



SCHOOLING IN A MULTICULTURAL SOCIETY
Winter 2018

Course Instructors:

	Chandra L. Alston, PhD Assistant Professor	Paulina Fraser Graduate Student Instructor
Email	clalston@umich.edu	paulinaf@umich.edu
Office hours	12:30 – 2:00 Mondays and by appointment SOE, Room 4045	Thurs. 11am-1pm RM 2211, #11

Class Meetings:

Room 1309 Whitney Auditorium School of Education Building	Mondays and Wednesdays 10:30-12:00 p.m.
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Canvas

We will use Canvas for posting all course materials, assignments, and resources, including videos and other records of practice. We will also use email regularly to communicate with you. We expect you to be up-to-date on all course communications when you come to class.

Norms for Use of Technology in ED118

We understand that you use your laptop to take notes, and we will post slides and other resources that you might wish to use to organize your making records of work in class. However, there are also moments when we expect everyone to be engaged in something that does not involve the use of the computer and we expect you not to be distracted by something on yours at those times. We expect you to not catch up on email, Facebook, or complete other tasks or explorations during class. Finally, please do not use your phone to text or for other purposes during class. Your engagement in the course is crucial for your learning, and for the learning of your colleagues, and is a large part of your class participation grade.

Accommodations for Students with Disabilities

If you think you need an accommodation for a disability, please let us know at your earliest convenience. Some aspects of this course - the assignments, the in-class activities, and the way the course is taught - may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD typically recommends accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such. SSD contact information: [734-763-3000](tel:734-763-3000); ssd.umich.edu

Gender Pronouns

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. Students can indicate their personal pronouns via Wolverine access, using the Gender Identity tab under Student Business. As instructors, we will do our best to address and refer to all students accordingly and support classmates in doing so as well.

Course Focus and Goals

This course focuses on education in the multicultural society of the United States. From the founding of common schools in the nineteenth century to the drive to provide mass public schooling in the twentieth century, the purposes of education in this country often have been conflicting and the outcomes of schooling complicated. Americans have wanted a great deal of their schools, but weakly equipped them to achieve those aspirations. Diversity has been at the center of the American educational story, as society has continued to struggle with competing goals of assimilation and diversity, opportunity, and competition. The American dream that promises a better life through education has played out unevenly for different groups. Over time, as the

struggles of a diverse society were compounded in schools, Americans have expected more and more of their educational system. And as purposes multiplied, critiques proliferated as well. Meanwhile, the opportunities and outcomes for different groups diverged.

Our aim in this course is to help you develop new understandings of the role and nature of schools and teaching, as well as to construct alternative perspectives on and approaches to examining educational issues.

No other societal institution as extensively affects each person's life as does schooling. And no other institution so profoundly reflects and shapes who we are, as individuals and as a society. Throughout your life, you will continue to be engaged with education—as a voter and taxpayer, as a citizen, maybe as a student, perhaps as a parent, and even possibly as a professional in education or in some field that intersects schools. You might become a teacher, or you might work in policy, or in government. Perhaps you will work with youth in some other context. Understanding more about schooling in this multicultural society is likely to be useful for a host of different reasons. You may find yourself critical of a class or a school, and you may want to advocate for change. You may want to evaluate the education platform of different presidential candidates. You may be faced with a key local millage (or tax) vote. You may also work in education. Learning about education in this culture is also important personally because it can help you understand who you are and how you have come to be who you currently are, as well as to know more about the educational experiences of others different from you.

Learning about schooling, however, poses some special challenges. You have already spent almost 13,000 hours in school. It is familiar. You know what teachers do—or so it may seem. You know what works and what does not—or so you think. You cannot help but assume that your experiences are like those of others. Teachers, classrooms, schools—you have an insider's experience with education. This experience is an asset in trying to learn about education. But, at the same time, the fact that schooling seems so commonplace to each of us is also what makes it difficult to learn about.

In this course, we will investigate three basic clusters of questions:

1. *What are the purposes of schooling, and for whom?*

We will investigate what the purposes were at the time that common schools began, and how these purposes have changed over time, or not. How do different purposes connect or conflict? How are purposes common or differentiated across youth in American society? We will consider the reasons for and consequences of Americans' expectations of schooling.

2. *Teaching and learning: How do schools work, and for whom?*

In this section, we will seek to understand how purposes of schooling play out inside of classrooms. We will examine evidence about opportunities and learning for different groups of students, and consider explanations for these differences. Because instruction is at the core of the enterprise, we will consider the dynamics of educational opportunity as teachers and students interact about particular content. Our analysis will move closely inside of classrooms to see how what students bring affects what happens in class, and the nature and role of instruction in that process. We will investigate learning, and what is involved in fostering it.

3. *What is involved in improving schools?*

Almost everyone has an idea about how to improve education. Across the term, we will investigate some of the most widely held notions about how to make schools work better. At the conclusion of the course, we will use what we have learned to appraise the promise of these designs and consider why their effects often fall short of their designers' hopes.

