



**SCHOOLING IN A MULTICULTURAL SOCIETY
Winter 2020**

Course Instructors:

	Enid M. Rosario-Ramos, PhD	Laura-Ann Jacobs Graduate Student Instructor	Mimi Owusu Graduate Student Instructor
Email	erosario@umich.edu	ljacobs@umich.edu	mowusu@umich.edu
Office hours	12:30-2 Mondays and by appointment Room 4025	12:30-2:00 Wednesdays and by appointment Brandon Center	

Class Meetings:

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

We will use email to communicate with you; we encourage you to do the same with us, and with others in the class. Please check your email regularly for announcements, information, and updates. We expect you to be up-to-date on all course communications when you come to class.

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 we teach—may be modified to facilitate your participation and progress. We will treat any information you provide as private and confidential.

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.

Basic Needs Security

Any student who faces challenges securing food, housing or other basic needs and believes this may affect their performance in the course is urged to contact the Dean of Students Office (734-764-7420; deanofstudents@umich.edu; 609 Tappan Street) for support.

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. And of course 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 an “educational debt”, 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. It is also important to acknowledge that our voiced perspectives may impact others in unexpected ways. Another part is to be skeptical, to consider what is missing or logically flawed. Using all—generosity, responsibility, 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 save as a new document. All forms are due on Canvas.**

There are 21 forms, but you only need to do 13 of them:

- ✓ 5 mandatory forms – labeled forms A, B, C, D, and E
- ✓ 8 additional forms (out of 21) – labeled numerically (Form 1, 2, 3, etc.). You do not need to do all 21 numbered forms; you should complete 8 out of the 21 available forms. Additional forms beyond the required 8 will count for extra credit up to the complete number of points for this portion of your grade (a maximum of 26 points).

*To receive credit for an assignment, you must turn it in by 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 Writing Center.

Take-home Midterm Exam: Posted to Canvas Wednesday February 5; ***Due Wednesday, February 12***

Due February 12, on Canvas (take-home exam)

The midterm will be posted on Canvas on February 5 and due on February 12 at the beginning of class. 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: Historical Investigation:

Due Dates:

- ✓ Monday, March 9: Part 1 (as Form B) on Canvas
- ✓ Monday, March 16: Video presentation on Teaching Experience (due on Canvas)
- ✓ Wednesday, March 18: Part 2 (as Form C) on Canvas
- ✓ Wednesday, March 25: Final draft of Teaching and Learning Project due 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.

Note about submitting your final project: Please submit your final paper, including the supporting documents, as one file. Doing so may require you to scan documents and to consolidate separate documents into one file for submission. Please see the “Teaching and Learning Project” folder on Canvas for specific information about scanning documents (free in the Brandon Center) and consolidating separate documents into one file.

A Group Proposal for Educational Reform:

Due Dates:

- ✓ Monday, March 30: **Mandatory** Group Form D: One page proposal for final policy assignment, on Canvas
- ✓ Monday, April 6: **Mandatory** Group Form E: Two page outline of final policy assignment, on Canvas
- ✓ Wednesday, April 15: In-class presentation of policy proposal
- ✓ Wednesday, April 22 at Noon: Final collaborative work (submit online)

Early in the semester you will join a small group (2-3 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 pick a policy that is significant to policy debates 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 Wednesday, April 22.

You may use the following guide to familiarize yourself with Google Sites:

<https://docs.google.com/document/d/1Bi6lHTwOhsI9-HnNEdJqe8ShIQmo0Ng3U8Ms0KexDOW/edit>

We will offer one website information session hosted by librarian Robert Pettigrew:

- **Friday April 3 from 2-3 pm**

The session will take place in the ScholarSpace (206 Hatcher Graduate Library).

Sign up at:

<http://ttc.iss.lsa.umich.edu/ttc/sessions/upcoming/sponsor/connected-scholarship/?mode=excerpt>

There will be three other assignments:

One-page proposal (Form D) 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 Monday, March 30, on Canvas.

