



**College of Education
Curriculum and Instruction**

ITP 557 Culture, Law, and Politics

Fall 2024

Instructors:

Office:

Availability:

Phone:

Email:

Course CRN:

Credits: 4

Modality & Course Meeting Schedule: We will meet in-person for Sessions/Weeks: 1, 5, and 10. For all other weekly sessions, we will meet in Zoom at the scheduled time start.

Course Location:

Weeks 1, 5, 10	In-person in [Location]
Weeks 2-4, 6-9, 11	Zoom [Link] and Canvas

Course Catalog Description

An introduction to key philosophical, sociological, political, and legal questions in education for students to critically examine the role of education in a diverse and pluralistic democracy. Students will examine institutions (e.g., school districts, state education agencies, Congress, the executive branch, and the courts) and actors (e.g., elected officials, teachers unions, civil rights groups, parents, and the general public) shaping American K-12 education to illuminate current policy debates and their implications.

Course Introduction

Education is inherently political. The experience of schooling contributes to the socialization of individuals and inevitably legitimates some forms of knowledge while excluding and marginalizing others. This course will challenge you to mine history and think critically about the dominant narratives in current educational issues that impact teaching and learning environments for K-12 students and teachers. The enduring questions that will drive our discourse and engagement are:

- What are the purposes of schooling in a diverse and democratic nation, and how are these purposes reflected in different pedagogical strategies and choices?
- How do gender, race, ethnicity, language, ability, and class impact educational policies and practices?
- How might schools and curricula embrace and reflect democracy and diversity?

At the conclusion of the course we will consider:

- What have we learned about shaping and implementing U.S. educational policy?

Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, usable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the [Disability Resource Center](#) to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and to discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- For information about emergency preparedness, please go to the [Fire and Life Safety web page](#) for information.

COE Vision: Educators and counselors create a just and equitable world.

COE Conceptual Framework	COE Disposition
<p>1. Diversity and Inclusiveness – Advocacy for Fairness and Respect. 1.1 Candidates work effectively with diverse populations. 1.2 Candidates promote inclusive and therapeutic environments.</p>	<p>1. Advocacy for Fairness and Respect a) Demonstrate the commitment to work for equity and fairness across race, ethnicity, class, gender and sexual identification, language, religion, ability, or any other group identification which advantages or disadvantages a person based on group identity b) Honor, value and demonstrate consideration and respect for diverse patterns and expectations of learning and communication</p>

<p>2. Research based practices and professional standards – Professionalism. 2.1 Candidates critically analyze and implement research-based practices. 2.2 Candidates demonstrate appropriate professional knowledge, skills, and dispositions.</p>	<p>2. Professionalism a) Follow codes of professional ethical conduct; Maintain appropriate professional appearance and demeanor. b) Demonstrate honesty, trustworthiness, and maintain confidentiality. c) Demonstrates flexibility, a willingness to listen, accept and adapt to change, and a tolerance for ambiguity. d) Act independently and responsibly, demonstrating accountability, reliability, and sound judgment; Accept responsibility for own actions; Meet work and school schedule demands; Be dependable, conscientious and punctual; Model appropriate, positive, and respectful verbal and written communication. e) Demonstrate the ability to engage in discourse and work collaboratively with others in a manner that honors and respects all participants.</p>
<p>3. Impact on Learning and Development – Commitment to learning. 3.1 Candidates ensure that all learners and clients succeed. 3.2 Candidates use technology to enhance learning and development. 3.3 Candidates influence policy and provide leadership for organizations.</p>	<p>3. Commitment to Learning a) Demonstrate commitment to ongoing professional learning and demonstrate a belief that everyone can learn and construct knowledge; b) Demonstrate the dedication, energy, drive, determination to overcome obstacles and continually learn in every setting; Demonstrate initiative, motivation and commitment to become a professional educator and counselor.</p>
<p>4. Evidenced-informed decision making – Reflection. 4.1 Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions.</p>	<p>4. Reflection a) Review, analyze and evaluate the outcomes of past decisions to make better decisions in the future; Demonstrate responsiveness to feedback.</p>

Course Learning Outcomes, Professional Standards, and Assessments

Professional Standards

Course Outcome	COE Conceptual Framework	Professional & Program Standards	Assessment
<p>Critically examine institutions and actors shaping American K-12 education to illuminate current policy and political debates and their implications</p>	<p>CF2.1, CF2.2, CF3.3, CF4.1 DISP1a, DISP2c</p>	<p>MS15, INTASC2b, ELL2/ESOL2, ELL5/ESOL5, TESOL2a, TESOL2b, TESOL5b, AAQEP1, AAQEP2, SEL3c</p>	<p>Discussion Group Summaries; Tracking Current Events; Final Project</p>