Race and Ethnicity Course Requirement

This course meets the LSA Race and Ethnicity requirement. The thematic focus of the course is the systematic study of the institution of schooling in the US, the goals and mission of public schooling, and close analysis of who has benefitted and who has been marginalized. Throughout, we attend to issues of racial and ethnic inequality both in opportunities to learn and in learning outcomes. This course focuses on education in the multicultural society of the United States.

In EDUC118 we investigate educational inequality, exploring the stratification of educational opportunity and the practices that reproduce it. We also explore the nature of the "achievement gap," recasting this as an "opportunity" gap, and alternative ways to frame the issue of significantly different outcomes by race and social class. We also examine the tensions between inclusion and exclusion in public schooling.

Course Resources and Activities

To investigate these questions, we will read; analyze and interpret texts, evidence, and experience; work and think with others; and write. Below we describe our explicit goals for your engagement with each of these modes of learning.

Reading: We will read a wide variety of texts, including empirical, conceptual, and historical work about schools, teaching, learning, and about different people's experiences of all of these. To develop the resources and to probe different types of sources, we will also read fiction and journals of culture and ideas, newspapers, philosophy, and even dictionaries. We will examine artifacts of popular culture, including films, cartoons, and advertisements. The work of the class will depend on reading interactively, on bringing both collective and individual goals to reading, considering, and reconsidering texts. In its most straightforward expression, this involves bringing questions to think about while preparing to read something, reading a text, and reflexively placing what one has read in the context of both the texts and one's own experiences. You are also resources for one another, both as a function of your differences and one another's responses to what we read.

Analyzing and interpreting: We will ask you to make and appraise arguments and interpretations. Creating thoughtful arguments requires making conjectures and offering justification for them. Sometimes justification comes from the texts—specific references to an argument that an author has made well. At other times, justification is based on the logical analysis of a term or set of ideas. Using the dictionary can help in scrutinizing terms and their nuances or etymology. Still other arguments are grounded in data. One goal this semester is to extend and apply your analytic and interpretive skills in the context of questions about education.

Working and thinking with others: Building the culture of the class so that genuine inquiry is possible will take all of our efforts. Because we rely on everyone's contributions, one responsibility you have is to come to class with the readings prepared, and to bring questions, insights, and issues. We will be doing work in class that is interactive, and takes advantage of working with others. It is not easy to make this up if you do not come to class. We will also take attendance.

We will work together to develop the norms for the class. How we listen to one another, assist with the formulation of an interpretation, question, and challenge will affect the quality of what we can do together. Listening carefully, treating ideas with respect and interest, raising and responding to questions, sharing the floor—all these will matter in constructing an environment where satisfying and challenging intellectual work can take place. Listening generously requires that you assume others' ideas and claims are made for good reasons, and it is crucial to thinking well. Another part is to be skeptical, to consider what is missing or logically flawed. Using both—generosity and skepticism—contributes to careful unpacking of ideas and to good thinking.

Writing: This course involves a significant amount of writing of different kinds. Writing is an important vehicle for exploring and clarifying ideas, for trying out interpretations and arguments, and for representing ideas and communicating with others. The course will provide occasions to focus on and develop new aspects of your writing, and the writing assignments are structured to provide guidance and resources, as well as the opportunity for comments and suggestions.

These four kinds of work—reading; analyzing and interpreting texts, evidence, and experience; working and thinking with others; and writing—are more than ways to learn the material of this course; they are also among its goals. To be clear, we want your experiences in this course to help you improve your capacities with each of these, learning new ways of thinking, using language, and reasoning, and new skills in your engagements with others who are different from you.

Course Requirements

Short assignments (“Forms”):

You will complete short assignments organized as “forms,” focused on the readings and ideas we are working on in class. These short assignments will help you examine evidence, consider ideas, and assemble material for our work and for your essays. Each assignment is available as a form on Canvas. **You will download the form, type your response, and bring the paper copy to class** (do not upload your homework responses onto Canvas).

There are 25 forms, but you only need to do 15 of them:

- ✓ **7 mandatory forms** – labeled forms A, B, C, D, E, F, and G.
- ✓ 8 additional forms (out of 19) – labeled numerically (Form 1, 2, 3, etc.). You do not need to do all 19 numbered forms; **you should complete 8 out of the 19 numerical available forms.**
- ✓ Each form is worth 2 points; a ✓□ is worth points; a ✓- is worth 1 point.

To receive credit for an assignment, you must turn it in **at the beginning of class on the due date. No late assignments will be accepted.**

- All forms need to be typed, carefully proofread, and thoughtfully articulated.
- Use the forms as an opportunity to practice formal writing with support and feedback.
- Type all the work you submit.
- Use references: source, page number, quotations.
- Style, clarity, complete ideas, and complete sentences are important [no contractions, etc.].
- Follow the form; answer all parts of questions.
- Be concise and to the point.
- Use evidence to back up your claims.
- The issues we study are complex; be careful of generalizations.
- Embed quotes in your own words.
- Utilize our fabulous on-campus resource: Sweetland Center for Writing.

