Canvas or distributed in class. You **MUST** print these materials and resources and bring them to class, or have the ability to refer to them via tablet or laptop. Please read the pieces in the order they are listed on the syllabus. I have attempted to list them in an order that will be helpful to you.

Cammarota, J., & Fine, M. (2008). Youth participatory action research. *Revolutionizing education: Youth participatory action research in motion*, 1-12.

Lowenstein, E., Martusewicz, R., & Voelker, L. (2010). Developing teachers' capacity for ecojustice education and community-based learning. *Teacher Education Quarterly*, 37(4), 99–118.

Morrell, E. (2008). Six summers of YPAR. In *Revolutionizing education: Youth participatory action research in motion*, 155.

Sleeter, C. E. (2002). State curriculum standards and the shaping of student consciousness. *Social Justice*, 29(4 (90), 8-25.

GRADING

Grading Scale

93-100 points	A
90-92 points	A-
87-89 points	B+
83-86 points	B
80-82 points	B-
77-79 points	C+
73-76 points	C
70-72 points	C-
65-69 points	D
< 65 points	F

Late Work Policy

Students are expected to turn in **all work on time**. Late work will **only** be accepted **one day after the due date** with a **penalty of one full grade**. (If you earned an “A”, your grade would receive a “B”.)

COURSE REQUIREMENTS

Guidelines will be provided for all assignments. Consult the more specific directions when completing the assignments. All assignments are to be typed in 12-point font with 1” margins. The College academic honesty policy is expected to guide all student work. Please review this policy so that you are clear on the various forms of plagiarism and the consequences.

I. Midterm Paper: (20%)

This paper will be a critical analysis synthesizing and analyzing theoretical perspectives in critical pedagogy. Students will select their topic that can successfully integrate at least three central critical pedagogical concepts analyzed in class. The paper must be 8 - 10 pages, double-spaced, Times New Roman, and one-inch margins.

II. Weekly Analytic Writing/In-Class Writing/Canvas Discussions (25%)

Analytic Writing: To help you make connections and build coherence among the readings, your experiences in this and other courses, and your past field experiences, you will complete “weekly” analytical reading responses in addition to assignments. Each week you will write a two-page single spaced critical reflection that inspired, intrigued, provoked, or challenged you based on the week’s readings (excluding the Freire reading). This can be as simple as starting with a powerful quote or a larger idea that you want to think through during the class.

Unless otherwise noted, for each reading response, you must meet the following requirements:

- a) 2 pages, typed, 12-point font, Times New Roman, 1-inch margins, single-spaced.
- b) Your response should include your interpretation/analysis/thoughts/beliefs on the readings. In other words we want to hear your opinions/critiques about what you read. **You should choose ONE idea/concept/question from any of the readings to focus on in your analysis.** In other words, your analysis section should address **ONE** question you would like to raise about the reading(s).

Some sample questions you might tackle include:

- How did the reading support, extend, or challenge what you already know?
- What concepts or principles did you learn from the readings? What points did the author(s) make that helped you understand this concept?
- What new perspective did you gain from the readings? Did you make connections to other materials you have read?

- o What ideas were most inspiring to you and why? How might you act on these ideas when you become a teacher?
 - o What ideas did the author present that have confused you or caused you to question the concepts?
 - o How does this relate to your own life experiences?
- c) Reflections will lose points for bad grammar and spelling; therefore, be sure to proofread your work. Students will also lose one point for each text that is not summarized. (If you only summarize 3 readings instead of 4, you will lose 1 point.)
- d) Students will earn 100% on reflections for meeting the criteria above.
- e) **Reflection will NOT be accepted if they are over 2 page (unless otherwise specified). Reflections must be posted on Canvas BEFORE class begins on the assigned date.**

Freire Discussion on Canvas: For the Freire readings you will engage in a weekly discussion on Canvas with your peers where you interact around the key concepts from each week. This discussion will be less formal and graded based on participation. Models will be discussed and provided in class.

III. Final Project (40%)

Your final exam will be a practical application of critical pedagogy where you must revise a unit and lesson from your Internship I or Internship II teaching using a critical lens evaluating your: planning, implementation, assessment, interaction with parents, etc. You must submit:

1. Original and Revised Plans highlighting the changes made
2. A reflective analytical paper addressing each change made to the plans, why the change was made, and how the change is grounded in critical pedagogy. This paper must be 12 - 15 pages, double-spaced, Times New Roman, and one-inch margins.

IV. Participation (15%)

Attendance at all classes is required. Although short lectures will sometimes be provided, this is not a lecture-based course. Passive learning is not the objective. You are expected to participate vigorously and thoughtfully in class discussions. In order to support your participation in class you must prepare substantively for each class session.

Class Preparation: You must complete all pre-assigned reading tasks before the class session for which they are assigned. In some instances you will be provided with guiding questions, orienting concerns, and/or written assignments that will facilitate your reading of the assigned reading. In addition to contemplating these questions/concerns and completing these assignments before the start of class, you should be able to summarize the main argument(s) and/or central concepts for each assigned reading. Although students are encouraged to volunteer their participation in class, the instructor will also

call on students in order to maximize classroom opportunities to hear from ALL of the students enrolled in the course. Please note, participation is more than just talking. Participation should raise the level of academic discourse, which may include asking questions and encouraging exploration, consideration, and learning.

Guidelines for Class Discussions:

Given the content of this course, we often discuss sensitive matters (such as race, class, gender, sexual orientation, politics, and ideas about preferred styles of teaching). Because I consider it essential to our learning together, everyone in this class must feel safe to express him or herself and to ask potentially embarrassing questions. As such, it is important that we commit to and honor certain principles of discourse. To facilitate this, I borrow the following discussion guidelines from Gary Fenstermacher:

- 1) Listen and understand before you judge. Learn to “hear” and comprehend before you draw conclusions or evaluate what others are saying.
- 2) Probe and question as a means of gaining a fuller measure of understanding. Before you ask questions that criticize or negate, ask questions that ensure you grasp what the other person is saying. Some examples: “If I understand you correctly, you are contending that” “Would you help me gain a better understanding of what you are saying by explaining a little more the idea that”
- 3) Do what you can to make the discussion atmosphere safe for different perspectives and for considerate controversy over different perspectives. Present your own positions gently and tentatively, and listen to the positions of others in the same way.
- 4) Invite fellow students who are not participating to engage the topic. Ask them what they think (and take a genuine interest in their answers). Keep an eye on the ebb and flow of discussion and take responsibility for keeping the discussion moving along, treating all participants considerately, and maintaining a balanced and gracious tone.
- 5) Be aware of your own participation, checking occasionally to ask whether you are monopolizing the conversation or failing to contribute to it at all.

TCNJ POLICIES

Americans with Disabilities Act (ADA) Policy – This course adheres to TCNJ’s Americans with Disabilities Act (ADA) policy, which is available on the web: <http://www.tcnj.edu/~affirm/ada.html>.

Academic Policy – The College Academic Honesty Policy is expected to guide all student work. TCNJ’s academic integrity policy *is available on the web*: <http://www.tcnj.edu/~academic/policy/integrity.html>.

The College of New Jersey Policy Prohibiting Discrimination in the Workplace/Educational Environment governs the college’s commitment to and

expectations of having an environment that respects the diversity of all members of the campus community. The link to this policy is: <http://policies.tcnj.edu/policies/digest.php?docId=9122>. Under this policy, forms of discrimination or harassment based upon specific protected categories are prohibited and will not be tolerated. If you wish to report a concern, please contact Kerri Thompson Tillett, Chief Diversity Officer, at 771-3139, or via email at thompsok@tcnj.edu.

READINGS & ASSIGNMENT SCHEDULE

Readings, assignments, and due dates are all subject to change. It is your responsibility to stay up-to-date.

Date	Topic	Readings/ Assignments Due for This Session:
Week 1	Introduction to Critical Pedagogy	
Week 2	Foundations of Critical Pedagogy	<p>Read & Annotate: Darder, A., Baltodano, M., & Torres, R. D. (Eds.). (2009). <i>The critical pedagogy reader</i> (2nd ed). New York, NY: Routledge, pp. 21-96.</p> <p>Freire, P. (2005). <i>Teachers as cultural workers: letters to those who dare teach</i> (Expanded ed). Boulder, Colo: Westview Press, pp. vii-30.</p> <p>Due: Reading Reflection #1; Canvas Freire Discussion</p>
Week 3	Education and Social Class	<p>Read & Annotate: Darder, A., Baltodano, M., & Torres, R. D. (Eds.). (2009). <i>The critical pedagogy reader</i> (2nd ed). New York, NY: Routledge, pp. 101-141.</p> <p>Freire, P. (2005). <i>Teachers as cultural workers: letters to those who dare teach</i> (Expanded ed). Boulder, Colo: Westview Press, pp. 31-48.</p> <p>Due: Reading Reflection #2; Canvas Freire Discussion</p>
Week 4	Race and Education	Read & Annotate: Darder, A., Baltodano,

		<p>M., & Torres, R. D. (Eds.). (2009). <i>The critical pedagogy reader</i> (2nd ed). New York, NY: Routledge, 145-208.</p> <p>Freire, P. (2005). <i>Teachers as cultural workers: letters to those who dare teach</i> (Expanded ed). Boulder, Colo: Westview Press, pp. 49-60.</p> <p>Due: Reading Reflection #3; Canvas Freire Discussion</p>
Week 5	Gender, Sexuality, and Schooling	<p>Read & Annotate: Darder, A., Baltodano, M., & Torres, R. D. (Eds.). (2009). <i>The critical pedagogy reader</i> (2nd ed). New York, NY: Routledge, 211-273.</p> <p>Freire, P. (2005). <i>Teachers as cultural workers: letters to those who dare teach</i> (Expanded ed). Boulder, Colo: Westview Press, pp. 61-70.</p> <p>Due: Reading Reflection #4; Canvas Freire Discussion</p>
Week 6	Language, Literacy, and Pedagogy	<p>Read & Annotate: Darder, A., Baltodano, M., & Torres, R. D. (Eds.). (2009). <i>The critical pedagogy reader</i> (2nd ed). New York, NY: Routledge, 277-355.</p> <p>Freire, P. (2005). <i>Teachers as cultural workers: letters to those who dare teach</i></p>