Analyze educational law and policy-making decisions through critical, antiracist, feminist, queer, post-structural and anti-colonial/postcolonial frames to interrogate the dominant narratives in current educational issues and events that impact teaching and learning environments for K-12 students and teachers	CF2.2 , CF3.3 , CF4.1	MS15 , INTASC2b , ELL2/ESOL2 , ELL5/ESOL5 , TESOL2a , TESOL5b , AAQEP1 , AAQEP2 T1.1 , T1.2	Discussion Group Summaries; Tracking Current Events; Problem-Posing & Allyship/Agent Artifact; ESOL Research Activity and Synthesis; Final Project
Evaluate the efficacy of educational reform in the U.S. and discursive contexts of policy-making. Understand the implicit assumptions of specific educational policies and how they construct the knowledge/power relation in society and in different educational contexts to increase allyship and activism in schools	CF1.1 , CF2.1 , CF2.1 , CF3.3 , CF4.1	MS15 , INTASC2b INTASC4a , ELL2/ESOL2 ELL5/ESOL5 , TESOL2a TESOL5b , AAQEP1 , AAQEP2 , SEL4c , SJS10	Discussion Group Summaries; Problem-Posing & Allyship/Agent Artifact; Final Project
Think critically and reflectively about education and schooling and the role of schooling in a democratic society and consider strategies for assisting K-12 learners and families to do the same	CF1.1 , CF2.2 , CF3.1 , CF3.3 , CF4.1 , DISP1a	MS11 , MS15 , MS16 , INTASC2b , INTASC4a , AAQEP1 , AAQEP2 T1.1 , T1.2 , T3.3	Discussion Group Summaries; Tracking Current Events; Problem-Posing & Allyship/Agent Artifact; ESOL Research Activity and Synthesis; Final Project
Synthesize course concepts and use leadership skills to communicate them and support colleagues' professional learning.	DISP2c	MS15	Facilitation of Problem-Posing Activity & Allyship/Agent Artifact

Required Texts and Digital Resources

Mitchell, D., Shipp, D., & Crowson, R. (Eds.). (2018). *Shaping education policy: Power and process (2nd ed.)* New York: Taylor & Francis.

Used Across Multiple Courses:

Wright, W. E. (2019). *Foundations for teaching English language learners: Research, theory, policy, and practice*. Baltimore, MD: Carlson, Inc.

Provided by the Instructor (also located in Canvas):

- Anzia, S. F., & Moe, T. M. (2014). Collective bargaining, transfer rights, and disadvantaged schools. *Educational Evaluation and Policy Analysis*, 36(1), 83–111. <https://doi.org/10.3102/0162373713500524>
- Bell, D. A. (1980). Brown v. Board of Education and the interest-convergence dilemma. *Harvard Law Review*, 93(3), 518–533. <https://doi.org/10.2307/1340546>
- Clotfelter, C. (2004). *After Brown: The rise and retreat of school desegregation* (pp. 44–74). Princeton University Press.
- Cohen, D. K., & Mehta, J. D. (2017). Why reform sometimes succeeds: Understanding the conditions that produce reforms that last. *American Educational Research Journal*, 54(4), 644–690. <https://doi.org/10.3102/0002831217700078>
- Dee, T., & Jacob, B. (2010). Evaluating NCLB. *Education Next*, 10(3), 54–61. <https://www.educationnext.org/evaluating-nclb/>
- Dee, T. S., & Penner, E. K. (2016). The causal effects of cultural relevance. *American Educational Research Journal*, 54(1), 127–166. <https://doi.org/10.3102/0002831216677002>
- Deppenbrock, J. (2017, August 13). *Ethnic Studies: A movement born of a ban*. <https://www.npr.org/sections/ed/2017/08/13/541814668/ethnic-studies-a-movement-born-of-a-ban>
- Fiel, J. (2013). Decomposing school resegregation: Social closure, racial imbalance, and racial isolation. *American Sociological Review*, 78(5), 224–248. <https://doi.org/10.1177/0003122413496252>
- Frankenberg, E., Ee, J., Ayscue, J., & Orfield, G. (2019). *Harming our common future: America's segregated schools 65 years after Brown*. Civil Rights Project / Proyecto Derechos Civiles. <https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/harming-our-common-future-americas-segregated-schools-65-years-after-brown/Brown-65-050919v4-final.pdf>
- Garcia, I. (2022, June 14). *The curriculum culture wars come to Portland-area schools*. Portland Mercury. <https://www.portlandmercury.com/news/2022/06/14/43120056/the-curriculum-culture-wars-come-to-portland-area-schools>
- Gill, B., Lerner, J., & Meosky, P. (2016). Reimagining accountability in K-12 education: A behavioral science perspective. *SSRN Electronic Journal*, 2(1), 57–70. <https://doi.org/10.2139/ssrn.2782611>
- Gladwell, M. (2017, June 28). Miss Buchanan's period of adjustment. *Revisionist history podcast*. season 2, episode 3, Pushkin Industries. <https://www.pushkin.fm/podcasts/revisionist-history>
- Gordon, N., & Reber, S. (2015). The quest for a targeted and effective Title I ESEA: Challenges in designing and implementing fiscal compliance rules. *Journal of the Social Sciences*, 1(3), 129–147. <https://doi.org/10.7758/rsf.2015.1.3.07>
- Hess, F. M., Eden, M., & Aldeman, C. (2017). *The case against ESSA: A very limited law*. Harvard Education Press.
- Hess, F. M., Eden, M., & Klein, A. (2017). *How ESSA passed: The inside scoop*. Harvard Education Press.
- Hess, F. M., Eden, M., & West, M. (2017). *The case for ESSA: A proper balance*. Harvard Education Press.

