

TE825: Diverse Learners and Learning Subject Matter

Summer Session A

May 17, 2010 – June 30, 2011

Instructor: Dr. Rebecca Jacobsen

Phone: (517) 353-1993

Email: rjacobs@msu.edu

Office: 116 G Erickson Hall

Mailbox: Erickson, 1st Floor

Course Overview

The composition of the United States is changing and our classrooms reflect these changes. Today, nearly half of our students are non-white, one in five U.S. children currently lives in poverty, and one in five speaks a language other than English at home. Accordingly, effective educators that teach *all* students must understand the importance of inquiring into where they come from, where their students come from, and how effective instruction must be informed by these inquiries.

To that end, this course begins with an investigation of the term “diverse” in order to uncover our assumptions about diverse learners. Specifically, we will ask, “Who are we talking about and in what ways?” Next we will examine what’s known (and not known) about how diverse students approach, make sense of, and interact with subject specific material. Drawing upon research studies and teaching narratives, we will examine ways that learning can be furthered and unfortunately, also stymied, by the choices we make in the classroom. This inquiry will strengthen your ability to “see” learning and understanding expressed in a variety ways and enable you to develop your growing repertoire of ways to connect content to students.

While rooted in classroom practices, this course is not a methods course, per se. It will not provide you with the “right” set of tools or classroom activities that are needed to effectively reach all students. Instead, recognizing that inquiries into diversity and effective teaching is a life-long process, the goal of this course is to provide you with a solid foundation upon which you can continue to build and explore. And rather than provide you with a specified set of answers, this course aims to provide you with a set of questions that you will continue to ask and explore with each new group of students. Ultimately, this set of questions will assist you in making informed, thoughtful decisions about your instructional strategies that will help you maximize student engagement and learning for all.

Course Objectives:

Through our learning experiences, we hope to answer the following questions:

1. What do we mean by “diverse”?
2. What are our assumptions of diverse learners and how do these assumptions impact teaching and learning?
3. How do differences in student background, including, but not limited to race/ethnicity, language, gender, sexual orientation, ability, impact classroom experiences and educational outcomes?
 - a. How do these experiences vary by subject matter?

4. What questions can teachers ask themselves when planning curriculum that meets the needs of diverse learners?

Online Format and Assistance:

This course is taught online. While there will be some flexibility in the timing of the course because it is online, students will be expected to participate weekly in class assignments. While students will not be required to be online daily, students who are not able to access the internet on a regular basis throughout the course will have a difficult time completing assignments and engaging with course materials.

Students often report that they miss live interaction when taking an online course. However, due to location, work, life, etc., this can be challenging. In an attempt to provide some live interaction and discussion, we will be using Adobe Connect during a couple of sessions. This will require you to log on at a specific time. Options will be provided, but you must make yourself available for one of the options.

If you need assistance with anything related to technology or accessing class items on Angel, contact the MSU Help Desk: 517-355-2345 or 1-800-500-1554. They are available 24 hours a day.

Required texts

The following are required for this course. They are also on reserve at the main library on the campus of MSU if you are located in East Lansing.

1) Sleeter, C. (2005). *Un-Standardizing Curriculum: Multicultural Teaching in the Standards-Based Classroom*. Teachers College Press: New York.

2) Choose ONE of the following:

Spectacular Things Happen Along the Way: Lessons from an Urban Classroom

By Brian Schultz

** Or **

See You When We Get There: Teaching For Change in Urban Schools

By Gregory Michie

3) Course Readings Uploaded to Angel course website

Recommended texts

In six weeks, it isn't possible to cover such and big and important topic. While I hope I have chosen a solid set of reading, there are so many more I had to cut out. I would HIGHLY recommend the following for further reading.

1) Pollock, M. (2008). *Everyday Antiracism: Getting real about race in school*. The New Press: New York

2) Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research and Practice*. (2nd edition) Teachers College Press: New York.

Course Evaluation

Grades will be determined as follows:

- | | |
|--|------|
| 1) Course Discussion Groups and Chats | 40 % |
| • Discussions – Group Leader Assignment - 5-7 page paper (20%) | |
| • Participation in Discussions Weekly (10%) | |
| • Participate in Online Discussion Live Chats with Dr. Jacobsen (10%) | |
| 2) Reflection Papers | 35 % |
| • <u>Informal</u> Draft 1 - Start of Class Opening Reflection – 2 page paper (10%) | |
| • <u>Formal</u> Draft 2 - End of Class Closing Reflection – 7-8 page paper (25%) | |
| 3) Critical Analysis of Teaching Model | 25 % |
| • Online Presentation (Glogster.com or Prezi.com) (20%) | |
| • Feedback on other presentations (5%) | |

GRADES: Grades are a reflection of the quality of your work in addition to your effort. Completing assignments and attending class is not enough to earn a 4.0 in this class. Such a grade is reserved for work of outstanding quality and requires more than just satisfactory completion of all assignments

LATE PAPERS: All assignments are to be uploaded to the ANGEL drop box by the time specified in the syllabus and in ANGEL. Anything uploaded after the specified date and time is considered late.