		<p>(Expanded ed). Boulder, Colo: Westview Press, pp. 71-84.</p> <p>Due: Reading Reflection #5; Canvas Freire Discussion</p>
Week 7	Critical Issues in the Classroom	<p>Read & Annotate: Darder, A., Baltodano, M., & Torres, R. D. (Eds.). (2009). <i>The critical pedagogy reader</i> (2nd ed). New York, NY: Routledge, 359-430.</p> <p>Freire, P. (2005). <i>Teachers as cultural workers: letters to those who dare teach</i> (Expanded ed). Boulder, Colo: Westview Press, pp. 85-96.</p> <p>Due: Reading Reflection #6; Canvas Freire Discussion</p>
Week 8	Issues Beyond the Classroom	<p>Read & Annotate: Darder, A., Baltodano, M., & Torres, R. D. (Eds.). (2009). <i>The critical pedagogy reader</i> (2nd ed). New York, NY: Routledge, 485-561.</p> <p>Freire, P. (2005). <i>Teachers as cultural workers: letters to those who dare teach</i> (Expanded ed). Boulder, Colo: Westview Press, pp. 97-110.</p> <p>Duncan-Andrade, J. M. R., & Morrell, E. (2008). <i>The art of critical pedagogy: possibilities for moving from theory to practice in urban schools</i>. New York: Peter Lang, pp. 171-192.</p> <p>Due: Midterm Due</p>
Week 9	Pedagogical Dimensions of Critical Pedagogy	<p>Read & Annotate: McLaren, P., & Kincheloe, J. L. (Eds.). (2007). <i>Critical pedagogy: where are we now?</i> New York: Peter Lang, pp. 127-200.</p> <p>Freire, P. (2005). <i>Teachers as cultural</i></p>

		<p><i>workers: letters to those who dare teach</i> (Expanded ed). Boulder, Colo: Westview Press, pp. 111-122.</p> <p>Duncan-Andrade, J. M. R., & Morrell, E. (2008). <i>The art of critical pedagogy: possibilities for moving from theory to practice in urban schools</i>. New York: Peter Lang, pp. 49-68.</p> <p>Due: Reading Reflection #7; Canvas Freire Discussion</p>
Week 10	Pedagogical Dimensions of Critical Pedagogy	<p>Read & Annotate: McLaren, P., & Kincheloe, J. L. (Eds.). (2007). <i>Critical pedagogy: where are we now?</i> New York: Peter Lang, pp. 201-288.</p> <p>Freire, P. (2005). <i>Teachers as cultural workers: letters to those who dare teach</i> (Expanded ed). Boulder, Colo: Westview Press, pp. 123-134.</p> <p>Duncan-Andrade, J. M. R., & Morrell, E. (2008). <i>The art of critical pedagogy: possibilities for moving from theory to practice in urban schools</i>. New York: Peter Lang, pp. 69-88.</p> <p>Due: Reading Reflection #8; Canvas Freire Discussion</p>
Week 11	Political Dimensions of Critical Pedagogy	<p>Read & Annotate: McLaren, P., & Kincheloe, J. L. (Eds.). (2007). <i>Critical pedagogy: where are we now?</i> New York: Peter Lang, pp. 289-336.</p> <p>Freire, P. (2005). <i>Teachers as cultural workers: letters to those who dare teach</i> (Expanded ed). Boulder, Colo: Westview Press, pp. 135-154.</p> <p>Duncan-Andrade, J. M. R., & Morrell, E. (2008). <i>The art of critical pedagogy: possibilities for moving from theory to practice in urban schools</i>. New York:</p>

		<p>Peter Lang, pp. 157-170.</p> <p>Due: Reading Reflection #9; Canvas Freire Discussion</p>
Week 12	Political Dimensions of Critical Pedagogy	<p>Read & Annotate: McLaren, P., & Kincheloe, J. L. (Eds.). (2007). <i>Critical pedagogy: where are we now?</i> New York: Peter Lang, 337-390.</p> <p>Freire, P. (2005). <i>Teachers as cultural workers: letters to those who dare teach</i> (Expanded ed). Boulder, Colo: Westview Press, pp. 155-178.</p> <p>Sleeter, C. E. (2002). State curriculum standards and the shaping of student consciousness. <i>Social Justice</i>, 29(4 (90)), 8-25.</p> <p>Due: Reading Reflection #10; Canvas Freire Discussion</p>
Week 13	Ecopedagogy	<p>Read & Annotate: Martusewicz, R. A., Edmundson, J., & Lupinacci, J. (2015). <i>EcoJustice education: toward diverse, democratic, and sustainable communities</i> (Second edition). New York: Routledge, pp. 1-94.</p> <p>Lowenstein, E., Martusewicz, R., & Voelker, L. (2010). Developing teachers' capacity for ecojustice education and community-based learning. <i>Teacher Education Quarterly</i>, 37(4), 99–118.</p> <p>Due: Reading Reflection #11</p>
Week 14	Youth Participatory Action Research and Critical Pedagogy	<p>Read & Annotate: Duncan-Andrade, J. M. R., & Morrell, E. (2008). <i>The art of critical pedagogy: possibilities for moving</i></p>

		<p><i>from theory to practice in urban schools.</i> New York: Peter Lang, pp. 105-132.</p> <p>Cammarota, J., & Fine, M. (2008). Youth participatory action research. <i>Revolutionizing education: Youth participatory action research in motion</i>, 1-12.</p> <p>Morrell, E. (2008). Six summers of YPAR. In <i>Revolutionizing education: Youth participatory action research in motion</i>, 155.</p> <p>Due: Reading Reflection #12</p>
Week 15	Final Project Presentations	

**Appendix D –
The College of New Jersey, Fall 2017
School of Education
Elementary & Early Childhood Education Department
ELE 302: INTRODUCTION TO TEACHER RESEARCH
Tuesdays 5:30-9:50pm
Education Building, Room 306**

Dr. Lynnette Mawhinney
Office: 301J Education Building
Office Number: 609-771-2964
E-mail: mawhinnL@tcnj.edu
Office Hours: Tuesdays 3:30-5:30pm, Wednesdays 3:00-5:00pm; or by appointment

Course Description

This course will provide an introduction to the teacher research process. Topics will include developing a question, research methodologies, research ethics, design and analysis, and proposal writing. Students may use the proposal they develop for future independent research, classroom based inquiry projects, or to strengthen their own teaching practice.

Course Purpose

The purpose of this course is to encourage the habits of mind that make a great teacher. To be sure, teachers are faced with a different set of variables with each new academic year. While research on best practices and pedagogical theories is useful, it could never be appropriate for every child in every context. Instead, our teachers need to look at their classroom as a research site and their practice as the research methods. Successful teachers will try new methods, replicate what works, and redesign what does not in order to meet the needs of all children. Teacher researchers create their own body of knowledge that informs their practice and their own personal growth. This course is meant to begin the process of thinking like a researcher while being a classroom teacher.

Learning Goals

The course addresses the New Jersey Core Curriculum Content Standards (NJCCCS), National Association for the Education of Young Children Standards (NAEYC), Association for Childhood International Standards (ACEI), the New Jersey Professional Teaching Standards (NJPTS), and the Conceptual Framework of the School of Education of The College of New Jersey.

The following learning goals are organized by categories as indicated and tied to the five principles of the TCNJ School of Education Conceptual Framework, Creating Agents of Change (CF 1-5):

CF 1. Demonstrating Subject Matter Expertise

CF 2. Demonstrating Excellence in Planning and Practice

CF 3. Demonstrating a Commitment to All Learners

CF 4. Demonstrating a Strong, Positive Effect on Student Growth

CF 5. Demonstrating Professionalism, Advocacy, and Leadership

- Critical perspective on the link between research, practice, and theory including an understanding of the relationship between the teaching setting, personal dispositions, and research question (CF 1, CF 5)
- Research skills that explore how teachers' personal dispositions and professional contexts influence classroom culture, teacher development, and students' learning (CF 2, CF 3, CF 4, CF 5)
- Organization of research-related activities and skills such as connecting data to findings, management of data collection/analysis processes, and writing (CF 1)
- Clear understanding of research ethics including the IRB process (CF 2, CF 3)

Learning Activities

- Critical self-reflection via journals and class discussions;
- Field based observations and recording of field notes;
- Research of current literature and writing of literature review;
- Practice in qualitative data analysis, interview design, and survey construction.

Course Materials

- Falk, B. & Blumenreich, M. *The Power of Questions: A Guide to Teacher and Student Research*
- Dedicated course journal for in-class writing activities

Communication

Communication is the backbone to developing relationships in this classroom. To provide clarity, the best way to communicate with me is via email (mawhinnL@tcnj.edu). I will guarantee a reply within a 48 hour time period. I usually stop checking email by 9pm at night during the weekday and sparingly during the weekend.

Course Requirements¹

It is expected that all assignments will be turned in to the instructor on time. **NO LATE ASSIGNMENTS WILL BE ACCEPTED, EXCEPT UNDER SPECIAL ARRANGEMENTS WITH THE INSTRUCTOR.** All written assignments shall be turned in via Canvas, unless otherwise stated. Questions about course content or course procedures should be communicated to me in a timely manner either in person, via e-mail, or telephone. Students are expected to adhere to TCNJ's policies regarding academic integrity and attendance.

¹ Some elements of the assignments are adapted from EDUC 510 with the permission of Dr. Alan Amtzis.

Academic Integrity

Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral.

TCNJ's academic integrity policy is available on the web:

<http://policies.tcnj.edu/policies/digest.php?docId=7642>

Attendance

Every student is expected to participate in each of his/her courses through regular attendance at lecture and laboratory sessions. It is further expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin. At the first class meeting of a semester, instructors are expected to distribute in writing the attendance policies, which apply to their courses. While attendance itself is not used as a criterion for academic evaluations, grading is frequently based on participation in class discussion, laboratory work, performance, studio practice, field experience, or other activities, which may take place during class sessions. If these areas for evaluation make class attendance essential, the student may be penalized for failure to perform satisfactorily in the required activities. Students who must miss classes due to participation in a field trip, athletic event, or other official college function should arrange with their instructors for such class absences well in advance. The Office of Academic Affairs will verify, upon request, the dates of and participation in such college functions. In every instance, however, the student has the responsibility to initiate arrangements for make-up work.