- Horsford, S.D. (2019). School integration in the new Jim Crow: Opportunity or oxymoron? *Educational Policy*, 33(1) 257–275.
- Kahlenberg, R. D. (2011, November 22). *Unions and the public interest*. Education Next, 12(1). <https://www.educationnext.org/unions-and-the-public-interest/>
- Lepore, J. (2018). *Is Education a fundamental right?* The New Yorker. <https://www.newyorker.com/magazine/2018/09/10/is-education-a-fundamental-right>
- Lindsay, C.A., & Hart, C.M.D. (2017). Teacher race and school discipline: Are students suspended less often when they have a teacher of the same race? *Education Next*, 17(1), 72-78.
- Nagro, S.A., Markelz, A., Davis, R., Macedonia, A., & Monnin, K. (2022). The Evolution of access to education through landmark legislation, court cases, and policy initiatives setting precedent for the Gary B. course decision. *Journal of Disability Policy Studies*, 33(4), 289-300. <https://doi.org/10.1177/10442073221094806>
- National Commission on Excellence in Education. (1983). *A Nation at Risk: The Imperative for Educational Reform: A Report to the Nation and the Secretary of Education United States Department of Education*. http://edreform.com/wp-content/uploads/2013/02/A_Nation_At_Risk_1983.pdf
- Oregon Department of Education. (2023). *Supporting gender expansive students*. <https://www.oregon.gov/ode/students-and-family/equity/civilrights/Documents/ODE-Supporting-Gender-Expansive-Students.pdf>
- Orfield, G., Kucsera, J., & Siegel-Hawley, G. (2012, September). *E pluribus...separation: Deepening double segregation for more students* (the executive summary). Civil rights project. <https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/mlk-national/e-pluribus...separation-deepening-double-segregation-for-more-students>
- Pak, K., Polikoff, M. S., Desimone, L. M., & Saldívar García, E. (2020). The Adaptive Challenges of Curriculum Implementation: Insights for Educational Leaders Driving Standards-Based Reform. *AERA Open*, 6(2), 233285842093282. <https://doi.org/10.1177/2332858420932828>
- Peterson, P. E. (2010). Chapter 2. In *Saving schools: From Horace Mann to virtual learning* (pp. 21–36), The Belknap Press. https://drive.google.com/file/d/1Qa_AuBxR2soFL4SdmYYA9o9OlpCljqpq-/view?usp=sharing
- Peterson, P. E., West, M. R., & Hess, F. (2003). *No child left behind?: The politics and practice of school accountability* (pp. 55–79). Brookings Institution Press. <https://drive.google.com/file/d/1618CiCBgQAqhS5wHDN-eswj9s1qTMT7f/view?usp=sharing>
- Ravitch, D., & Finn, C. (2004). The mad, mad world of textbook adoption. In *The Thomas B. Fordham Institute* (pp. 1–34). Thomas B. Fordham Institute. <https://fordhaminstitute.org/national/research/mad-mad-world-textbook-adoption>
- Rhodes, J. H. (2011). Progressive policy making in a conservative age? Civil rights and the politics of federal education standards, testing, and accountability. *Perspectives on Politics*, 9(3), 519–544. <https://doi.org/10.1017/s1537592711002738>
- Ritter, G. W. (2018). Reviewing the progress of school discipline reform. *Peabody Journal of Education*, 93(2), 133-138. <https://www.tandfonline.com/doi/full/10.1080/0161956X.2018.1435034>

- Rivkin, S. (2016). Desegregation since the Coleman report: Racial composition of schools and student learning. *Education Next*, 16(2), 28-37.
- Sawchuk, S. (2021, July 29). Why school boards are now hot spots for nasty politics. *Education Week*.
<https://www.edweek.org/leadership/why-school-boards-are-now-hot-spots-for-nasty-politics/2021/07>
- Steinberg, M.P., & Lacoë, J. (2017). What do we know about school discipline reform? *Education Next*, 17(1), 44-52.
- Torres, A. C. (2014). Are we architects or construction workers? Re-examining teacher autonomy and turnover in charter schools. *Education Policy Analysis Archives*, 22, 124.
<https://doi.org/10.14507/epaa.v22.1614>
- Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009). *The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness*. The New Teacher Project. <https://files.eric.ed.gov/fulltext/ED515656.pdf>

Course Schedule

Class Format for Synchronous Learning: Begin class in Zoom to frame learning and prepare our tasks for the session; eventually break into discussion groups to converse about readings/current events and complete tasks.