Late papers will be significantly penalized. A late paper, however, is preferable to no paper. Hence, all papers turned in will receive some credit. You should be proactive about contacting the professor regarding late papers.

Arrangements made ahead of a due date will be considered differently than papers submitted late without prior explanation. Individual circumstances may be considered regarding due dates if the issue is addressed and discussed with the professor **before** the due date. Explanations for late papers will not be considered after the due date (except for rare situations).

INCOMPLETES: No incomplete grades will be given. At the time that grades are due, I will evaluate what has been submitted and anything missing will receive a zero.

Course Expectations:

Contacting the Professor (AKA the courtesy clause)

You should feel free to contact the professor via email and I encourage you to do this. However, you should remember that this is a formal means of communication; complete

sentences and appropriate grammar and punctuation are expected. Any email which is not in keeping with this formal nature may be disregarded by the professor.

Emails will be attended to in a reasonable amount of time (1-2 days) but you should not expect an instant response at all times. This means you should plan ahead with questions or concerns related to assignments.

Class Components:

Component 1 - Student Engagement in the Course Through Discussions:

Discussions are a critical part of our learning process: we learn new ideas from others; we are forced to clarify our thinking when we try to explain our perspective out loud; and we receive feedback on ideas that we are just beginning to develop. Therefore, even though this course is online, participating in discussions will be a key component.

There will be two forms of discussions that course members will partake in: Weekly Discussion Boards and Online Live Chats.

Weekly Discussion Boards

In groups of 4, students will participate in a weekly discussion group. Each week, one of the students will be the “discussion leader/facilitator.” It is his/her job to post an initial set of questions for the group to discuss which stem from the week’s reading assignments. He/she will respond to the comments of others with additional questions or comments to further the discussion.

All students are expected to post multiple responses throughout each week and everyone should draw upon the readings as well as one’s own teaching and learning experiences in discussion posts. In other words, you should not rely solely upon your *personal* experiences when writing a post. Further, simply posting once is not a discussion. Thus, it is expected that students will check back to the discussion board periodically throughout the week to read responses and post follow up thoughts and questions.

Discussion Leader Summary (Assignment – 5-7 pages) – At the end of the week, the discussion leader will summarize/synthesize the week’s discussion and offer an analysis of the discussion as it relates to the week’s readings. The paper should have a brief summary of the topics discussed (approximately 1-2 page) and then spend the majority of the paper focusing on how the discussion related to the readings. Selecting a specific aspect of the reading is recommended, as it will give your paper a stronger focus and greater depth. Feel free to refer to and incorporate specific ideas discussed in your group and cite specific comments that you found particularly powerful.

While some summary is expected, more emphasis should be placed on synthesis and analysis. A clear and strong position should be taken in the paper.

Proper citation format (APA) of course readings with a full bibliography is expected.

Online Live Chat : Rethinking our Classrooms: Teaching for Equity and Justice

You must select **TWO** of the following sessions to join.

These sessions will be held live using the Adobe Connect Pro System. That means you will need to log on at the designated time and you will be able to participate in the live discussion with your classmates and the instructor.

NOTE: You will find that being connected to a hard line (not wireless) will result in better live communication. There is less pausing and dropping of words here and there. If possible, please try to plug in for these sessions.

A variety of topics and times have been made available. There is a limit to approximately 6 participants and sign up will be based on a first come – first service basis. Thus, if your schedule is limited or if you really want to participate in a particular topic, please submit your top three choices early! The discussion will be based on the readings so you are expected to read the short pieces prior to the chat. You should join the chat with 1-2 questions for the group.

OPTION 1 - Language and Standard(?) English

- Ebonics and Culturally Responsive Instruction: What should teachers do? By Lisa Delpit
- Teaching Standard English: Whose standard? By Linda Christensen
- Valuing Nonstandard English by John Baugh
- Teaching Students Fluency in Multiple Cultural Codes by Prudence Carter

Date: DATE AND TIME - Eastern Standard Time

<http://breeze.msu.edu/standardenglish1/>

Date: DATE AND TIME – Eastern Standard Time

<http://breeze.msu.edu/standardenglish2/>

OPTION 2 – LGBTQ Youth and Families

- Teaching the whole story: One school's struggle toward gay and lesbian inclusion.
- What do we say when we hear 'faggot'? by Leonore Gordon
- Confronting Homophobia by Rebecca Powell

Date: DATE AND TIME – Eastern Standard Time

<http://breeze.msu.edu/lgbtqyouth1/>

Date: DATE AND TIME – Eastern Standard Time

<http://breeze.msu.edu/lgbtqyouth2/>

OPTION 3 – Gender, Sexism and the Classroom

- Unlearning the myths that bind us: Critiquing cartoons and society by Linda Christiansen
- What can Teachers Do About Sexual Harassment? By Ellen Bravo and Larry Miller