Take-home Midterm Exam: Posted to Canvas Wednesday, February 7; **Due Wednesday, February 14 in class and on Canvas**

The midterm will be posted on Canvas on February 7 and due on February 14 at the beginning of class in hard copy and in your Canvas drop box. It will be a take-home exam, designed to be written in a couple of hours like an exam, but with a week window in which to complete it. Being able to structure the time and place for writing should reduce the pressure on your thinking and your work on the midterm. You are allowed to use any of the class materials, but we ask that you not collaborate with others. The exam will focus on the purposes of schooling and how these play out in classrooms and will assess the analytic skills you are developing in the course.

Teaching and Learning Investigation:

Due Dates:

Wednesday, March 7: Part 1 (as Mandatory Form C), in class and on Canvas

Wednesday, March 14: Presentation on Teaching Experience, in class

Wednesday, March 14: Part 2 (as Mandatory Form D), in class and on Canvas

Wednesday, March 21: Final draft of Teaching and Learning Project, in class and on Canvas

You will conduct a guided firsthand investigation of teaching and learning, which will be the focus of your paper, developed in parts. The purpose of the project is to focus closely on the dynamics of teaching and learning as they unfold in real time. The investigation engages you in:

- a) Learning and observing yourself as a learner;
- b) Observing and analyzing teaching and learning in real time and captured on video; and
- c) Trying to teach something to someone else in order to experience teaching and learning from the perspective of the teacher.

Your investigation of teaching and learning will help you consider how it is that education plays out in a multicultural and diverse society and to understand more about why it often has played out as differently as it has for different groups in our society. The investigation will be supported through work we will do together in class. You will get feedback separately on each of the parts, which you will be able to use in constructing the final version of your paper, and which will be a report of what you have learned about teaching and learning from your various investigative activities and experiences and what you have been reading. **This final paper will be a maximum of 1,800 words in length and will include supporting artifacts to be included in an appendix.**

Evaluation will be based on evidence of

- (a) basic understanding of the issues involved;
- (b) quality of connections drawn between and among the readings and your firsthand investigation; and
- (c) the clarity and precision of your writing.

A Group Proposal for Educational Reform:

Due Dates:

- ✓ Wednesday, March 28: **Mandatory** Group Form E: One page proposal for final policy assignment, in class and on Canvas
- ✓ Wednesday, April 4: **Mandatory** Group Form F: Two page outline of final policy assignment, in class and on Canvas
- ✓ Wednesday, April 11: In-class group presentation of policy proposal
- ✓ Wednesday, April 18: Final collaborative work (submit online)

Early in the semester you will join a small group (3-4 students) and you will work with this group throughout the semester, sharing ideas and materials, developing plans, and thinking about new approaches to persistent educational problems in the U.S. This shared work will help you to think about the complicated challenges that face public schools in the US today. We designed this assignment because we want to give students opportunities to work substantively together. Your work in the future will likely involve collaborations, and scaffolding opportunities for you to work collaboratively is important. We also want to give students the opportunity to apply what they have learned about the dynamics of teaching and learning in U.S. schools to a contemporary problem of schooling.

Your final group project will be to develop a proposal for educational reform. You will showcase your work on a website you create collaboratively. Working in groups, you will choose a significant, contemporary schooling-related policy that you could study and make recommendations about. The key criterion is that the policy must address issues of access and stratification, and must have as a key goal expansion of educational access, opportunity, and outcome.

For this project you will:

- Use what you have learned in the course, and draw upon course readings, activities, and projects.
- Consider, in depth, what it would take to implement a policy in U.S. schools. Each group will consider the following set of key questions: What would students/teachers/ administrators/other actors need to know and need to know how to do to implement the policy? What supports—including time, professional development, etc.—would successful implementation of your proposal be dependent upon?
- Investigate the extent to which the policy expands access and outcomes across student populations, and consider ways to maximize these outcomes.

The final product, with all components polished and ready for “public” consumption, will be **due (online) at noon on April 18**.

We will offer two website information sessions hosted by librarian Robert Pettigrew. Both will take place in Faculty Exploratory, 206 Hatcher Graduate Library.