Session, Date & Modality	Enduring Questions & Topics	Read/Watch/Listen <i>BEFORE</i> Class Session	Assignment/s Due by 11:59pm
Session 1 <i>F2F</i>	<ul style="list-style-type: none"> ● Syllabus Review ● The Origins and Expansion of Education in the U.S. ● Overview: The Evolution of Educational Policy 	<p>Watch Syllabus Screencast</p> <p>Read</p> <ul style="list-style-type: none"> ● Shaping Education Policy Chapter 1 ● Saving Schools: From Horace Mann to Virtual Learning pp. 21-36 	
Session 2 <i>Synchronous</i>	<ul style="list-style-type: none"> ● Expanding Access to Educational Opportunity ● The Excellence Reforms: From “A Nation at Risk” to ESEA & NCLB 	<p>Read</p> <ul style="list-style-type: none"> ● Shaping Education Policy Chapter 2 ● A Nation at Risk: The Imperative for Education Reform <p>Watch How Common Core Broke U.S. Schools</p> <p>Choose 1 to Read</p> <ul style="list-style-type: none"> ● Refining or Retreating? High-Stakes Accountability in the States ● Evaluating NCLB ● How ESSA Passed: The Inside Scoop ● The Case for ESSA: A Proper Balance ● The Case against ESSA: A Very Limited Law ● The Quest for a Targeted and Effective Title I ESEA: Challenges in Designing and Implementing Fiscal Compliance Rules ● Re-imagining Accountability in K- 12 Education 	Discussion Group Summary 1

<p>Session 3 <i>Synchronous</i></p>	<ul style="list-style-type: none"> ● School De/Re-segregation ● Critical Race Theory (CRT) 	<p>Read Shaping Education Policy Chapter 3</p> <p>Listen To Miss Buchanan’s Period of Adjustment Podcast</p> <p>Choose 1 to Read</p> <ul style="list-style-type: none"> ● Brown v. Board of Education and the Interest-Convergence Dilemma ● After Brown: The Rise and Retreat of School Desegregation ● Decomposing School Resegregation: Social Closure, Racial Imbalance, and Racial Isolation ● (Un)Intended Consequences? The Impact of the Brown v. Board of Education Decision on the Employment Status of Black Educators ● Desegregation since the Coleman Report: Racial composition of schools and student learning ● School Integration in the New Jim Crow: Opportunity or Oxymoron? ● Skim Harming Our Common Future: America's Segregated Schools 65 Years after Brown <p>Supplemental Viewing (or for later reference)</p> <ul style="list-style-type: none"> ● School Segregation and Brown v Board: Crash Course Black American History #33 ● PBS Newshour: 60 years after Brown v. Board, school segregation isn’t yet American history 	<p>Discussion Group Summary 2</p>
<p>Session 4 <i>Synchronous</i></p>	<ul style="list-style-type: none"> ● Inclusion and Justice for Students with Disabilities ● IDEIA and the Hidden Inequities of Practice and Debate over Inclusion 	<p>Read</p> <ul style="list-style-type: none"> ● Shaping Education Policy Chapter 4 ● The Evolution of Access to Education Through Landmark Legislation, Court Cases, and Policy Initiatives Setting Precedent for The Gary B. Course Decision 	<p>Discussion Group Summary 3</p>

	<ul style="list-style-type: none"> Disability Critical Race Theory (DisCrit) 	<p>Watch</p> <ul style="list-style-type: none"> CUE Speaker Series: Teachers as Deputies? Confronting ableism, racism & linguisticism in schools <p>Choose 1 to Read (not previously read)</p> <ul style="list-style-type: none"> Brown v. Board of Education and the Interest-Convergence Dilemma After Brown: The Rise and Retreat of School Desegregation Decomposing School Resegregation: Social Closure, Racial Imbalance, and Racial Isolation (Un)Intended Consequences? The Impact of the Brown v. Board of Education Decision on the Employment Status of Black Educators Desegregation since the Coleman Report: Racial composition of schools and student learning School Integration in the New Jim Crow: Opportunity or Oxymoron? Skim Harming Our Common Future: America's Segregated Schools 65 Years after Brown 	
Session 5 <i>F2F</i>	<ul style="list-style-type: none"> Education Finance Policy Problem-Posing Collaboration 	<p>Read</p> <p>Shaping Education Policy Chapter 5</p>	Discussion Group Summary 4
Session 6 <i>Synchronous</i>	<ul style="list-style-type: none"> The Politics of Curriculum: From Textbook Adoption and to Ethnic Studies and CRT 	<p>Read</p> <p>Shaping Education Policy Chapter 6</p> <p>Listen</p> <p>How social-emotional learning became a frontline in the battle against CRT</p> <p>Read</p> <p>The Evolution of the Anti-CRT Movement: A Timeline</p> <p>Choose 1 to Read</p>	<p>Problem-Posing & Allyship/Agent Artifact</p> <p>Discussion Group Summary 5</p>