Students are expected to attend class and complete assignments as scheduled, to avoid outside conflicts (if possible), and to enroll only in those classes that they can expect to attend on a regular basis. Absences from class are handled between students and instructors. The instructor may require documentation to substantiate the reason for the absence. The instructor should provide make-up opportunities for student absences caused by illness, injury, death in the family, observance of religious holidays, and similarly compelling personal reasons including physical disabilities. For lengthy absences, make-up opportunities might not be feasible and are at the discretion of the instructor. The Office of Academic Affairs will notify the faculty of the dates of religious holidays on which large numbers of students are likely to be absent and are, therefore, unsuitable for the scheduling of examinations. Students have the responsibility of notifying the instructors in advance of expected absences. In cases of absence for a week or more, students are to notify their instructors immediately. If they are unable to do so they may contact the Office of Records and Registration. The Office of Records and

Registration will notify the instructor of the student's absence. The notification is not an excuse but simply a service provided by the Office of Records and Registration. Notifications cannot be acted upon if received after an absence. In every instance the student has the responsibility to initiate arrangements for make-up work.

TCNJ's attendance policy is available on the web:

<http://policies.tcnj.edu/policies/digest.php?docId=9134>

EEO Policy:

The College of New Jersey Policy Prohibiting Discrimination in the Workplace/Educational Environment governs the college's commitment to and expectations of having an environment that respects the diversity of all members of the campus community. The link to this policy is

[:http://policies.tcnj.edu/policies/digest.php?docId=9122](http://policies.tcnj.edu/policies/digest.php?docId=9122). Under this policy, forms of discrimination or harassment based upon specific protected categories are prohibited and will not be tolerated. If you wish to report a concern, please contact Kerri Thompson Tillett, Chief Diversity Officer, at 771-3139, or via email atthomsok@tcnj.edu.

1. Teacher Portrait

How do we see ourselves as teachers? What are some of the ways in which we can illustrate and represent our own sense of selves as a teacher?

Each learner will assemble a presentation of materials that, taken together, begin to indicate a representational image of how we see ourselves as teachers. The representation is very open in nature. In the past, learners have done collages, sculptures, musical presentations, reenactments, art installation projects, and the like. (I am willing to show pictures and explain examples of what was done in the past in class).

2. Question Context Paper

What events and situations set the stage for what I wish to explore about my own teaching or educational setting?

Students will prepare a 4-5 page paper that will serve as an overview of the research question and educational context that will inform their research proposal. This paper will contain an initial articulation of the overarching question or situation that students wish to explore through this proposed research project.

3. Preliminary Literature Review

What is the larger public "conversation" around this question?

Students will read and prepare a short synthesis paper using 5 articles, electronic materials, web-sites, and other data sources related to their question. This paper should include a brief summary of the contents, but should also focus on thematic issues and questions raised, explored and created by the articles.

4. Research Proposal

What do I need? What do I need to do in order to address my question?

Each student will submit a research plan proposal for a classroom inquiry project to be conducted in their own educational setting. This plan will include a revision of their initial context paper that clearly identifies the central question and related sub-questions in addition to a description of how that question was generated. The paper will also include details about how the pre-service teacher plans to collect data, what types of data are to be collected, and planned analysis activities. If data collection includes surveys or interviews, a preliminary version of instruments will be included. Students will also draft consent letters if needed. This final project should be easily transferrable to the IRB system if approval is needed.

Final Grade Calculations

Each assignment is worth a percentage of your grade as noted below:

- Teacher Portrait, 15%
- Question Context Paper, 20%
- Preliminary Literature Review, 25%
- Research Proposal, 30%
- Attendance and Class Participation, 10%
 - Teacher Research Article Facilitation
 - Active participation and regular attendance in the classroom is expected. Also included in participation are any point valued activities conducted in class.

<i>Letter</i>	<i>Percentage</i>	<i>Plus</i>	<i>Straight</i>	<i>Minus</i>
A	90-100%		96	90
B	80-89%	87	83	80
C	70-79%	77	73	70
D	60-69%	67	63	60
F	59 or Below			

Assistance

If you need assistance with this coursework at any point, it is IMPERATIVE that you communicate your needs to me. It is also important that you know yourself as a learner and act as an advocate for yourself so I, or others, can help you achieve success in completing this course. Any student needing accommodations because of a disability should contact me privately *within the first two weeks of class* to discuss the specific situation.

If further assistance is needed, all the information for the Tutoring Center's hours (Roscoe West Hall) are located at <http://www.tcnj.edu/~tutoring/>

American with Disabilities Act (ADA) Policy

Any student who has a documented disability and is in need of academic

accommodations should notify the professor of this course and contact the Office of Differing Abilities Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

Disability Support Services:

<http://differingabilities.pages.tcnj.edu>


Americans with Disability Act Policy:

<http://policies.tcnj.edu/policies/digest.php?docId=8082>

ELE 302 COURSE CALENDAR

Day	Topic	Readings That Are Due	Assignments
UNIT I: TEACHER RESEARCH...SAY WHAT?			
Aug. 29 Week 1	-Introduction to the Course -Defining Teacher Research -Putting Teacher Research into Context		
Sept. 12 Week 2 *Note: only class back to back since Sept. 8 th follows Monday schedule	-Teacher Research vs. Traditional Research -Recognizing the Mirror	-The Power of Questions, Chs. 1 & 2 -"Why Teacher Research" article *Teacher research article: "Looking Back: 20 Years of a Teacher's Journal" article	
UNIT II: THE RESEARCH QUESTION			
Sept. 19 Week 3	-Teacher Portrait Presentations -Establishing the Research Question	-The Power of Questions, Ch. 3 -"Strategies for Working Toward a Research Question" article -"Classroom Research with a Focus on Equity" article *Teacher research article: "What's Real About Imagination" article	-Teacher Portrait
UNIT III: LITERATURE REVIEW			
Oct. 3 Week 4	-Literature Review Workshop	-The Power of Questions, Ch. 4 & Sample Literature Review (p. 206-214) -"New Social Justice Educators" article—skim article for in-class activity *Teacher research article: "We Want to Work With Our Friends" article	-Question Context Paper
Oct. 17 Week 5	-Literature Review Presentations -Ethics in Research -Action Planning for Your Project -Introduce Observation Activity	-The Power of Questions, Ch. 5 -"A View of Quality and Ethnics of Teacher Research in Public Schools" article *Teacher research article: "Listening to the Voices" article	-Preliminary Literature Review
UNIT IV: DATA COLLECTION AND ANALYSIS			
Oct. 31 Week 6	-Research Design -Quantitative Data Analysis -Teacher Researcher Panel	-The Power of Questions, Ch. 6 -"Harvesting Data" article *Teacher research article: "Real Teachers Don't Always Succeed" article	
Nov. 14	-Leave this date open for field trip: Philadelphia Teacher Learning Coop		
Nov. 28 Week 7	-Qualitative Data Analysis	-The Power of Questions, Ch. 7 *Teacher research article: "Can a White Male Teacher Successfully Connect" article	
Dec. 5	-No Class but this date is saved for one-on-one conferences on your proposal		
Dec. 19 Week 8	-Proposal Presentations for Feedback -Focus Group -Course Wrap Up "Freedom Writers" in Camden?	-The Power of Questions, Ch. 10	
TBA		Final Exams	Research Proposal due by exam time

Appendix E –

	<i>ESLM 597: Special Topics in English as a Second Language – The Intersections of Culture, Language, & (Dis)Abilities (3 credits)</i>
Instructor:	Solange A. Lopes-Murphy, Ph.D.
Department:	Special Education, Language, & Literacy
Office Phone # & Office Hours:	(609) 771-2994 Tuesdays & Wednesdays, 3:00-4:30 pm, via email or by appointment
Email:	murphys@tcnj.edu
Class Meetings:	Mondays, 5:00-7:30 pm – Education 107

Course Description & Purpose

English Learners (ELs) bring several challenges to the classroom. Those challenges can cause a great deal of confusion for teachers in their attempt to understand whether they are due to the learner's lack of proficiency in English or to a disability.

The purpose of this course is to provide participants with essential tools to separate a language difficulty from a learning disability. It aims to engage participants in inquiry and reflection on how culture, language, and (dis)abilities intersect and how those intersections can affect teachers' interactive, instructional and assessment practices of ELs' classroom experiences. The course aims to deconstruct deficit thinking toward ELs and their potential to learn. It provides a framework for participants to align their pedagogical expectations and instructional approaches to ELs' diverse levels of English proficiency to increase these learners' opportunities to learn.

The course discusses issues related to the disproportionality of ELs in special education programs and presents recommendations for an effective referral process if a disability needs to be addressed. The course highlights essential components of high quality instruction for ELs, appropriate and reliable assessment strategies to evaluate their academic progress over time, and key components of effective culturally sensitive pedagogy through assignments that capitalize on inquiry, reflection, observation, and professional development.

Essential Questions

- Why is culture at times interpreted as a disability?
- What is considered to be a language learner's normal learning difficulty or a learning disability?
- Prior to referring English language learners to special education, what factors need to be considered?

Required Text

Hamayan, E., Marler, B., Sánchez-López, C., & Damico, J. (2013). *Special education considerations for English language learners: Delivering a continuum of services* (2nd ed.). Philadelphia,

Recommended Text

Klingner, J., & Eppolito, A. M. (2014). *English language learners: Differentiating between language acquisition and learning disabilities*. Arlington, VA: Council for Exceptional Children.

The course also utilizes a series of articles, webinars, and videos that will guide the course discussion. These materials will be posted on the Canvas course site. Please note that these readings are provisional; I may alter readings (with advanced notice) depending on my sense of the needs of the class.