- Thursday, March 29, 5:00 – 6:00pm
- Friday, March 30, 2:00 – 3:00pm

There will be three other assignments:

One-page proposal (Form E) explaining your tentative thoughts about the context and problem you will address, the information that led you to this, and an explanation of why yours is an important problem. **Due Wednesday, March 28**, in class and on Canvas

Two-page outline and developing bibliography (Form F) that explains the context, the problem, your tentative recommendations, and a partial bibliography – including class readings – of the sources you will draw upon. **Due Wednesday, April 4**, in class and on Canvas

Brief “workshop” presentation of group policy proposal that presents your policy—context, the problem, your recommendations—for peer feedback and evaluation. Presentations may be in a format of your choice (PowerPoint, poster, early draft website, etc.). **Due Wednesday, April 11, in class**

Grading and Evaluation

Your grade for this course will be based on the following distribution:

Short assignments (15 forms; 2 points each)	30 points
Take-home Midterm Exam	30 points
Teaching & Learning Project	30 points
A Group Proposal for Educational Reform	35 points
Policy Presentation	5 points
Class participation	20 points
Total Points	150 points

Grades are intended to give you a sense of the quality of a particular piece of work: roughly speaking, a B means that you have done a good job with the writing, the ideas, and the organization of the work; a C conveys that the work lacks some important qualities and has some problems, while an A means that the work is exemplary in some key ways: the writing is particularly clear, the ideas thoroughly treated, and the organization of the presentation well considered and effective.

Total possible points = 150	
A = 142 - 150	B- = 120 - 124
A- = 135 - 141	C+ = 115 - 119
B+ = 130 - 134	C = 110 - 114
B = 125 - 129	C- = 105 - 109
	D = 90 - 104

A few comments about evaluation in this course: We want your experiences in ED118 to contribute to your growing capacity to do excellent work. To support that, we are asking you to analyze, consider alternative perspectives, write, construct and consider arguments, and talk.

You can use your work in this course to help you to improve your sense of what good work consists of, and how to produce it. This includes writing good sentences and paragraphs, using words carefully, and treating ideas with discipline and respect. We will strive to make these standards as concrete as possible, and to make visible strategies for achieving them. As you develop your sensibilities, you will be able to do more and more as your own critic and editor.

One obvious reason to take writing seriously is that your career as a student depends on it. Whatever field you enter, you will not be able to earn your degree unless you can write good papers and exams, complete projects, and write up labs clearly. Evaluation is a tool in learning and teaching. Providing scaffolding for your work, and direct and focused feedback on what you produce, are concrete ways to help you develop skills and sensibilities, and to be successful in your studies here at the University of Michigan.

A second reason to take your work seriously is that the ability to write and communicate is fundamental to your effectiveness personally and professionally. Good use of language and clarity of thinking is unfortunately less common than it ought to be. Much writing is clumsy, obscure, and littered with jargon. Some problems are technical or literary: incorrect grammar, a passion for the passive voice, and needless words. Many other problems are intellectual: arguments that wander, implausible assumptions, paragraphs that do not cohere, and a failure to consider other views respectfully. People who communicate in such ways are less able to make connections with others, to be persuasive about things they care about, or simply to think well.

Please bear in mind that our comments will be directed towards particular things you have produced, not about you. Improving your work is a joint endeavor, composed of what we can offer you by way of help and feedback, and how you use our guidance and that of your classmates.

Class Participation: Your attendance and in class writing and analysis is vitally important to your success in this course. As such, your participation contributes significantly to your class grade. There will be many opportunities for participation: whole-group discussion, small group discussion, all-class debates, etc. Five of the twenty participation points will come from your class presentation for the Teaching and Learning Project, and the remaining fifteen will be allotted according your attendance and your class participation.

Attendance: You are expected to arrive in class on time each day with homework in hand. Absences will be costly since homework can be turned in only by you, in person. Tardiness is strongly discouraged since it interferes with the learning of others and points will be subtracted for habitual tardiness. Please note that after three unexcused absences we will subtract five points from your participation grade.

Policy on Original Work: Unless otherwise specified, all submitted work must be your own, original work. Any excerpts from the work of others must be clearly identified as a quotation, and a proper citation provided. You may obtain copyediting assistance, and you may discuss your ideas with others, but all substantive writing and ideas must be your own, or be explicitly attributed to another. An exception is group work, which is assumed to be collaborative, involving all group members. See the LSA Office of the Assistant Dean for Academic Affairs website (<http://www.lsa.umich.edu/academicintegrity/examples.html>) for definitions of plagiarism, and associated consequences. Any violation of standards for academic integrity will result in severe penalties, which might range from failing an assignment to failing the course.

*Assignments must be submitted at the beginning of class on due date, unless noted otherwise on syllabus