		<ul style="list-style-type: none"> ● The Mad, Mad World of Textbook Adoption ● Ethnic Studies: A Movement Born of a Ban ● The causal effects of cultural relevance: Evidence from an ethnic studies curriculum ● The Adaptive Challenges of Curriculum Implementation 	
Session 7 <i>Synchronous</i>	<ul style="list-style-type: none"> ● Bilingual Education Policy and Initiatives in the U.S. ● Enhancing Multilingual Learners' access to educational opportunities 	<p>Read</p> <ul style="list-style-type: none"> ● Foundations for Teaching ELLs Chapter 4 Language and Education Policy, pp. 69-91 ● Is Education a Fundamental Right? 	Discussion Group Summary 6
Session 8 <i>Synchronous</i>	<ul style="list-style-type: none"> ● The Evolution of Gender and Sexuality Education in the U.S. ● Queer and Feminist Theory ● School Discipline Reform 	<p>Read</p> <ul style="list-style-type: none"> ● The Curriculum Culture Wars Come to Portland-Area Schools ● Supporting Gender Expansive Students: Guidance for Schools ● What do we Know About School Discipline Reform? ● Reviewing the Progress of School Discipline Reform ● Teacher Race and School Discipline 	Discussion Group Summary 7 ESOL Research Activity
Session 9 <i>Synchronous</i>	<ul style="list-style-type: none"> ● School Choice: Theory and Politics ● Jigsaw Reading Discussion Shaping Education Policy Chapters 6-13 	<p>Read</p> <p>Shaping Education Policy – Your Assigned “Jigsaw” Chapter (Range = Chapters 6-13)</p>	Discussion Group Summary 8 Last day to post <i>Current Event</i> to Canvas
Session 10 <i>F2F</i>	<ul style="list-style-type: none"> ● Final Project Sharing 	<p>Read</p> <ul style="list-style-type: none"> ● Shaping Education Chapter 14 ● Why Reform Sometimes Succeeds: Understanding the Conditions that Produce Reforms that Last 	Discussion Group Summary 9 Final Project

<p>Session 11 <i>Asynchronous</i></p>	<ul style="list-style-type: none"> ● Teacher Reform and Evaluation ● Teacher Unions ● School Choice and Charters ● School Boards 	<p><i>Choose 2 to Read</i></p> <ul style="list-style-type: none"> ● The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness ● The History of Collective Bargaining among Teachers ● Special Interest: Teachers Unions and America’s Public Schools ● Are We Architects or Construction Workers? ● Re-Examining Teacher Autonomy and Turnover in Charter Schools ● Why School Boards Are Now Hot Spots for Nasty Politics 	<p>Discussion Group Summary 10</p>
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Assignments and Grading

- To ensure equitable and assets-based assessment and grading, the following policies and practices are in place for this course.
 - Universal Design for Learning strategies guided course development, as evidenced by variety and choice in modes of expressing your learning.
 - Grading criteria will be provided for each assignment in the form of rubrics, score guides, or clear descriptive criteria.
 - In a teacher preparation program, dispositions and professionalism are represented in the standards for which you must demonstrate proficiency to qualify for licensure. We recognize that the concepts of appropriate dispositions and professionalism are rooted in whitestream values and norms. To mitigate the potential inequities arising from assessment of dispositions and professionalism, the criteria are spelled out explicitly and concretely.
 - If you earn a lower grade than you had hoped for when you submit a major assignment (e.g., XYZ specific assignments), you may take up the instructor's feedback to redo the assignment with the possibility of improving your grade.
 - To allow your final course grade to reflect your assets and proficiencies, rather than emphasize missing assignments or missing evidence of proficiency, the lowest possible grade on any assignment will be 50%.
 - The course is designed very intentionally to scaffold your learning. The content and assignments for each week prepare you for the content and assignments for the following week. You will get much more out of the course if you complete each assignment by the scheduled due date. However, we recognize that life circumstances can arise that make it very difficult to get an assignment in on time. If you are unable to complete an assignment by the scheduled due date, reach out to the instructor to request a different due date. (In weeks 9-11, it is very important to follow the scheduled due dates so that your course grade can be calculated and submitted to Banner on time.)

*All assignments can be found on Canvas and you are expected to submit via Canvas unless otherwise noted below

Assignment	Points	Due
Discussion Group Summaries	15	Weekly, Sessions 2-11
Tracking Current Events	05	Session 9
Facilitation of Problem-Posing Activity & Allyship/Agent Artifact	30	Session 5
ESOL Research Activity and Synthesis	30	Session 8
Final Project	35	Session 10

Discussion Group Summaries

To foster engagement with the course readings, each student will be assigned to a weekly discussion group. Each group is required to post a brief summary of their discussion of the assigned readings by *[date/time]*. Group members will be asked to self- and group-assess participation and preparedness for weekly discussions and repeated non-participation, or cursory participation, in your discussion group will be reflected in the participation component of your final course grade. Discussion groups will be reshuffled at least once during the quarter.