At the end of this syllabus, there is a list of pertinent bibliography to help students in their action research projects.

Course Objectives

The readings, assignments and activities in this course will enable students to gain, expand on, and apply knowledge and skills outlined in the Teachers of English to Speakers of Other Languages- Council for the Accreditation of Educator Preparation (TESOL-CAEP), the New Jersey Professional Standards for Teachers (NJPTS), the Middlestates Competencies, and the Common Core Standards.

- Understand that acquiring social and academic proficiency takes a long time and that teachers need to be sensitive to the students' linguistic needs and give them time to comprehend the elements necessary for language, literacy, and content-area development (***TESOL-CAEP Standard 1.b. Language Acquisition and Development***).
- Recognize the intersection of culture and language in the development of students' cultural identity and the impact of these identities in students' academic development (***TESOL-CAEP Standard 2. Culture as It Affects Student Learning***).
- Use multiple assessment measures, collaborative efforts, and standards-based ESL and content curriculum to evaluate ELs' knowledge and performance and accommodate instruction to the diverse backgrounds, needs, and proficiency levels of students (***TESOL-CAEP Standard 3.a. Planning for Standards-Based ESL and Content Instruction, NJPTS Standard 2. Learning Differences, NJPTS Standard 4. Content Knowledge***).
- Design a wide variety of activities for the development of listening, speaking, reading, and writing in social and academic environments through a variety of texts, themes, genres, and personal experiences to enhance comprehension and communication (***TESOL-CAEP Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction, NJPTS Standard 7. Planning for Instruction, NJPTS Standard 8. Instructional Strategies***).
- Demonstrate understanding of the different purposes of assessment (e.g., diagnostic, language proficiency, academic achievement) and the basic concepts of assessment so that candidates are prepared to assess ELs and minimize bias, special education testing, and increase accommodations in formal testing situations (***TESOL-CAEP Standard 4.a. Issues of Assessment for English Language Learners, NJPTS Standard 6. Assessment***).
- Stay current with recent research, methodologies, and strategies in the field of ESL to design effective instruction for ELs (***TESOL-CAEP Standard 5.a. ESL Research and History, NJPTS Standard 9. Professional Learning***).
- Reflect on personal biases and access resources to increase understanding of cultural, ethnic, gender, and learning differences to create meaningful and relevant learning experiences for students (***NJPTS Standard 11. Ethical Practice***).
- Assess the quality and demands of disciplinary texts [content, format, utility, style, and

readability] (***Middlestates Competencies: Written Communication, Information Literacy, Critical Analysis and Reasoning***).

- Reflect on and differentiate instruction to accommodate widely divergent cultures who represent diverse experiences and perspectives (***Common Core Standards***).

Course Expectations

Communication

Information and communication related to this class will be distributed via e-mail and the course Canvas site. It is important that everyone check TCNJ e-mail and Canvas for course related information on a regular basis.

Integrity

Your degree should represent genuine learning. Giving credit is easy and ethically required. If in doubt, give credit! I expect you to use the APA style guide for citations. If you need help citing the work of others, let me know. The full TCNJ policy is at:
<http://www.tcnj.edu/~academic/policy/integrity.html>

Respect

Everyone in this course deserves a safe, respectful learning environment and so everyone in the course is responsible to work together to be as inclusive and respectful as possible. To that end, please let me know if you are uncomfortable with interactions, statements or other class related activities so I can address your concerns.

Course Attendance

Attendance at all class sessions is required. If you become ill or have a family emergency, please notify me via e-mail as soon as possible. If you know in advance that you will miss a class day for religious obligations or other reasons, please e-mail that information as soon as you are aware of the conflict. If you are absent, you are responsible for reviewing the materials and information that you miss.

This course is heavily based on inquiry, reflection, and discussion. Therefore, a missed class cannot be made up and may impact your participation grade. For your convenience, you may review TCNJ's attendance policies and requirements at
<http://policies.tcnj.edu/policies/digest.php?docId=9134>

Working Together

This course will present instances of collaborative work. These instances will require maximal activation of our power to learn from each other. Thus, we will be sharing our ideas and challenges with each other on a weekly basis. To make this collaboration effective, please read the materials prior to class so you can collaborate to the discussion.

Accommodations

Special needs of any sort (disability, English Learners, or any other need) should be discussed with me. For accommodations due to any chronic, psychological, visual, mobility, and learning disability, or if you are Deaf /Hard of Hearing, please share your paperwork outlining accommodations from the Office of Differing Abilities as soon as possible.

Materials and Tools

Bring to class those materials you will need – including assignment notes, copies of readings, books, etc. If you have a laptop, iPad or notebook computer, please bring that too as we will try to integrate technology as often as possible into our class sessions. Make sure you have access to the TCNJ wireless network.

Assignments and Grading

I believe that the amount you learn is directly related to the amount of work you invest in the

course. The table below provides a brief overview of the assignments and the grading policy. More complete project descriptions and evaluation scoring rubrics can be found at the end of this syllabus.

All assignments must be done using a word processing program and submitted electronically through Canvas. In addition, ***general writing standards***, such as grammar, mechanics, spelling, punctuation, organization, etc. will be considered for each assignment. If you have several errors or patterns of errors in general writing standards, I will deduct points from your assignment. Therefore, please review your assignment carefully before submitting it. It is also recommended that you have a peer review your assignment for mechanical accuracy (grammar, punctuation, spelling) before you submit it. Assignment dates are found on the class schedule.

Late Work and Extensions

Whether or not a student is present in class, all written assignments must be submitted electronically through Canvas by 11:59pm on the due date in order to receive credit. **No credit will be given for late work.**

Extensions for projects and papers will only be given under emergency circumstances including a death in the family and extreme illness with proper documentation from a physician. Any student who needs an extension must contact me at least **24 hours before the deadline**, explain the situation, provide pertinent documentation, and receive approval from me verbally or via e-mail for a modified deadline.

If the emergency occurs after the 24-hour window and the student does not have time or the ability to contact me, that student should submit a “work-in-progress” of the assignment to Canvas and contact me as soon as it is feasible and safe. A work-in-progress can be documented by submitting a digital outline, a partial draft—anything that can prove that you did not wait until the day before an assignment was due to even begin it. **No handwritten documents will be accepted.**

Course Assignments

	Assignments	Points
1.	Reflection Papers (2)	10 (5 points each)
2.	Action Research	30
3.	Classroom Observation & Interview with a Teacher	25
4.	Professional Development Sessions	30
5.	Attendance, Participation & Contribution to the Group	5
	Total # of Points Possible	100

Grading Scale

A	95-100	B	83-86.9	C	73-76.9
A-	90-94.9	B-	80-82.9	C-	70-72.9
B+	87-89.9	C+	77-79.9	F	69.9 and below

Description of Assignments:

	Assignments	Points	Course Objectives	Competencies
1	<p>Reflection Papers</p> <p>You will develop two reflection papers addressing the questions below for each paper.</p> <p><u>Paper 1</u></p> <ul style="list-style-type: none"> • What are the major trends in PK-12 schools and how do they impact teaching? • How can the multilingualism of students of English be recognized as an asset in the school context? • How can the deficit model of teaching ELs be challenged to promote the notion of an ESL teacher as a language specialist and not only a resource teacher? <p><u>Paper 2</u></p> <ul style="list-style-type: none"> • What should teachers do to identify whether an EL's difficulty is due to learning the new language or to a disability? <p>Each entry should be no longer than <u>three double-spaced pages</u> and is worth 5 points.</p>	10 (5 pts. each)	<ul style="list-style-type: none"> • Investigate the intersections between culture, language & ability • Explore a variety of strategies that support literacy, language, and content knowledge development for ELs 	<p>written communication</p> <p>analysis & critical thinking</p>
2	<p>Action Research</p> <ul style="list-style-type: none"> • For this action research project, you will work collaboratively with a peer. • The team's tasks involve: <ul style="list-style-type: none"> ➤ selecting a topic related to the theme of the course, ➤ identifying a theoretical perspective, ➤ generating meaningful research questions, ➤ collecting data through classroom observations/interviews/etc., ➤ analyzing the data, and ➤ reporting the results. • Examples of action research projects have been posted in the Canvas course site. • Each team will report the research results by submitting a paper to the instructor and conducting a poster presentation to the group. • Further details for this project will be provided in class. 	30	<ul style="list-style-type: none"> • Engage in research • Emphasize a reflective practitioner approach when working with learner diversity 	analysis of and explanation of behaviors

3	<p>Classroom Observation & Interview with a Teacher</p> <ul style="list-style-type: none"> • Each student will <u>conduct one classroom observation</u> in a classroom with ELs in it. The class can be a PK-12 general education class, ESL, Sheltered, or SPED. You will find the details for your class observation further in the course syllabus. • You will then <u>interview a teacher</u> and ask about specific behaviors ELs demonstrate that would suggest a learning disability and not a struggle learning English. • You will then <u>compare</u> your observations and interview responses <u>with those of one or two other students</u>. • Each <u>team will present</u> their comparative analysis to the whole group through a presentation. 	25	<ul style="list-style-type: none"> • Investigate, understand, and critique a variety of strategies that support ELs' literacy and academic development across content areas 	<p>oral communication</p> <p>analysis & critical thinking</p>
4	<p>Professional Development Sessions</p> <p>Each student will choose one of topics below and contribute to a team's effort to design a professional development session focusing on that particular topic.</p> <p>As a professional development initiative, it needs to be highly interactive and engage participants in reflection & application of concepts in real instructional settings.</p> <p>Topics:</p> <ul style="list-style-type: none"> ➤ Examining ELs' Sociocultural Context to Understand Classroom Behaviors & the Use of ELs' L1 in the Classroom ➤ Culturally Sensitive Lesson Development & Demonstration ➤ Models of Classroom Collaboration to Better Assess ELs ➤ Instructional Strategies that Promote Student Engagement & Learning ➤ Variety of Assessments to Inform Instruction and Evaluate ELs' Academic Progress Over Time ➤ Strategies and Resources for Teaching Academic Language to ELs at Different Levels of English Proficiency 	30	<ul style="list-style-type: none"> • Enhance professionalism through various training models and topics • Build a cohesive community to meet the needs of ELs • Support a teacher-trainer model 	<p>application of theory into practice</p>
5	<p>Attendance, Participation & Contribution to the Group</p>	5	<ul style="list-style-type: none"> • Attendance & preparation for class 	<p>engagement</p> <p>quality & degree</p>

			<ul style="list-style-type: none"> • Participation in class discussions (onsite & online) • Collaborative skills and contributions to teamwork and whole group 	of participation student's contribution to others' learning
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Total = 100 points

Assignments & Rubrics

Assignment #1:

Reflection Papers (10 points/5 points each)

You will develop two reflection papers addressing the questions below for each paper.