Date	Mandatory Assignment Due Dates—At a Glance
Class 1: Wednesday, January 3	
Class 2: Monday, January 8	
Class 3: Wednesday, January 10	Mandatory Form A: School and Student Information Sheet, ONLINE Google Doc
Class 4: Wednesday, January 17	*** Bring in one of your elementary report cards
Class 5: Monday, January 22 Guest Lecturer: Robert Cook	
Class 6: Wednesday, January 24	
Class 7: Monday, January 29 Field Trip to Bentley Museum	
Class 8: Wednesday, January 31	
Class 9: Monday, February 5	Mandatory Form B: High Schools, in class and on Canvas
Class 10: Wednesday, February 7 Launch work on the “Teaching and Learning Unit” as the context for our investigation of teaching and learning	Take-home Midterm exam posted
Class 11: Monday, February 12	
Class 12: Wednesday, February 14	Take-home Midterm exam due in class and on Canvas
Class 13: Monday, February 19 Observing teaching and learning of a child	
Class 14: Wednesday, February 21	
Preparing to teach	
Class 15: Monday, March 5 Guest Lecture: Dr. Chauncey Monte-Sano	
Class 16: Wednesday, March 7	Mandatory Form C: Part I of Teaching and Learning Paper, in class and on Canvas
Class 17: Monday, March 12	
Class 18: Wednesday, March 14	In-class presentations on teaching experience Mandatory Form D: Part II of Teaching and Learning Paper, in class and on Canvas
Class 19: Monday, March 19	
Class 20: Wednesday, March 21	TLI Paper due in class and on Canvas
Class 21: Monday, March 26	
Class 22: Wednesday, March 28	Mandatory Group Form E: One-page proposal for final policy assignment, in class and on Canvas Policy project work day
Class 23: Monday, April 2 Interview KIPP Charter School teacher in Newark	
Class 24: Wednesday, April 4	Mandatory Group Form F: Two page outline of final policy assignment, in class and on Canvas
Class 25: Monday, April 9	
Class 26: Wednesday, April 11	In-class presentations on policy assignment
Class 27: Monday, April 16	Mandatory Form G, in class and on Canvas Last day of class
Wednesday, April 18 (due by noon)	Final group policy project sites submitted

DISCUSSION TOPIC AND ACTIVITIES	ASSIGNMENTS DUE
<p>Class 1: Wednesday, January 3 Introduction: Aims of Schooling</p> <ul style="list-style-type: none"> ○ Analyzing a historical artifact about education ○ Overview of ED118 ○ Analyzing a contemporary artifact about education ○ Reflection about purposes of education and the use of time ○ Wrap up and explanation of first assignment <p>*** Video record of practice: Shea’s Number 6</p>	<p style="text-align: center;">None</p>
<p>Class 2: Monday, January 8 The Common Schools: When, Why, and How?</p> <ul style="list-style-type: none"> ○ Develop a sense of the categories of goals that Americans have held for public schools ○ Identify the tangle of imperatives that shaped the development of mass public education in the U.S. in the latter half of the 19th century ○ Notice that they are both multiple and, at times, in tension ○ Continue to develop norms for our work: using evidence, studying artifacts and records, listening to and using others’ perspectives; speaking (audibly) in class ○ 	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 1: Aims of U.S. Schooling in 1850 and Today <p>Reading:</p> <ul style="list-style-type: none"> ○ Cremin: Mann’s report (No. 12) ○ McGreevy: The Eliot School Rebellion ○ Douglass: Writing in the Spaces Left ○ School: Introduction; The Educated Citizen
<p>Class 3: Wednesday, January 10 Dilemmas of the Multiple Purposes of Schooling</p> <ul style="list-style-type: none"> ○ Continue to develop norms for our work: using evidence, studying artifacts and records, listening to and using others’ perspectives; speaking (audibly) in class ○ Identify key aspects of the aims of “common schooling” in the United States and begin to see how they set up basic assumptions and problems <p>Activity #1: Comparative textbook analysis Activity #2: Dilemmas of teaching resulting from multiple goals</p>	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 2: Dilemmas of the Multiple Purposes of Schooling ○ Mandatory Form A: School & student info – submitted ONLINE <p>Reading:</p> <ul style="list-style-type: none"> ○ Goodlad: “We Want it All,” A Place Called School (Ch. 2, pp. 33-60). Skim entire chapter, read pages 43-60 carefully. ○ Sizer: “Horace’s Compromise” (Prologue) ○ Center for Education Policy: A Primer
<p>Class 4: Wednesday, January 17 The Multiple Imperatives that Shape U.S. Schooling</p> <ul style="list-style-type: none"> ○ Identify multiple imperatives that shape U.S. schooling ○ Define and begin to use concept of “hidden curriculum” ○ Define “opportunity to learn” ○ Image: <i>School Report Card</i> <p>*** Video record of practice: Math with dominoes</p>	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 3: The Work of Teaching <p>Reading:</p> <ul style="list-style-type: none"> ○ Jackson: “The Daily Grind,” <i>Life in Classrooms</i> <p>*** Bring in one of your elementary report cards</p>