Evaluation Criteria

Source: <i>Written summaries and self- and group assessments</i>	4 Advanced - exceeds expectations	3 Competent - meets expectations	2 Progressing - does not fully meet expectations	1 Beginning - does not meet expectations
Contributions & Attitude	Always cooperative. Routinely offers useful ideas. Always displays a positive attitude	Usually cooperative. Usually offers useful ideas	Generally displays a positive attitude. Sometimes cooperative	Rarely displays a positive attitude. Seldom cooperative
Cooperation with Others	Did more than others. Highly productive. Works extremely well with others	Did own part of workload. Cooperative. Works well with others	Could have shared more of the workload. Has difficulty. Requires structure, directions, and leadership	Did not do any work. Does not contribute. Does not work well with others
Focus, Commitments	Tries to keep people working together. Almost always focused on the task. Is very self-directed	Does not cause problems in the group. Focuses on the task most of the time. Can count on this person	Sometimes focuses on the task. Not always a good team member. Must be prodded and reminded to keep on task	Often is not a good team member. Does not focus on the task. Lets others do the work

Tracking Current Events

All students are expected to follow coverage of education issues in at least one national newspaper (e.g., New York Times, Vox, Washington Post, Wall Street Journal, and USA Today) and in education-specific news sources (e.g., Education Week, Education Next, and Chalkbeat) on a regular basis. I will also bring relevant articles (e.g., [this one](#)) and commentary to your attention. You are asked to integrate relevant current events into your discussion group dialogue and post at least one article/link to our Canvas shell by week 9.

Evaluation Criteria

Pass/no pass based on completion

Problem-Posing and Allyship/Agent Artifact

For this assignment, graduate students (i.e., you) will facilitate a focused discussion among a group of classmates. To prepare for this activity, graduate students/facilitators will read Chapter 2 of *Pedagogy of the Oppressed* by Paulo Friere. After providing a brief summary of the chapter, engage group members in a “dialectical” way of thinking. Each group will be given a unique issue (e.g., banned book, bullying, teacher strike, upset school board member, exclusion, services found incompliant with law; L1 and family communication, etc.) and asked to

1. [Problem-pose](#) within a socio-cultural context; and
2. Produce an artifact in an attempt to respond/resolve the issue and surface relevant law, policy initiative (e.g., letter to families, transcript of phone call to union representative or local politician or school board member, lesson plan, etc.).

Evaluation Criteria

- Describes the content
- Defines the problem
- Personalizes the problem
- Discusses the problem
- Discusses alternatives to the problem by applying course concepts
- Produces an artifact

ESOL Research Activity and Synthesis

Choose one of the four research activities below from Wayne Wright’s Foundations for Teaching ELLs (2019), page 91. Summarize your experience (and learning) and post to Canvas. Your summaries may take the form of a written response, video, or audio file. Additionally, graduate students are required to view at least 5 classmates’ submissions and provide a synthesis of their consumption: What are your three main takeaways? How does your activity, and reading about other people’s experiences, impact your approach to ESOL instruction?

Research Activities:

1. **ELL Student Interview:** Interview a current or former ELL student. Ask questions to determine the extent to which the student has or has not benefited from the language and education policies in your state.

2. **ELL Teacher Interview:** Interview a teacher of ELLs. Ask what impact ESSA has had on his or her classroom and whether the law's focus on standards and high-stakes testing has been beneficial or harmful to the ELLs. If the teacher is in a state that is in the PARCC, Smarter balanced, WIDA or ELPA21 consortium, ask what changes have come as a result, how the teacher feels about the changes, and the impacts so far on the ELLs.
3. **ELL Classroom Observation:** To understand how policy gets translated into practice, choose one or more of the policies described in this chapter that is applicable to your state (e.g., ESSA, CCSS, bilingual education requirements or restrictions). With an understanding of the requirements of the policy, observe a classroom of ELLs and determine some of the specific ways the policy affects the classroom structure, teacher instruction, and student learning.
4. **Online Research Activity:** Obtain detailed school achievement and accountability data for your own school or for a school with which you are familiar. These can typically be obtained in the form of school report cards available from your state's Department of Education website. Compare the achievement of ELLs with state, consortia, or federal expectations, and with other student groups in the school.

Please note: Evaluation Criteria in development.