Paper 1

- What are the major trends in PK-12 schools and how do they impact teaching?
- How can the multilingualism of students of English be recognized as an asset in the school context?
- How can the deficit model of teaching ELs be challenged to promote the notion of an ESL teacher as a language specialist and not only a resource teacher?

Paper 2

- What should teachers do to identify whether an EL's difficulty is due to learning the new language or to a disability?

Each entry should be no longer than three double-spaced pages and is worth 5 points. Please make sure your statements are grounded on research and use APA format for in-text citations.

Mini-Inquiry Paper Rubric

Name _____

Total Score ____ /5

Elements	Possible Points	Actual Points	Comments
Paper addresses the guiding questions through insightful responses that reflect analysis and critical thinking.	2		
Paper is organized around an argument made about working with ELLs and how it applies to classroom instruction.	1		
Paper includes examples and illustrations to support the argument forwarded in the paper.	1		
Paper is written carefully and free of mechanical errors (grammar, spelling, and punctuation).	1		

Assignment #2:

Action Research Project (30 points)

For this action research project, you will work collaboratively with a peer. Each team's tasks involve:

- Selecting a topic related to the theme of the course,
- Identifying a theoretical perspective,
- Generating meaningful research questions (1 or 2),
- Collecting data through classroom observations/interviews/etc.,
- Analyzing the data, and
- Reporting the results.

Each team will report the research results by submitting a paper to the instructor and conducting a poster presentation to the group on the poster presentation scheduled day.

Sample action research papers are available in the course Canvas site. Details of this project will be provided in class.

To help you plan for this action research project, there will be two checkpoints throughout the course where you will submit proposal drafts. The fact that you have submitted those drafts does not mean you can not change your topic at mid-point, but you are to let me know whether you decide to change your topic and course of action.

Checkpoint 1 – Project Proposal (3 points)

You and your partner will submit a one-page proposal describing your initial thoughts, topic of interest, questions, and steps you will take to complete the project. One submission per team suffices.

Checkpoint 2 – Revised Proposal & Sources (7 points)

You and your partner will now submit a revised proposal. In this revised proposal, you will include your revised questions, the bibliography of sources (at least 5) and a brief description of each source. You will also outline the steps you will take to collect and analyze your data.

Action Research Poster Presentation & Paper Rubric – 20 points

Criteria	Exemplary 4 pts.	Satisfactory 2pts.	Unsatisfactory 0 pts.
1. The purpose of the project and research question(s) were clearly stated.			
2. Theoretical perspective relates to research question(s) and five or more primary sources are cited.			
3. The study participants, methods, and data analysis are clearly displayed and explained.			
4. The results are well supported by the data.			
5. The references are all included in the proper format and the paper and poster are free of writing and grammatical errors.			
Total # of points			

Assignment #3:

Classroom Observation & Interview with Teacher (25 points)

This project involves initial individual work followed by a small team exchange and a final comparative analysis reporting session by the team.

➤ Step 1 – Individually

- you will conduct one classroom observation in a classroom where ELs are enrolled. The class can be a PK-12 general education class, ESL, Sheltered, or special education classroom.
- In addition to the class observation, you will interview a teacher around the following questions:
 - *What specific classroom behaviors would suggest to you that an ELL has a learning disability and not a language difficulty?*
 - *When an EL experiences difficulty with reading or reading comprehension in English, do you try to find out whether this student experiences similar difficulty reading and comprehending in his or her native language?*
 - *If you believe the student has a reading problem, what instructional supports and/or modifications do you use to meet the student's needs?*

➤ Step 2 – In teams

1. You will compare your observations and interview responses with those of one or two other students.
2. Each team will share their comparative analysis of the class observations and interviews to the whole group through a presentation.

Guide for Classroom Observation:

<i>Behaviors Emphasized During Instruction</i>	<i>Present</i>	<i>Not Present</i>
Lesson objectives were clearly defined and shared with the students.		
Key academic vocabulary was emphasized and repeated multiple times (orally and in writing) during instruction.		
Teacher emphasized specific academic language (functions, discourse, syntax) to help students participate in learning tasks through listening, speaking, reading, and writing.		
Teacher assesses student's background knowledge on the lesson content.		
Different group configurations are used to promote student interaction and language practice for ELs.		
Consistent use of scaffolding techniques throughout the lesson, assisting and supporting student understanding (think-alouds).		
A variety of question types, including those that promote higher-order thinking skills, are emphasized.		
Graphic supports (concept maps, graphic organizers) and manipulatives are used to help clarify concepts.		
Opportunities for practice and content application are provided during instruction.		
Feedback provided is rich, goes beyond letting the student know what is right or wrong, and prepares the student for the next step of the lesson.		
Portions of the lesson were differentiated to supports ELs' different language needs.		
Students were engaged during the lesson.		
Other behaviors observed.		

Classroom Observation & Interview Presentation Rubric

Presenters' Names _____

Total Score ____ /25

	Elements	Exemplary 5 pts.	Satisfactory 3.5 pts.	Basic 1.5 pts.
1	Teams provided a detailed report of their class observations and the instructional, interactional, and discourse dynamics in the various classrooms.			
2	The information from the interviews was clearly articulated and presented to the group.			

3	The presentation was well organized and easy to follow.			
4	The team presented interesting recommendations on how to maintain and/or enhance the learning opportunities for ELs in those instructional settings.			
5	The project was delivered in an interesting and engaging way.			
	Total # of points			

Comments:

Assignment #4:

Professional Development Sessions (30 points)

You will choose one of topics below and help design a professional development session focusing on that particular topic. As a professional development initiative, it needs to be highly interactive and engage participants in reflection & application of concepts in real instructional settings.

Topics for the Professional Development Sessions:

- Examining ELs' Sociocultural Context to Understand Classroom Behaviors & the Use of ELs' L1 in the Classroom
- Culturally Sensitive Lesson Development & Demonstration
- Models of Classroom Collaboration to Better Assess ELs
- Instructional Strategies that Promote Student Engagement & Learning
- Variety of Assessments to Inform Instruction and Evaluate ELs' Academic Progress
- Strategies and Resources for Teaching Academic Language to ELs at Different Levels of English Proficiency

The time allocation for each PD will be determined in class based on the final number of students in the group. Each team is encouraged to work closely with me in the preparation of the PD. The PD sessions will be both instructor and peer assessed through the rubric below.

Professional Development Rubric

Presenters' Names _____

Total Score ____/30

	Elements	Exemplary 5 pts.	Satisfactory 3.5 pts.	Basic 1.5 pts.
1	The PD has specific and measurable goals and outcomes which are explicitly communicated by the presenters.			
2	The content and delivery of PD model aspects of quality teaching (<i>warm-up, modeling, audience engagement & involvement, instances for reflection, discussion and application, checks for understanding, closure with opportunity for feedback – exit ticket</i>).			
3	The PD promotes reflection and discussion on issues of importance to ELs' academic performance.			
4	The presenters made use of appropriate pacing (not too fast or too slow) with appropriate time allocated for each segment of the PD.			
5	There was balanced contribution of all members of the group in the delivery of the PD.			
6	The PD content was communicated in a clear, engaging, and well organized manner.			
	Total # of points			

Comments:

Assignment #5:

Attendance, Participation & Contribution to the Group (5 points) (Individual)

Course Attendance

Attendance at all class sessions is required. As a rule of thumb, you will lose 0.5 point every time you miss a class. If you become ill or have a family emergency, please notify me via e-mail as soon as possible. If you are absent, you are responsible for getting the materials and information that you miss from a classmate. I will be happy to go over points of the material you missed if you need clarification.

Participation

This class emphasizes active participation of all students; therefore, presenting your opinions and collaborating in interactive activities are vital for success in the course. As participation in class discussions is critical, if you show a pattern of lack of participation, absences or tardiness, I will meet with you to discuss the problem. For your convenience, you may review TCNJ's attendance policies and requirements at <http://www.tcnj.edu/~academic/policy/attendance.html>

Attendance, Participation & Contribution to the Group Rubric

Name _____

Total Score _____ /10

Element	Possible Points	Actual Points	Comments
Preparation for class Student consistently comes to class prepared with readings, which have been completed. Student's participation in class discussions and other activities clearly indicates that the student engages with the readings and integrates them into course performance.	4		
Participation in class discussions Consistently shares ideas that are thoughtful, emerge from reflection, derived from readings and build on class discussion. Demonstrates forethought and planning when sharing ideas and comments. Consistently focuses on tasks assigned to the group and contributes to the group working together.	3		
Collaborative skills and contributions to teamwork Student collaborates exceptionally well with his/her team and contributes substantially to team project.	3		

Tentative Class Outline:

Dates	Topics	Readings/Activities	Assignments Due
9/5/17	<i>Introduction</i>	<ul style="list-style-type: none"> • Introduction activity – Building a learning community • Course syllabus & course assignments • Jigsaw activity (<i>on Canvas Module 9/5/17</i>) <ul style="list-style-type: none"> ○ <i>Teaching ELLs: What does research tell us?</i> ○ <i>ELs and the growing need for qualified teachers</i> 	
9/11/17	<i>Who are ELLs?</i>	<ol style="list-style-type: none"> 1. Exploring the diversity of EL profiles and how they affect instruction 2. Stages of second language development 3. What ELs can do at different stages of second language development 4. Differentiating instruction in line with the stages of second language development <p><u>Read for 9/18:</u> (<i>Posted on Canvas Module 9/11/17</i>)</p> <ul style="list-style-type: none"> ➤ Dis/ability critical race studies (DisCrit): Theorizing at the intersections of race and dis/ability ➤ Crossroads: The intersection of affirming cultural and neurological diversity 	
9/18/17	<i>Culture and disability</i>	<p><u>Free Writing Activity:</u></p> <ul style="list-style-type: none"> • You will spend the first 20 minutes of class writing about your personal feelings, thoughts, and perspectives about the relationship between culture, language, and dis/ability. • Sharing time • Discussion of articles that 	<p>Reflection paper 1 due at 11:59 pm</p>