<p>Class 5: Monday, January 22</p> <p>Schooling for American Indians</p> <ul style="list-style-type: none"> ○ Problems of Integration ○ American Indian education ○ “Americanization” efforts in public schools <p>*** Guest Lecturer: Robert Cook</p>	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 4: Race, Inequality, and Education <p>Reading:</p> <ul style="list-style-type: none"> ○ Adams: Education for Extinction ○ Archuleta: Away from Home ○ San Pedro: Silence as Shields (Introduction: 132-135; pp. 145-150)
<p>Class 6: Wednesday, January 24</p> <p>Americanization</p> <ul style="list-style-type: none"> ○ What is assimilation? ○ The “melting pot”? Cultural pluralism? ○ What does it mean to be an American? 	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 5: Americanization <p>Reading:</p> <ul style="list-style-type: none"> ○ Mirel: “Civic Education and Changing Definitions of American Identity, 1900-1950” ○ Cisneros: “Eleven”
<p>Class 7: Monday, January 29</p> <p>Field Trip to Bentley Historical Library</p> <ul style="list-style-type: none"> ○ Investigation of high school yearbooks: What can we tell about high schools from these yearbooks, what purposes have high schools served, for whom, how have high schools changed or not changed over time, or by context 	<p>Reading (Suggested, not required):</p> <ul style="list-style-type: none"> ○ Haubrich: "School life in Milwaukee High Schools, 1920-1985" ○ Mirel: “From Student to Institutional Control of High School Athletics: Three Michigan Cities, 1883-1905”
<p>Class 8: Wednesday, January 31</p> <p>African Americans and the Civil Rights Struggle</p> <ul style="list-style-type: none"> ○ The not so hidden curriculum – the history and legacy of Jim Crow ○ Supreme Court decisions and rise of school segregation in northern and western cities Structure of public education (funding, politics, who’s in control) ○ Role of the property tax in shaping the nature and quality of schooling ○ Relationship between school segregation, educational quality, and the loss of voting rights for African Americans in the late nineteenth and early twentieth centuries ○ Racial and economic segregation today <p>*** Film Clip: Eyes on the prize</p>	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 6: Unequal Schools and Schooling <p>Reading:</p> <ul style="list-style-type: none"> ○ <i>School</i>: 1950-1980 Separate and Unequal: ○ Meier: “Introduction” for <i>In Schools We Trust</i> ○ Fine et al.: “Dear Zora: A letter to Zora Neale Hurston 50 years after Brown” ○ Optional: <i>Donato: The Other Struggle for Equal Schools: Mexican Americans during the Civil Rights Era</i>
<p>Class 9: Monday, February 5</p> <p>The Challenges of the American High School</p> <ul style="list-style-type: none"> ○ The challenges of the American high school ○ Learn about the rise and development of the American high school across the 20th century ○ Develop initial sense of the competing goals served by U.S. high schools ○ What do high schools do to manage their competing purposes? ○ Continue examining ways in which U.S. high schools manage the twin goals related to “all students”: of requiring all students to attend high school and responding to 	<p>Writing:</p> <ul style="list-style-type: none"> ○ Mandatory Form B: The American High School; How High Schools Manage <p>Reading:</p> <ul style="list-style-type: none"> ○ Mirel: “The Traditional High School: Historical Debates Over its Nature and Function” ○ Powell, Farrar, & Cohen: <i>Shopping Mall High School</i> (pp. 8-39)

differences among students	
<p>Class 10: Wednesday, February 7 Investigating Learning</p> <ul style="list-style-type: none"> ○ Introduce second main section of ED118 ○ Get an overview of the project investigation on teaching and learning and its role in ED118 ○ Begin to consider your own learning, from direct self-observation, and interpret with ideas from research on learning <p>***Launch work on the “Teaching and Learning Unit” as the context for our investigation of teaching and learning</p>	<p>Reading:</p> <ul style="list-style-type: none"> ○ National Research Council: <i>How People Learn</i> ○ Deborah Loewenberg Ball, Francesca Forzani: “The Work of Teaching and the Challenge for Teacher Education.” <p>*** Take-home Midterm Exam posted on Canvas, after class</p>
<p>Take-home Midterm Exam Posted Wednesday, February 7, after class Due Wednesday, February 14, IN CLASS AND ON CANVAS</p>	
<p>Class 11: Monday, February 12 Investigating Teaching</p> <ul style="list-style-type: none"> ○ Orienting our study of teaching and learning ○ Teaching: An historical and sociological view ○ Teaching as a kind of work: Begin to unpack that work and what it takes ○ Studying instruction by stepping outside your own perspective: Learning to see the invisible and hear the inaudible and the jumbled 	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 7: Teaching and Learning <p>Reading:</p> <ul style="list-style-type: none"> ○ Lortie: “The Hand of History,” <i>Schoolteacher: A Sociological Study</i> (pp. 1-24).
<p>Class 12: Wednesday, February 14 Seeing from others’ perspectives</p> <ul style="list-style-type: none"> ○ Appreciate what it takes to see subject matter from another’s perspective ○ Improve skills with observing and analyzing teaching and learning ○ Design interview questions for child who will come to class on February 19 ○ Examine the beginning repertoire of teacher questions 	<p>Writing:</p> <ul style="list-style-type: none"> ○ Take-home Midterm Exam Due in Class and on Canvas ○ Form 8: Knowing and Teaching <p>Reading:</p> <ul style="list-style-type: none"> ○ Wilson, Shulman, & Richert: “‘150 Different Ways of Knowing’: Representations of Knowledge in Teaching.” ○ Beginning Repertoire of Teacher Questions ○ Van de Walle: “Whole Number Place Value” (pp. 187-193 carefully, then skim 194-215) and “Algebraic Thinking” (pp. 259-261)
<p>Class 13: Monday, February 19 Observing teaching and learning of a child in class</p> <ul style="list-style-type: none"> ○ Improve skills with observing and analyzing teaching and learning ○ Learn more about listening to students ○ Develop new understanding of the content ○ Practice posing questions to a student: accessible, real, answerable, and demonstrating interest 	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 9: Connecting to Learners <p>Reading:</p> <ul style="list-style-type: none"> ○ Paley: <i>White Teacher</i>, Foreword and Preface, and Sections 14-17 ○ Weale: “Teachers must ditch ‘neuromyth’ of learning styles