Final Project

For this final project, you must find a way to creatively bring together the material we have discussed in this class to reflect on the connections between education, diversity and democracy. You will need to turn in a brief proposal for your final project no later than [Week X] of the course (for feedback and instructor approval). This proposal should be typed, and does not need to be more than one page in length. You should briefly sketch out your idea for the final project, as well as the readings that you plan on using in your final project. Some options for final projects include:

- **Attend a School Board Meeting:** The goal of this assignment is to attend a school board meeting and engage with the process through the application of course content. You can locate information on school board meetings via school district websites. After you attend the meeting, physically or virtually, identify an issue of interest from the agenda. Mirroring the "public comment" forum you witnessed at the meeting, create a script and a 3-minute video of your public comment in reference to the issue. Your public comment should cite references from the course and clearly articulate the issue through a broader cultural, political, and/or legal framework.
- **Emancipatory Education Project:** Using theoretical frameworks discussed in class, design an emancipatory educational experience. This can be a vision for a school, a curriculum, a classroom, a professional development workshop, or other educational experience. You may also choose to design or redesign a particular class or curriculum unit. Your project should explicitly address how you account for issues of power and privilege as you cite specific law, cultural phenomena, and/or policy.

- **Art or Media Project:** Develop a performance, a multimedia film, or a work of art that explores themes from the class. You must show evidence in this project that you have drawn significantly upon the course readings and discussions. In addition to creating the work of art or media, you will also need to write a 3-4 page analysis paper that describes your rationale and thinking for the project. As in the other papers, you should specifically reference course readings (at least #) in developing your paper.
- **Reflective Journal:** Maintain a journal throughout the quarter where you critically reflect on course readings and class discussions. If you choose this option, you will need to make 10 entries (at least 1 page in length) (one per week), and write or record a concluding entry that pulls together some themes across the journal. You must draw on course readings and discussions in your journal entries and in your concluding entry.
- **Other Options:** You are also welcome to propose another option for a final project. There are many possibilities, but any project must explore the themes and readings from the course. In this case, you should also submit a proposal for your final project (for feedback and instructor approval) by week 5.

Please note: Evaluation Criteria in development, but will be shared with students on day one.

Grading Scale

A	93-100%	107-115
A-	91-92%	105-106
B+	89-90%	103-104
B	83-88%	96-102
B-	80-82%	93-95

*GRADUATE: Less than 80 percent is below graduate standard and indicates unsatisfactory performance in the course. Graduate students must maintain a GPA of 3.0 or higher for satisfactory academic progress.

C+	77-79%	90-92
C	73-76%	85-89
C-	70-72%	82-84

*UNDERGRADUATE: Less than 70 percent indicates unsatisfactory performance in the course. Undergraduate students must maintain a GPA of 2.0 or higher for satisfactory academic progress.

ALL: Courses graded 'D' or below must be retaken to count toward LEEP requirements.

D 60-69%
F <60%

60-69
<60

University and Course Policies

Additional Student Supports	<p>Completing a COE program is demanding and likely to challenge students in many ways. Students may face other external stressors, foreseen or unforeseen, that can pose additional challenges. We encourage students to be proactive in monitoring and advocating for their own health, well-being and supports as they go through this program. Click here to access a List of Resources and Supports available to students.</p>
Attendance and Tardiness	<p>Participation is a critical component of this course, and students are expected to attend all classes. If an absence is unavoidable, it is the student's responsibility to contact the instructor. It is also the student's responsibility to arrange for any missing work as a result of unexpected absences. It is recommended that students identify other members in the class that they can use as a resource for class notes and assignments in the event of an absence.</p> <p>Students are expected to make every attempt to be in class on time and to honor the importance of making good use of class time.</p> <p>Participation is a critical component of this course and students are expected to engage in all online activities, which may include but is not limited to, discussion forums, synchronous meetings, and collaborative projects. Attendance during synchronous class meetings is mandatory. If there is an extenuating circumstance and a student is unable to attend a live webinar, they must contact the professor before the class begins. It is also the student's responsibility to arrange for any missing work as a result of unexpected absences. Students are expected to make every attempt to login to online webinars on time and to honor the importance of making good use of class time.</p>
Classroom Demeanor and Courtesy	<p>Because students may not share the same opinions and/or ideas on different topics on this class, it is important to respect the opinions and ideas of others. In considering respectful communication, students should commit to understanding how institutional racism, structural inequity, prejudice, discrimination, bias and privilege impact communication, particularly when discussing sensitive and challenging topics. It is expected that some of the class material will evoke strong emotions, and students should work toward self- and other-awareness with regard to the impact of course material related to equity and diversity. Students</p>