Two-page outline and developing bibliography (Form E) that explains the context, the problem, your tentative recommendations, and a partial bibliography – including class readings -- of the sources you will draw upon. Due Monday April 6, 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 15, in class.**

Grading and Evaluation

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

Short assignments (13 forms)	26 points
Take-home Midterm Exam	30 points
Teaching & Learning Project	30 points
A Group Proposal for Educational Reform	35 points
Policy Presentation	9 points
Class participation	20 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+ = 146+	B- = 120 - 124
A = 141-145	C+ = 115 - 119
A- = 135 - 141	C = 110 - 114
B+ = 130 - 134	C- = 105 - 109
B = 125 - 129	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. 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 already submitted on Canvas. 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.

Absences for Religious Observances: Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. In accordance with this university policy, please let us know about planned absences for religious observances by the second week of the semester.

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 copy editing 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.

Norms for Use of Technology in ED118

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 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, social media, 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.

Course Materials

All course materials are available on Canvas (umich.instructure.com).

Date	Mandatory Assignment Due Dates—At a Glance
Class 1: Wednesday, January 8	
Class 2: Monday, January 13	
Class 3: Wednesday, January 15	Mandatory Form A: School and Student Information Sheet
Monday, January 20	NO CLASS- Martin Luther King, Jr. Day
Class 4: Wednesday, January 22	*** Bring in one of your elementary report cards
Class 5: Monday, January 27 *** Guest Lecture: WaziHanska Cook	
Class 6: Wednesday, January 29	
Class 7: Monday, February 3 Field trip to Bentley Historical Library	
Class 8: Wednesday, February 5	Take-home Midterm Exam posted to Canvas
Class 9: Monday, February 10	
Class 10: Wednesday, February 12 "Teaching and Learning: Historical Investigation"	Take-home Midterm Exam due on Canvas
Class 11: Monday, February 17	
Class 12: Wednesday, February 19	
Class 13: Monday, February 24 Observing teaching and learning of a child in class	
Class 14: Wednesday, February 26 Preparing to teach	
March 2 and 4	NO CLASS- SPRING BREAK
Class 15: Monday, March 9	Mandatory Form B: Part I of Teaching and Learning Paper
Class 16: Wednesday, March 11 *** Guest Lecture: Prof. Bob Bain	
Class 17: Monday, March 16	Video presentations on Teaching Experience (due on Canvas)--- NO CLASS
Class 18: Wednesday, March 18	Mandatory Form C: Part II of Teaching and Learning Paper
Class 19: Monday, March 23	
Class 20: Wednesday, March 25	Teaching and Learning: Historical Investigation Paper
Class 21: Monday, March 30	Mandatory Group Form D: One-page proposal for final policy assignment
Class 22: Wednesday, April 1	
Class 23: Monday, April 6	Policy Project Work Day Mandatory Group Form E: Two-page outline of final policy assignment
Class 24: Wednesday, April 8 Panel on charter schools	
Class 25: Monday, April 13	
Class 26: Wednesday, April 15	In-class presentations on policy assignment
Class 27: Monday, April 20	Last Day of Class
Wednesday, April 22 (due by noon)	Final group policy project sites submitted

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

Discussion Topic and Activities	Assignments Due
<p>Class 1: Wednesday, January 8 Introduction: Aims of Schooling</p> <ul style="list-style-type: none"> ○ 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 13 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 15 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. <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>Monday, January 20th, Martin Luther King Jr. Day NO CLASS</p>	