<p>Class 14: Wednesday, February 21 Preparing to Teach</p> <ul style="list-style-type: none"> ○ Review goals for teaching in our project ○ Develop questions for your teaching experience ○ Planning teaching sessions (small group) ○ Define “provisional claims” 	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 10: Preparing to Teach <p>Reading:</p> <ul style="list-style-type: none"> ○ Bloom: <i>Learning Domains (or Bloom’s Taxonomy)</i>. ○ “Claims Cheat Sheet”
<p>NO CLASS: February 26 – March 2</p>	
<p>Class 15: Monday, March 5 Introduction to pedagogical content knowledge in history</p> <p>***Guest lecturer: Professor Chauncey Monte-Sano</p>	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 11: Pedagogical Content Knowledge and Teaching History <p>Reading:</p> <ul style="list-style-type: none"> ○ Monte-Sano, C. (2011). Learning to open up history for students: preservice teachers’ emerging pedagogical content knowledge. <i>Journal of Teacher Education</i>, 62(3), 260-273.
<p>Class 16: Wednesday, March 7 Culture, Context, and Learning</p> <ul style="list-style-type: none"> ○ Carol Lee and cultural modeling ○ Explore the nature of the “achievement gap” and alternative ways to frame the issue of significantly different outcomes by race and social class ○ Understand Lee’s notion of learning as a cultural process ○ Situate Lee’s work among alternative explanations for the “achievement gap” ○ Prepare for studying Lee’s approach to teaching high school English using “cultural modeling” <p>*** Record of practice: Professor Carol Lee, Sax Cantor Riff</p>	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 12: Culture, Context, and Learning ○ Mandatory Form C: Part I of Teaching and Learning Project Part 1 due <p>Reading:</p> <ul style="list-style-type: none"> ○ C. Lee: “The Culture of Everyday Practices and Their Implications for Learning in School,” <i>Culture, Literacy, and Learning</i> (Chapter 1, pp. 1-30) ○ Paley: <i>White Teacher</i>, Sections 18-26
<p>Class 17: Monday, March 12 Tracking</p> <ul style="list-style-type: none"> ○ Work on using the texts to extract the main arguments and supporting evidence ○ Learn about “stratification of educational opportunity” and practices that reproduce it <p>***All Class Debate: Tracking</p>	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 13: Preparation for Tracking Debate <p>Reading:</p> <ul style="list-style-type: none"> ○ Oakes: “Keeping Tracking” ○ Rosenbaum: “If Tracking is Bad, Is Detracking Better?”
<p>Class 18: Wednesday, March 14 Presentations about Teaching Experience</p>	<p>Writing:</p> <ul style="list-style-type: none"> ○ Mandatory Form D: Part II of Teaching and Learning Project ○ Prepare 5-minute presentation about teaching session, including representative or illustrative artifact <p>Reading:</p> <ul style="list-style-type: none"> ○ Presentation rubric and guidelines (Can be accessed on Canvas in Teaching and Learning Investigation folder).
<p>Class 19: Monday, March 19 Privilege and the Common Good</p>	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 14: Educational Opportunity: Reprise <p>Reading:</p>