		<p>focus on the intersections of race, culture, and (dis)abilities</p> <p><u>Read for 9/25:</u> (Posted on Canvas Module 9/18/17)</p> <ul style="list-style-type: none"> ➤ Challenging the ideology of normal in schools ➤ Deconstructing deficit thinking working with educators to create more equitable learning environments 	
9/25/17	<i>Deficit thinking & Considering the Special Needs of ELLs</i>	<ul style="list-style-type: none"> • Discussion of articles on the ideology of normal schools and deconstructing deficit thinking • Hamayan et al. chapter 1 – A Framework for Considering the Special Needs of ELLs <p><u>Read for 10/2:</u> (Posted on Canvas Module 9/25/17)</p> <ul style="list-style-type: none"> ➤ English Language Learners Struggling to Learn to Read ➤ Struggling readers?: Using theory to complicate understandings of what it means to be literate in school 	
10/2/17	<i>ELLs, Academic Struggles, & Information Gathering</i>	<ul style="list-style-type: none"> • Discussion on articles assigned for 10/2 • Hamayan et al. chapter 2 – A Collaborative Model of Information Gathering & Service Provision 	Reflection paper 2 due at 11:59 pm
10/9/17	Fall Break		
10/16/17	<i>Observation of ELLs' Specific Classroom Behaviors & Interventions</i>	<ul style="list-style-type: none"> • Hamayan et al. chapter 3 – Describing before Diagnosing & chapter 4 – Delivering a Continuum of Services <p><u>Read for 10/23:</u> (Posted on Canvas Module 10/16/17)</p> <ul style="list-style-type: none"> ➤ Understanding 	Action Research Checkpoint 1 Due

		literacy practices in CLD children's homes	
10/23/17	<i>The Learning Environment & ELLs' Sociocultural Factors</i>	<ul style="list-style-type: none"> • Hamayan et al. chapters 5 - 8 	
10/30/17	Classroom Observations & Interview Presentations Session I		
11/6/17	Classroom Observations & Interview Presentations Session II		
11/13/17	<i>Language difficulty or learning disability?</i>	<ul style="list-style-type: none"> • Hamayan et al. chapter 9 – Oral Language & Literacy Development <p>Read for 11/20: (Posted on Canvas Module 11/13)</p> <ul style="list-style-type: none"> ➤ Issues of Reading, RTI, and Special Education for English Learners 	Action Research Checkpoint 2 Due
11/20/17		<ul style="list-style-type: none"> • Discussion of article assigned for 10/20 • Hamayan et al. chapter 10 – Academic Achievement • Read for 11/27: (Posted on Canvas Module 11/20) <ul style="list-style-type: none"> ➤ Disproportionality in special education identification & placement of ELLs ➤ ELL disproportionality in special education: Implications for the scholar-practitioner 	
11/27/17	<i>Final Considerations</i>	<ul style="list-style-type: none"> • Hamayan et al. chapters 11 & 12 • Discussion of articles assigned for 10/27 	
12/4/17	Professional Development Sessions I		Action Research Papers Due
12/11/17	Professional Development Sessions II		
12/18/17	Action Research Poster Presentations		

**** This is a paper-free course. All assignments are to be submitted electronically through Canvas.**

Useful References

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Appendix F –
**Department of Special
Education, Language & Literacy:
Advanced Topics in the Social
and Cultural Constructions of
Behavior**

SPED 655

“There must exist a paradigm, a practical model for social change, that includes an understanding of ways to transform consciousness that are linked to efforts to transform structures” – bell hooks

Instructor: Lauren Shallish

Office Hours: Thursdays, 1:00 – 3:00 PM or by appointment

Class Meetings: Thursdays, 5:00 – 7:30 PM

Office: 312G

Phone: x2210

Email: ShallisL@tcnj.edu I will reply to your email within 24 to 48 business hours.

Students with Disabilities:

Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and/or contact the Director of Disability Support Services (609-771-3199). The link for the Disability Support Services is:

<http://differingabilities.pages.tcnj.edu>

Accommodations are individualized and are in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992

(<http://policies.tcnj.edu/policies/digest.php?docId=9206>)

A. Course Description and Purpose

This course introduces students to how constructs of good/bad behavior are situated within larger systems of structural inequality, privilege, and oppression. Employing critical disability studies perspectives and principles of social justice, the course encourages students to resist deficit- based

narratives of such children and families and focus on the possibilities that exist within supportive contexts. This course approaches emotional and behavioral disorders as social, cultural, and historical constructs and in doing so examines the ways in which educational policy, social systems and schooling practices set the stage for the construction of this disability label. Students will use first-person narratives to investigate the intersections of poverty, language, ability, race, gender, sexual orientation, nationality and ethnicity as they relate to behavior. Typical disciplinary practices and their historical roots will be examined as well as assessment practices that culminate in the construction of EBD. The course introduces students to alternative constructions of behavior and the principles of democratic citizenship and social responsibility with an emphasis on local issues in Ewing, Trenton, and the State of New Jersey. An appreciation of human neurodiversity and a presumption competence are integral values that run through the strand.

B. Objectives

Consistent with the School of Education's mission and Conceptual Framework, the CEC standards, New Jersey Professional Standards for Teachers (NJPTS) and the Common Core Standards, the readings, assignments and activities in this course are designed to provide students with opportunities to acquire, clarify, add to, and utilize the knowledge, skills and understandings related to these standards.

- *Commitment to All Learners: (NJPTS-Standards 2,10)*
 - Understand that all learners can learn and can benefit from being supported in inclusive environments.
 - Develop an understanding of social, cultural, and contextual factors that frame our interpretations of “challenging” behavior.
 - Demonstrate the practice and enactment of presumption of competence

- *Subject Matter Expertise: (NJPTS-Standard 4)*
 - Critically analyze the assumptions underlying traditional models that have framed the understanding of students labeled as having emotional and behavioral disorders. (Middle States Standard 1-Oral communication)
 - Describe the constructions of behavioral challenges within the disability studies and social constructionist/social constructivist model. (Middle States Standard 7-Information literacy)

- *Excellence in Planning: (NJPTS Standards 1,2,3,7,8)*
 - Describe ways to reframe traditional approaches to discipline. Identify ways to use principles of restorative justice rather than suspensions or expulsions.
 - Describe ways to use principles of universal design to widen access to classroom discourse. Identify ways to make existing classroom discourse and practices accessible to all students.
 - Use current best practices in transition planning to identify a vision and strategic plan for success in post-secondary settings for students labeled as having emotional and behavioral disorders.
 - Use tenets of democracy and citizenship to bring about transformative change.
 - Identify the significant characteristics of exemplary programs that have included students labeled as having emotional and behavioral disorders.

- *Strong Positive Effect on Student Growth (NJPTS Standard 6)*
 - Develop critical written and oral understanding of research studies and school based practices designed as behavioral interventions (Middle States Standard 3-Scientific reasoning; Middle States Standard 5-Critical analysis and reasoning; Middle States Standard 2-Written communication)

- *Professionalism, Leadership and Advocacy (NJPTS Standards 9, 10)*
 - Identify community and national resources for families of children with significant behavioral challenges.
 - Develop an awareness of the challenges faced by families and ways to support families through this process. Disrupt traditional deficit based narratives of families.
 - Identify and elaborate on strategies to enhance the inclusion of students with challenging behaviors into schools and communities. (Middle States Standard 1-Oral communication; Middle States Standard 2-Written communication)

- *Common Core Standards:*
 - Describe the significance of the common core standards for students with disabilities and how it provides students with disabilities to access general education curriculum. Additional information on the common core standards is available at the link below:
<http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf>

c. Course Content

This course will utilize a number of in-class as well as out of class activities including readings and video; lecture and demonstration; individual and group projects. The course is organized around the following elements:

1. Historical models for defining and understanding the constructs of emotional and behavioral disorders
2. Emotional and behavioral disorders as a social and cultural construct: Contemporary models for approaching this construct
3. Traditional services for students labeled with emotional and behavioral disorders
4. Traditional and contemporary frameworks for understanding discipline
5. The School to Prison pipeline
6. The intersections of poverty, race, gender, ethnicity, language, sexual orientation and education
7. Behavior as communication
8. Sociological perspectives on bullying in schools
9. Restorative justice
10. Harnessing tenets of citizenship and democracy to develop innovative approaches
11. Planning for transition to post-secondary settings
12. Self-advocacy and the rights of students labeled as having emotional and behavioral disorders
13. Wrap around approaches for supporting students with emotional and behavioral disorders
14. Collaborating with families and community agencies

D. Course Requirements

Attendance:

Although just being present in class is not enough, and your quality of participation is really vital, attendance is still an important aspect of the final grade. Your presence and participation are vital to this learning community. Your consistency and quality of attendance indicates professionalism as well as your commitment to the course and will have an impact on your final grade. In case you have to miss class for an emergency or a valid reason, I would appreciate being informed about it either by email or a telephone message. You will be asked to provide documentation for inconsistent attendance or absences for medical or other reasons. Also, please make sure that you are on time or before time for class. Use of cell phones, non-class related use of computers and consistent late arrival to class will count as an absence. In case of absences, it is your responsibility to get the notes or assignments from your group members. Please make sure you are on time for class. A consistent pattern of tardiness will affect your final grade. For more information on TCNJ's policy on attendance, please review the link below:

<http://policies.tcnj.edu/policies/digest.php?docId=9134>

Every student is expected to participate in each of his/her courses through regular attendance at lecture and laboratory sessions. It is further expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin. At the first class meeting of a semester, instructors are expected to distribute in writing the attendance policies, which apply to their courses. While attendance itself is not used as a criterion for academic evaluations, grading is frequently based on participation in class discussion, laboratory work, performance, studio practice, field experience, or other activities, which may take place during class sessions. If these areas for evaluation make class attendance essential, the student may be penalized for failure to perform satisfactorily in the required activities. Students who must miss classes due to participation in a field trip, athletic event, or other official college function should arrange with their instructors for such class absences well in advance. The Office of Academic Affairs will verify, upon request, the dates of and participation in such college functions. In every instance, however, the student has the responsibility to initiate arrangements for make-up work.