<p>Class 4: Wednesday, January 22</p> <p>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 27</p> <p>Schooling for Native Americans</p> <ul style="list-style-type: none"> ○ Problems of Integration ○ Native American education ○ “Americanization” efforts in public schools <p>*** Guest Lecture: Mr. WaziHanska 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: Truth, in the End, Is Different From What We Have Been Taught ○ San Pedro: Silence as Shields (Introduction: 132-135; pp. 145-150)
<p>Class 6: Wednesday, January 29</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 5: Unequal Schools and Schooling <p>Reading:</p> <ul style="list-style-type: none"> ○ <i>School: 1950-1980 Separate and Unequal:</i> ○ 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> ○ Optional: <i>Ladson-Billings (2006) From the achievement gap to the education debt: Understanding achievement in U.S. schools</i> (https://ed618.pbworks.com/f/From%20Achievement%20Gap%20to%20Education%20Debt.pdf)
<p>Class 7: Monday, February 3</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, February 5 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 6: Americanization <p>Reading:</p> <ul style="list-style-type: none"> ○ Mirel: “Civic Education and Changing Definitions of American Identity, 1900-1950” ○ Cisneros: “Eleven” <p>*** Take-home Midterm Exam posted on Canvas, after class</p>
<p>Take-home Midterm Exam Posted Wednesday, February 5, 2018, after class Due Wednesday, February 12</p>	
<p>Class 9: Monday, February 10</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 differences among students 	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 7: The American High School; How High Schools Manage due <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) ○ Gorski: “The Myth of the Culture of Poverty”
<p>Launch work on the “Teaching and Learning: Historical Investigation Unit” as the context for our investigation of teaching and learning</p>	
<p>Class 10: Wednesday, February 12</p> <p>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>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 DUE on Canvas, BEFORE class</p>

<p>Class 11: Monday, February 17 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 8: 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 19 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 24 ○ Examine the beginning repertoire of teacher questions 	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 9: 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 24 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 10: Connecting to Learners <p>Reading:</p> <ul style="list-style-type: none"> ○ Paley: <i>White Teacher</i>, Foreword, Preface, and sections 14-17 ○ Weale: “Teachers must ditch ‘neuromyth’ of learning styles
<p>Class 14: Wednesday, February 26 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 11: 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>SPRING BREAK—NO CLASS MARCH 2 AND 4</p>	
<p>Class 15: Monday, March 9 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 B: Part I of Teaching and Learning Project due, on Canvas <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 16: Wednesday, March 11 Introduction to pedagogical content knowledge in history:</p> <p>***Guest: Prof. Bob Bain</p>	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 13: Pedagogical Content Knowledge and Teaching HS History <p>Reading:</p> <ul style="list-style-type: none"> ○ Robert Bain: “They thought the world was flat? Applying the principles of how people learn in teaching high school history”

<p>Class 17: Monday, March 16</p> <p>NO CLASS</p>	<p>Writing:</p> <ul style="list-style-type: none"> ○ Upload 4-5 minute video 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: Historical Investigation folder).
<p>Class 18: Wednesday, March 18</p> <p>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 14: Preparation for Tracking Debate ○ Mandatory Form C: Part II of Teaching and Learning Project due, on Canvas <p>Reading:</p> <ul style="list-style-type: none"> ○ Oakes: “Keeping Tracking” ○ Rosenbaum: “If Tracking is Bad, Is Detracking Better?” ○ Excerpt from Justice Warren’s opinion in <i>Brown v. Board of Education of Topeka (No. 1)</i>, 1954
<p>Class 19: Monday, March 23</p> <p>Privilege and the Common Good</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 ○ Darling-Hammond: The Flat World 	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 15: Educational Opportunity: Reprise <p>Reading:</p> <ul style="list-style-type: none"> ○ Anyon: “Social Class and School Knowledge” ○ Darling-Hammond “The Flat World and Education” (skim pp. 1-26) ○ Optional: O’Connor et al.: “<i>Being Black and Strategizing for Excellence</i>” ○ Optional: Dean: “<i>For Some Girls, the Problem with Math is that They’re Good at It</i>”
<p>Class 20: Wednesday, March 25</p> <p>Teaching incentives and the profession of teaching</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? <p>*** Video clip: Mali: What Teachers Make</p>	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 16: Teaching Incentives and the Profession of Teaching ○ Final Version of Teaching and Learning: Historical Investigation Paper due at noon (see the Teaching and Learning Project folder on Canvas for specific information about scanning documents (free in the Brandon Center) and consolidating separate documents into one file for submission) <p>Reading:</p> <ul style="list-style-type: none"> ○ Springer et al: “Teacher Pay for Performance” (Executive Summary pp. xi-xiii)