<ul style="list-style-type: none"> ○ Introduce third main section of ED118 ○ Educational “opportunity”: Reprise ○ Consider what is meant by an “effective” teacher ○ Compare three approaches to working with students, each of them aimed at improving the opportunities to learn for groups who are “historically underserved by school” ○ Looking back: What knowledge, skills, and dispositions does it take to teach effectively? Link to specific cases <p>***Darling-Hammond: The Flat World</p>	<ul style="list-style-type: none"> ○ Anyon: “Social Class and School Knowledge” ○ Darling-Hammond “The Flat World and Education” ○ Optional: <i>O’Connor et al.: “Being Black and Strategizing for Excellence”</i> ○ Optional: <i>Dean: “For Some Girls, the Problem with Math is that They’re Good at It”</i>
<p>Class 20: Wednesday, March 21</p> <p>Teacher Quality and Compensation</p> <ul style="list-style-type: none"> ○ How much do teachers get paid and why? ○ How do teacher salaries compare with other occupations and professions? ○ Would increasing teachers’ salaries improve schools? Why or why not? ○ How can we evaluate and assess teaching quality? <p>*** Video clip: Mali: What Teachers Make</p>	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 15: Teacher Pay <p>Reading:</p> <ul style="list-style-type: none"> ○ Springer et al: “Teacher Pay for Performance” (Executive Summary pp. xi-xiii) ○ Unknown Author: “Rules For Teachers” ○ Lortie: “Career and Work Rewards,” ○ Optional: <i>Petersen: “Tell The World What’s Right With America’s Public School System”</i>
<p>Class 21: Monday, March 26</p> <p>What is Involved in “Reforming” schools? Relations of Policy and Practice</p> <ul style="list-style-type: none"> ○ What is involved in “reforming” schools? Relations of policy and practice ○ Key terms ○ Orienting framework for studying education policies ○ Increasing high school graduation requirements ○ Introduce Standards Based Reform 	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 16: Policy and Practice ○ Final version of Teaching and Learning Paper due on Canvas ○ <p>Reading:</p> <ul style="list-style-type: none"> ○ Cohen & Ball: Making Change ○ Smith & O’Day: Systemic School Reform ○ Peurach & Marx: Leading Systemic Improvement
<p>Monday, March 26</p> <p>Final version of Teaching and Learning Investigation Paper due <u>at noon</u> on Canvas</p>	
<p>Class 22: Wednesday, March 28</p> <p>Comprehensive School Reform: The Case of Success for All</p> <ul style="list-style-type: none"> ○ Comprehensive School Reform: Success for All ○ What does “comprehensive” mean for school reform? ○ What does “systemic” mean for school reform ○ What are key assumptions of CSR? ○ What are the costs and benefits of this approach? 	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 17: Comprehensive School Reform ○ Mandatory Group Form E: One-page proposal for final policy assignment due, in class and on Canvas <p>Reading:</p> <ul style="list-style-type: none"> ○ Rowan, Correnti, Miller, and Camburn. School Improvement by Design: Lessons from a Study of CSR... (pp. 11-16, 49-51) ○ Slavin, and Madden. One Million Children: Success for All. ○ Optional: SFA: Reading Roots, 3rd Edition
<p>At least TWO members of your policy group will attend ONE of the following Website Training Sessions with Robert Pettigrew: Thursday, March 29, 5:00 – 6:00pm Friday, March 30, 2:00 – 3:00pm Both will take place in Faculty Exploratory (206 Hatcher Graduate Library)</p>	

<p>Class 23: Monday, April 2 Policy Project Work Day</p>	
<p>Class 24: Wednesday, April 4 Structural Change: The Case of Charter Schools</p> <ul style="list-style-type: none"> ○ Other common approaches to school reform ○ What are promising approaches to improving how schools work? ○ Vouchers, charters, mayoral control <p>*** Bluejeans with KIPP Charter School teacher</p>	<p>Writing:</p> <ul style="list-style-type: none"> ○ Mandatory Group Form F: Two page outline of final policy assignment ○ Form 18: Charter Schools <p>Reading:</p> <ul style="list-style-type: none"> ○ http://credo.stanford.edu/reports/MULTIPLE_CHOICE_EXECUTIVE%20SUMMARY.pdf ○ <i>-Note: Read Executive Summary and Summary of Findings</i> ○ Woodworth, K.R., J. L. David, R. Guha, H. Wang, and A Lopez-Torkos. San Francisco Bay Area KIPP schools: A study of Early Implementation and Achievement. Final Report. Menlo Park: SRI International. ○ <i>--Note: Read Executive Summary and "Lessons from Bay Area KIPP Schools"</i>
<p>Class 25: Monday, April 9 "Reforming" Schools: Curricular Change</p> <ul style="list-style-type: none"> ○ Educational Infrastructure ○ Common Core Standards 	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 19: Common Core Standards <p>Reading:</p> <ul style="list-style-type: none"> ○ (For Reference) Common Core State Standards for ELA ○ Loveless: "How Well Are American Students Learning?" (Brookings Report pp. 7-14) ○ Kirp: "Rage Against the Common Core"
<p>Class 26: Wednesday, April 11 Policy Proposal Presentations</p>	<p>Present your group policy project in class for review by your peers.</p>
<p>Class 27: Monday, April 16 If You Were Czar or Czarina</p> <ul style="list-style-type: none"> ○ Improving teacher education ○ If you were Czar or Czarina: How would you improve public education in the U.S.? Cross-Class Dialogue <p>*** Film Clips: Waiting for Superman; American Promise</p>	<ul style="list-style-type: none"> ○ Mandatory Form G: Reflection on Schools and Schooling ○ Use peer review to revise your policy project
<p><u>Group Proposal for Educational Reform</u> due Wednesday, April 18, by noon, submitted via Canvas</p>	

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