Responsible use of electronic devices and equipment:

This class is a learning community. As members of this learning community, our active engagement, professionalism, and participation are vital to ensuring that this is a vibrant community. When any member of the community is distracted or engages in behaviors such as texting, completing work from another class, or surfing the internet, it impacts on the whole community. I trust that you will monitor and regulate yourself. Please note behaviors such as “texting” during class, viewing pictures on your cell phone, applying makeup, reading a text book for another class, filling your calendar/schedule for the next week, filing your nails, having side conversations in class, or other such behaviors (when the instructor is teaching or your peers are presenting) will be viewed as “unprofessional” and will impact on your class participation grade. If you are seen texting or using electronic devices for non-class purposes, it will be documented by

the instructor and will result in the lowering of your class participation grade by a whole grade. If you need to check your voice mail or your text messages, a good time to do so would be during the brief break that will be provided mid-way through the class.

Laptop use during class is permitted only for taking notes and referring to class materials (readings and powerpoints). Using your laptop during class for any reason other than class related purposes causes a distraction for you, your classmates, and the course instructor. Misuse of the laptop (such as browsing the web, sending emails, checking Facebook accounts) or other electronic devices during class will also be viewed as “unprofessional” behavior and will negatively impact your class participation grade.

Textbook and readings:

There are multiple assigned readings and podcasts for this course as well as textbooks. While the instructor is not going to “teach from the text”, the concepts from the text will be an important part of the discussion and activities in the class. Please make sure you read the assigned readings as group work or discussions are often centered on the readings. Your preparation for class as reflected in your completion/incompletion of readings will impact on your final grade. Throughout the course, the instructor will assign additional readings as appropriate. *You should expect approximately 80 pages of reading each week.*

Assignments:

Assignments are expected on the due date listed. Submission of an assignment after the due date and time will result in a .50 reduction per day, including the due date. All assignments can be submitted to the instructor for review prior to two days before the due date. Assignments are an important part of this course and help to tie the course materials and discussion together. Handing in assignments late may prevent you from participating in class discussions centered on the assignments and also from getting the most out of the course. Good time management and planning are essential in order to enable you to stick to the due dates.

Assignments handed in late may also be returned at a later date. This happens because the instructor will have to give first priority to other assignments handed in on time by the rest of the class. All assignments should be typed and please keep a copy on your hard drive or a thumb drive of all the assignments that you hand in to me. Assignments should be uploaded on Canvas. All assignments should be of college-graduate level writing and double-spaced with ample margins. *Please be sure to check you have uploaded the correct document to Canvas. Points will be deducted for incomplete or incorrect submissions.*

Appropriate citations are required using APA guidelines. Here is a helpful website:

- <http://www.uca.edu/divisions/academic/writing/OWL/LINKS/OnlineHandouts/apabasics.PDF>

Extensions, Extra Credit and Questions on Grading:

Given that this is an advanced graduate course, no extra credit will be provided. Extensions are not provided but under emergency circumstances they must be *requested at least 48 hours in advance of the due date* and assignment progress must be submitted when the request for an

extension is made. Grades will be posted in a timely manner so students can monitor progress. Final grades will not be amended under any circumstances. Please contact the instructor prior to the conclusion of the course if you have concerns.

Academic Integrity:

You are required to follow the college policy with respect to academic honesty. Claiming another person's ideas or written work as your own constitutes plagiarism. Do not hand in papers written by others or papers submitted to other classes. Provide appropriate credit to any material that you use. Any paper that is plagiarized in any form will be given an F. Field based papers or projects that are based on a fictitious source of data or data that is authored by someone else will also be given an F. In order to acquaint yourself with the college's academic integrity policy, please go to:

<http://policies.tcnj.edu/policies/digest.php?docId=7642>

*Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral. **The instructor will also be using plagiarism detection software for all papers.***

E. Grade Break-Up

- Participation: 10 points
- Social Location Paper: 10 points
- Culturally Sustaining Student Profile: 10 points
- Response Paper: 10 points
- Critical Media Literacy Presentation: 20 points
- Action Research Project: 40 points
 - Individual article review: 10 points
 - Group Proposal paper: 5 points
 - Interview/Reflections/OCs (field work): 10 points
 - Individual Analytical paper: 5 points
 - Group presentation (2 parts): 10 points

F. Course Textbooks (3)

Danforth, S. & Smith, T. J. (2005). *Engaging troubling students: A constructivist approach*. Thousand Oaks, CA: Corwin press.

Greene, R. (2014). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York, NY: Scribner.

Noguera, P. (2008). *The trouble with black boys: And other reflections on race, equity and the future of public education*. San Francisco, CA: Jossey-Bass.

Additional readings will be posted on Canvas

G. Course Assignments

Participation (10 points): This class is predominantly designed around small group and large group discussions. Your participation is vital and will determine the success of this course. Your class participation will be evaluated along the following criteria:

- Quality of participation in small group activities
- Quality of participation in large group discussions
- Checking Canvas weekly and your TCNJ email daily*
- Completion of assigned readings. *You should expect to read 80 pages a week*
- Contribution towards maintaining an atmosphere conducive to learning in the classroom. Your respect and consideration towards your peers in the class and your professional behavior is a significant criterion for evaluating your class participation.

Social Location Paper (10 points): This assignment provides you with the opportunity to reflect on your own social location in an effort to better understand the political and social dynamics that exist in school and community settings. This paper should be at least 5 pages in length. You are encouraged to be open and honest in these reflections, as this offers the greatest opportunity for growth and insight. Your reflections will be respected as personally meaningful to you and the assessment of this paper will *not* focus on the validity of your reflections. Rather, in assessing this paper, the instructor will look for clarity of your ideas, completeness of your reflections, connections to course readings, and depth and detail in your insights.

Culturally Sustaining Student Profile (10 points): This group activity will ask you to understand a student profile and the processes of perception and participation that occur in the classroom. As a group, you will provide a detailed description of the learner and analyze their engagement and experience in the classroom. Then, situate this case study within research on overrepresentation in special education using the texts from class. In conclusion, you will recommend holistic supports to establish an inclusive environment for all learners.

Response Paper (10 points): You will each compose a 3 page, double-spaced response paper upon the completion of the readings for the assigned section (as indicated on the course schedule). Comment or reflect on a theme that you found interesting, intriguing, problematic or troublesome. Be sure to involve at least three readings in addition to class discussions from that section to support your analysis. *A majority of your paper should focus on the texts.* These should not be reading summaries, “likes” or “dislikes.” Rather, demonstrate how you are connecting with these readings in terms of a larger, common theme. Why did you pick this specific issue? How is this topic framed? Debated? How has this issue been experienced or understood throughout history? Have you experienced this personally or read about this in the news? Which models of disability are employed? How might this connect to your own learning and professional work? How would educators/service providers/families/administrators/persons with disability/politicians respond to this issue? Be sure to substantiate your claims with evidence from the readings and define key terms. The assignment rubric and prompts are available on Canvas. You are not required to follow the prompts but they are available if you would like assistance in focusing on a particular theme.

Critical Media Literacy Presentation (20 points): With a partner or group of three, you will deconstruct two to three current media examples related to education, discipline, and behavior. Examples include current events, crime/incarceration, programming in self-contained schools and classrooms, bullying in schools, cultural constructions or inferences of good/bad behavior in media reporting, representations of race and behavior in pop culture, political stump speeches on urban school reform, or discourses on recent social or campus protests. How was behavior constructed in the examples you chose? How were students and families portrayed? What were the dominant discourses? What discourses would a counter-narrative entail? You must explain connections to race, gender, ethnicity, language and ability and also provide actions steps and alternative pathways for student success and profiling of these events, programs and school-based settings. Please remember: You are not looking for media examples that are educational or seek to *explain* a particular topic. Rather, you are choosing an event/product/media topic that you will then analyze and deconstruct. The assignment rubric is available on Canvas.

Each presentation will last approximately 15 minutes. You will provide a one-page handout (for accessibility) to the professor in advance of your scheduled presentation. On the handout, you will write your name(s), provide a link or title of your media example(s) and then a 2-3 sentence annotation or summary of the piece. The rest of your presentation will include the following elements in whatever format you choose (Powerpoint, Prezi, group exercise, etc.). (You are not required to show or read each media example but can do so if it fits within your overall presentation. Not all of the guidelines below may apply but do your best to account for as many as you can.):

- 1) Describe how/why you found the source.
- 2) What representations of behavior are being portrayed? Who is the intended audience?
- 3) Does this piece disrupt or perpetuate a particular discourse about behavior that has larger benefits or consequences for the person's reference group?
- 4) How does this example connect or allude to other social constructions about race, gender, ethnicity, ability, sexual orientation, etc?
- 5) List at least two readings from class that apply to your media example.
- 6) If applicable, are there action steps or alternate pathways to think about the media example differently?

Action Research Project (40 points): Using the tools of qualitative inquiry, you will work in groups of three or four to conduct semi-structured, in-depth interviews to examine how teachers construct and make meaning of racial identities and behaviors in their classrooms. This project will include the following six elements: Individual annotated bibliography, group proposal paper, individual field study, individual/group data analysis and coding, individual analytical paper, and final group presentations (one to the class and one as part of your action research agenda). These rubrics are provided on Canvas.