	<ul style="list-style-type: none"> ○ 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 style="text-align: center;">We encourage you to have at least ONE member of your policy group attend the following Website Training Session with Robert Pettigrew:</p> <ul style="list-style-type: none"> ● Wednesday March 29 from 2-3 pm <p style="text-align: center;">Sign up at: https://ttc.iss.lsa.umich.edu/undergrad/sessions/educ-118-001/ It will take place in ScholarSpace (206 Hatcher Graduate Library)</p>	
<p>Class 21: Monday, March 30</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"> ○ Mandatory Group Form D: One-page proposal for final policy assignment due, Canvas ○ Form 17: Policy and Practice <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>Class 22: Wednesday, April 1</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 18: Comprehensive School Reform <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. ○ SFA: Reading Roots, 3rd Edition
<p>Class 23: Monday, April 6</p> <p>Policy Project Work Day</p>	<p>Writing:</p> <ul style="list-style-type: none"> ○ Mandatory Group Form E: Two-page outline of final policy assignment due, on Canvas

<p>Class 24: Wednesday, April 8 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>Panel discussion: (Guests TBD)</p>	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 19: 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 13 "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 20: 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)
<p>Class 26: Wednesday, April 15 Policy Proposal Presentations</p>	<p>Present your group policy project in class for review by your peers.</p>
<p>Class 27: Monday, April 20</p> <ul style="list-style-type: none"> ○ Improving teacher education ○ How would you improve public education in the U.S.? Cross-Class Dialogue <p>*** Film Clip: Waiting for Superman</p>	<p>Writing:</p> <ul style="list-style-type: none"> ○ Form 21: Reflection on Schools and Schooling ○ Use peer review to revise your policy project <p>Reading: TBA</p>
<p><u>A Group Proposal for Educational Reform</u> due Wednesday, April 22 at noon (submit via Canvas)</p>	

SUPPORT SERVICES

Office of Services for Students with Disabilities <http://ssd.umich.edu/>

Offers selected student services which are not provided by other University offices or outside organizations. Services are free of charge. Assists students in negotiating disability-related barriers to the pursuit of their education. Strives to improve access to University programs, activities, and facilities for students with disabilities.

Location: G-664 Haven Hall 505 South State Street

Hours: 8:00AM-5:00PM Mon-Fri

Phone: (734) 763-3000

E-mail: ssdoffice@umich.edu

Mental health support resources

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

Counseling and Psychological Services <http://www.umich.edu/~caps/>

Offers a variety of support services aimed at helping students resolve personal difficulties and strengthen the skills, attitudes and knowledge that will enable them to take full advantage of their experiences at the University of Michigan.

Location: Third floor of the Michigan Union (Room 3100)

Hours: 8:00AM-7:00PM Monday-Thursday and 8:00AM-5:00PM Friday

Phone: (734) 764-8312

ITCS Computing Assistance Hotline <http://its.umich.edu/help/>

Provides support for various computer resources and services at the University of Michigan.

Monday–Friday: 7:00 a.m.–6:00 p.m.

Sunday: 1:00 p.m.–5:00 p.m. (email only)

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Sweetland Writing Center <http://www.lsa.umich.edu/sweetland/>

The Sweetland Writing Center offers a variety of writing courses and support for students.

Sweetland Writing Workshop faculty offer skillful, supportive advice to graduate students as they draft their course papers, projects, and theses. We act as an interested outside audience, direct students to resources, and give specific suggestions about organization, disciplinary modes, evidence, clarity, grammar, and style.

Location: 1310 North Quad

Phone: (734) 764-0429

Email: sweetlandinfo@umich.edu

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