	<p>should strive to stay engaged, understand, and learn when respectfully presented with divergent perspectives or feedback related to insensitive or discriminatory comments, content, or assignments.</p> <p>All students must abide by the PSU's Student Conduct Code or the COE's Academic Performance Guidelines.</p>
Late Assignments	<p>1) All work is due during class on the dates assigned. Anything turned in after that time is late, and grade points will be deducted. 2) Due dates on the syllabus are provided as strongly suggested guidelines to keep students on schedule for facilitating learning and completing course requirements by the end of the term. If students need to turn in work later than the due date inform the instructor by the due date.</p>
Academic Integrity	<p>Academic integrity is a cornerstone of any meaningful education and a reflection of each student's maturity and integrity. The Code of Student Conduct, which applies to all students, prohibits all forms of academic misconduct, fraud, and dishonesty. These acts include, but are not limited to: plagiarism, buying and selling of course assignments and research papers, performing academic assignments (including tests and examinations) for other persons, unauthorized collaboration, disclosure and receipt of academic information, and other practices commonly understood to be academic misconduct. <i>Please ask if you have questions about whether collaboration is appropriate for any given assignment.</i></p>
FERPA (in PK-12 Settings)	<p>Federal FERPA guidelines* apply in PK-12 settings where Teacher, Counselor, and Administrator Candidates learn about students' academic and personal history and use this information to improve their practice. It is important for candidates to maintain the privacy of the educational records of their PK-12 students and to limit sharing student personal identifiers to only those persons who have a legitimate educational interest.</p>
FERPA (in university settings)	<p>PSU FERPA guidelines require that non-directory information about students be kept confidential unless the student provides signed consent. Student work must be directly returned to each student (either face to face or via electronic or US mail). If students want a hard copy of their work returned after the end of a course, they should provide a stamped, self-addressed envelope large enough to hold the assignments to be returned.</p>

<p>Incomplete Policy</p>	<p>The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met.</p> <p>Eligibility Criteria</p> <ol style="list-style-type: none"> 1. Required satisfactory course completion. 2. Reasonable justification for the request. 3. Incomplete grade is not a substitute for a poor grade. 4. Written agreement. (See Incomplete Contract) 5. Resolving the Incomplete. <p>For more details, see the full PSU Incomplete Policy.</p>
<p>Inclement Weather</p>	<p>On Campus Courses: Inclement weather conditions may require University closure, late opening, canceled events, or reduced operations. Portland's weather forecasts and road conditions are constantly monitored to ensure the safety of students, faculty, and staff.</p> <p>Closure announcements and updates are posted on www.pdx.edu. Notification may be sent via PSU ALERT depending upon the severity of the weather. Classes are canceled when the University is closed and instructors may arrange makeup classes. Exams are postponed if the university closes during Finals Week.</p> <p>Since learning modules are offered online, course content is available to students 24/7 and on-campus attendance is not required. Online course activities, including synchronous webinars, will not be canceled for inclement weather, even when PSU campus is closed. Cancellation of live webinars or meetings due to inclement weather is determined by the course instructor only. Students are responsible for contacting the instructor as soon as possible in case of major power outages.</p>
<p>LGBTQIA+ Resolution</p>	<p>As part of its commitment to social justice and human dignity, the COE demonstrates LGBTQIA+ advocacy through inclusive policies and practices that are both intentionally proactive and strategically responsive. Instructors should honor student pronoun preferences.</p>
<p>Mandatory Health Insurance Policy</p>	<p>All students taking five or more credit hours per term (1 credit hour per term for international students) are required to have comprehensive medical insurance coverage. A student who does not have health insurance, or does not meet the criteria for the waiver application, will automatically be enrolled in the PSU Student Health Insurance Plan and the student account is charged. The deadline to submit the waiver application is posted for each term. See the PSU Student Health Insurance Plan webpage for more information.</p> <p>PSU provides students taking 5 or credits (1 credit for international</p>

	<p>students) with the mandatory PSU Student Health Insurance Plan. While PSU provides mandatory health insurance for eligible students it is IMPORTANT to note that this course is considered a Restricted Differential Tuition (RDT) type of course and therefore does not count toward the 5 credits necessary to be both eligible for and required to purchase the health insurance option. See the PSU Student Health Insurance Plan webpage for more information.</p>
<p>Title IX Reporting Obligations</p>	<p>Portland State is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We expect a culture of professionalism and mutual respect in our department and class. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination to PSU’s Title IX Coordinator, the Office of Equity and Compliance or the Dean of Student Life and cannot keep information confidential. Students may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can contact a confidential advocate at 503.725.5672, book online at psuwrc.youcanbook.me, or contact another confidential employee found on the Sexual Misconduct Response webpage. For more information about your obligations and resources for sex/gender discrimination and sexual violence (Title IX), please complete the required student module Creating a Safe Campus in your D2L.</p>
<p>Student Food Security</p>	<p>Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Committee for Improving Student Food Security for support at foodhelp@pdx.edu. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.</p>
<p>Recording Technology Notice</p>	<p>We will use technology for virtual meetings and recordings in this course. Our use of such technology is governed by FERPA, the Acceptable Use Policy and PSU’s Student Code of Conduct. A record of all meetings and recordings is kept and stored by PSU, in accordance with the Acceptable</p>

	<p>Use Policy and FERPA. Your instructor will not share recordings of your class activities outside of course participants, which include your fellow students, TAs/GAs/Mentors, and any guest faculty or community-based learning partners that we may engage with. You may not share recordings outside of this course. Doing so may result in disciplinary action.</p>
PSU Scholarships & Resources	<p>This link contains a lot of great information for students including financial, academic, and personal resources.</p>