Altogether, you will conduct research on your chosen research topic, analyze your findings using a critical theoretical perspective from class, and display this work in a format that will reach a larger audience. Remember to use the TCNJ library and their online research sources to conduct your literature review, not Google or any web-based search engines. You are required to use academic, empirical, qualitative, scholarly sources, which can include the following journals: Disability Studies Quarterly, Exceptional Children, Disability and Society, The Journal of

Positive Behavior Supports, International Journal of Inclusive Education, etc. *At least two must be empirical studies.*

The action research component of this project requires you to disseminate your findings to a larger audience. This can include returning to the site of your field work to present your research, developing a website or podcast, compiling a professional development training for future or current teachers, submitting a detailed summation to an online forum or political official in the form of a policy brief, proposing these findings for a research conference, organizing a teach-in, etc. Your presentation to the class will be very similar to the delivery you provided for the public component of your action research, just be sure to include the feedback from your audience so we can discuss as a class.

G. Course Schedule

Please note that this schedule provides an idea of the sequence of topics that will be addressed as well as due dates for assignments. Changes can be made to the syllabus at the discretion of the instructor.

Section 1	Structural Inequality in Schooling and Special Education	
<i>Class</i>	<i>Topics</i>	<i>Assignments</i>
Class 1 8/31	Course Introduction, What is behavior?, Structure as the subject of justice, The cycle(s) of socialization <i>Sign up for Critical Media Presentations</i>	Text: Danforth & Smith, Ch. 6 Canvas: Baynton Kirk & Okazawa-Rey Marion Young Peters, Castaneda & Hopkins Shalaby Introduction
Class 2 9/7	Understanding positionality and social location, The social construction of difference Viewing: <i>White Like Me</i>	Text: Noguera, Introduction Canvas: Sensoy & DiAngelo, Ch. 2, 4, 9 Lipsitz Johnson Podcast: <i>Is This Working?</i>
Class 3 9/14	The social construction of difference, cont., Challenging individualism and meritocracy, Neoliberalism and teacher education <i>Critical Media Literacy Presentations</i> <i>Develop research groups</i>	Social Location Paper Due Text: Greene, Intro, Ch. 1, 2 Canvas: Peters et al. Kohl Leonardo & Grubb, Ch. 2 Sleeter

Class 4 9/21	Labeling practices in special education, Overrepresentation of students of color in EBD <i>Group work on profiles (with research team)</i>	Text: Noguera, Ch. 4 Canvas: Harry & Klinger, Ch. 6, 10, 11 Harry & Klinger (2007) Causton-Theoharis, Orsati, & Cosier
Class 5 9/28	Behavior in the context of poverty, Intersectionality with class and race Guest speaker: Amy Kirchoff <i>Culturally Sustaining Student Profiles</i>	Culturally Sustaining Student Profiles Text: Noguera, Ch. 1, 2 Canvas: Ferguson McCready Shalaby student profile (Zora or Marcus) Shalaby Conclusion
Section 2	Strategies to Disrupt the Deficit Discourse	
Class 6 10/5	Histories of applying behavior for continued marginalization and segregation, Heteronormativity, Sociological perspectives on bullying Viewing: <i>The Mask You Live In</i> and <i>Transforming Family</i> <i>Group work for action project</i>	Individual Article Reviews Due Text: Danforth & Smith, Ch. 3 Canvas: Kumashiro Morris Lorber Smiler
Class 7 10/12	Theories of behaviorism and social constructionism, Disability studies, DisCrit <i>Critical Media Literacy Presentations</i>	Group Proposal Paper Due Interview Scheduled Text: Danforth & Smith, Ch. 1, 2, 4 Greene, Ch. 3, 4, 5 Canvas: Annamma, Connor & Ferri Ferri Gabel & Connor

<p>Class 8 10/19</p>	<p>Transcultural navigation, Culturally sustaining practices, Family engagement</p> <p><i>Critical Media Literacy Presentations</i></p> <p><i>Check-in and syllabus review (Mid-semester progress reports)</i></p>	<p>Response Paper Due</p> <p>Text: Noguera, Ch. 3, 5 Danforth & Smith, Ch. 5, 7, 9</p> <p>Canvas: Leonardo & Grubb, Ch. 3</p> <p>Podcast: <i>The Problem We All Live With (Part I)</i></p>
<p>Class 9 10/26</p>	<p>Neurodiveristy frameworks, Behavior as communication</p> <p><i>Critical Media Literacy Presentations</i></p> <p><i>Group work for action project</i></p>	<p>Submit Individual Fieldwork with Observer Comments by Monday</p> <p>Canvas: Biklen & Burke Biklen & Klierer Higashida Siedman</p> <p>https://undark.org/article/invisibility-black-autism/</p> <p>Podcast: <i>The Problem With The Solution</i></p>
<p>Section 3</p>	<p>Deconstructing Current School and Special Education Policies and Practices</p>	
<p>Class 10 11/2</p>	<p>The School to Prison Pipeline, Intersections with criminal justice and mental health</p> <p>Viewing: 13th</p> <p><i>Group work for action project</i></p>	<p>Text: Noguera, Ch. 6, 7</p> <p>Canvas: Danforth (<i>optional</i>) Leonardo & Grubbs, Ch. 4 Ware Saldaña (Coding & Memos)/optional</p>
<p>Class 11 11/9</p>	<p>Zero tolerance, Rewards/punishment systems Understanding legal rights: IDEIA and ADA</p> <p><i>Group work for action project</i></p>	<p>Analytical Paper Due</p> <p>Text: Noguera, Ch. 8 Greene, Ch. 7, 8, 9</p>

Class 12 11/16	Higher education and psycho-social impairments, Mental health services in schooling, Transition planning for children labeled with EBD <i>Critical Media Literacy Presentations</i> <i>Group work for action project</i>	Text: Danforth & Smith, Ch. 10, 11 Canvas: Price (Pt. 1 & 2)
	Thanksgiving Break	
Class 13 11/30	Histories and frameworks of restorative justice practices, Circle of courage <i>Group work for action project</i>	Text: Noguera, Ch. 10, 11, 12 Canvas: Davis Podcast: <i>I Killed Someone, Now I Have Three Kids</i>
Class 14 12/7	Action Research Presentations	Canvas: Review group presentations
Class 15 12/14	Action Research Presentations	Canvas: Review group presentations

This schedule is a general description of topics and assignments. The instructor may make changes and will provide advance notice to students

GRADING

94-100 = A
90-93 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
65-69 = D
Below 65 = F

SELECT TCNJ POLICIES

TCNJ's final examination policy is available on the web:

<http://policies.tcnj.edu/policies/digest.php?docId=9136>

Attendance

Every student is expected to participate in each of his/her courses through regular attendance at lecture and laboratory sessions. It is further expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin. At the first class meeting of a semester, instructors are expected to distribute in writing the attendance policies, which apply to their courses. While attendance itself is not used as a criterion for academic evaluations, grading is frequently based on participation in class discussion, laboratory work, performance, studio practice, field experience, or other activities, which may take place during class sessions. If these areas for evaluation make class attendance essential, the student may be penalized for failure to perform satisfactorily in the required activities. Students who must miss classes due to participation in a field trip, athletic event, or other official college function should arrange with their instructors for such class absences well in advance. The Office of Academic Affairs will verify, upon request, the dates of and participation in such college functions. In every instance, however, the student has the responsibility to initiate arrangements for make-up work.

Students are expected to attend class and complete assignments as scheduled, to avoid outside conflicts (if possible), and to enroll only in those classes that they can expect to attend on a regular basis. Absences from class are handled between students and instructors. The instructor may require documentation to substantiate the reason for the absence. The instructor should provide make-up opportunities for student absences caused by illness, injury, death in the family, observance of religious holidays, and similarly compelling personal reasons including physical disabilities. For lengthy absences, make-up opportunities might not be feasible and are at the discretion of the instructor. The Office of Academic Affairs will notify the faculty of the dates of religious holidays on which large numbers of students are likely to be absent and are, therefore, unsuitable for the scheduling of examinations. Students have the responsibility of notifying the instructors in advance of expected absences. In cases of absence for a week or more, students are to notify their instructors immediately. If they are unable to do so they may contact the Office of Records and Registration. The Office of Records and Registration will notify the instructor of the student's absence. The notification is not an excuse but simply a service provided by the Office of Records and Registration. Notifications cannot be acted upon if received after an absence. In every instance the student has the responsibility to initiate arrangements for make-up work.

TCNJ's attendance policy is available on the web:

<http://policies.tcnj.edu/policies/digest.php?docId=9134>

Academic Integrity Policy

Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to

give improper aid to another student in the completion of an assignment. Such dishonesty would

include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral.

TCNJ's academic integrity policy is available on the web:

<http://policies.tcnj.edu/policies/digest.php?docId=7642>

Americans with Disabilities Act (ADA) Policy

Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Office of Differing Abilities Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

TCNJ's Americans with Disabilities Act (ADA) policy is available on the web:

<http://policies.tcnj.edu/policies/digest.php?docId=9206>

Anti-Violence Initiative (AVI)

The College of New Jersey takes pride in being a welcoming and safe community. It's on us to prevent power-based personal violence (sexual assault, domestic/dating violence, and stalking) by safely intervening when we notice harmful situations. These situations may include but are not limited to: a friend using sexist language, a classmate engaging in controlling or abusive behavior, or anyone not seeking effective consent before sexual activity (including times when one's ability to consent is impacted by alcohol and/or other drugs).

Everyone's experience with power-based personal violence is unique. If you, or someone you know, has been impacted by power-based personal violence, TCNJ offers many resources. Tuning into what you want or need may help determine which resources, if any, you choose to pursue. Anti-Violence Initiatives (AVI) is a confidential resource that can assist you in identifying your needs and help you understand the options available.

You can schedule a confidential appointment with AVI by contacting Michelle Lambing, Assistant Director of AVI, at [609-771-2272](tel:609-771-2272) or by emailing michelle.lambing@tcnj.edu. You can also request an appointment online through the Online Wellness

Link: <https://tcnj.medicatconnect.com/>.

References for Readings Posted on Canvas

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Sale, A. (2014, December 17). I killed someone. Now I have three kids. *Death, sex and money*.

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