- Confronting Sexism by Rebecca Powell

Date: DATE AND TIME – Eastern Standard Time

<http://breeze.msu.edu/gender1/>

Date: DATE AND TIME – Eastern Standard Time

<http://breeze.msu.edu/gender2/>

OPTION 4 – Special Needs: Special Education/Gifted Education:

- Holding Nyla: Lessons from an inclusion classroom by Katie Kissinger
- Playing favorites: Gifted education and the disruption of the community.
- Cultivating the Trust of Black Parents by Beverly Daniel Tatum

Date: DATE AND TIME – Eastern Standard Time

<http://breeze.msu.edu/ability1/>

Date: DATE AND TIME – Eastern Standard Time

<http://breeze.msu.edu/ability2/>

Component 2 – Critical Analysis of Teaching Model – Online Presentation

At the end of the course, you will select and analyze examples of teachers who are working to meet the needs of diverse learners in their classrooms. Your analysis should move beyond summarizing the teaching discussed and should instead, focus on analyzing, critiquing and comparing the different examples. You should connect your analysis to course readings and themes. It is not necessary to agree with the authors of these pieces that the examples are good examples. You should fairly evaluate the examples and provide a sound and reasoned rationale for your assessment of their strategies, their effectiveness and the lessons you learned from examining these examples.

To display your views on the models and what you have learned about meeting the needs of diverse students, you will present your critical analysis in an online presentation. Using Glogster.com or Prezi.com, you will develop an online presentation to share with others in the course.

Each member of the course is expected to “visit” the presentations of at least 5 other course members and leave feedback.

Component 3 – Reflection Papers:

Opening Reflection (2 pages)

At the beginning of the course, an opening reflection will be submitted on your definition of a student and how teachers should/can meet the needs of all students. This opening reflection should summarize your ideas, opinions and experiences with diverse learners. Because this paper is less formal, no citations are required and a less formal style of writing will be accepted.

You may address some of the following questions in this opening reflection.

- What is a student? How do they act? What's their role? How do they behave? How do you know they are learning?
- What do you think it means when people say "diverse learners"? Who are they talking about?
- Is good teaching just good teaching, regardless of the student population?
- Do different students need/deserve different expectations?
- Can you hold high expectations for all students and still differentiate content standards?
- Do different groups of students learn differently?
- Do different groups of students think about subject specific content in different ways?
- What's the teacher's responsibility for meeting the needs of different students?
- What do teachers need to know/understand about different learning styles and students in order to be effective?

Final Reflection (7-8 pages)

Your final reflection should be **formal** version of the above that builds upon the opening reflection but is written in a formal style and includes citations and references to course readings and themes and includes a complete bibliography. This paper should also include additional readings (outside of the course – at least 3 readings) that relate to your specific content area and/or grade level interests.

Information on Written Assignments and Expectations:

Writing proficiency is a minimum requirement for satisfactory completion of this course. All written work must reflect adequate writing skills in order to receive a grade.

It is expected that all written assignments (EXCEPT for the opening reflection paper) include references to the course readings. Thus, proper citation is expected. The citation format for this course will be APA. This requires you to include both parenthetical citations in the body of your work as well as a complete and properly formatted reference list at the end of your paper.

A manual is available in the library. I recommend using the following website for additional information. <http://www.liu.edu/cwis/cwp/library/workshop/citapa.htm>

Please edit your work carefully and check for spelling/typographical errors before turning it in. If you feel you need outside support with writing, the Writing Center in 300 Bessey Hall (tel: 432-3610; website: <http://writing.msu.edu/default.html>) can be of assistance). I may refer you there if I feel they may be of service to you. If you already know that you have weaknesses in your writing, please see me as soon as possible, so we arrange assistance. Please do not feel embarrassed about coming to me for help – assisting you is my job as your instructor.

Class Logistics and Other Important Information:

Academic Honesty:

Article 2.3.3 of the *Academic Freedom Report* states that “the student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the College of Education adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades, and in the all-University Policy on Integrity of Scholarship and Grades, which are included in *Spartan Life: Student Handbook and Resource Guide*. Students who commit an act of academic dishonesty may receive a zero on the assignment or in the course.

We assume that students are honest and that all course work represents the student’s own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the University’s student conduct code.

Incidents of Plagiarism:

They will be taken very seriously and will be pursued. Students are strongly cautioned not to copy any text verbatim without appropriate quotations and source citations.

For University regulations on academic dishonesty and plagiarism, please refer to:
<http://www.msu.edu/unit/ombud/plagiarism.html>

Special Accommodations:

Students with disabilities should contact the Professor to discuss any accommodations needed to fulfill the course requirements and achieve learning objectives. In order to receive reasonable accommodations from the Professor, students must have certified eligibility through the Resource Center for Persons with Disabilities (RCPD) located at 120 Bessey Hall (tel: 353-9642; TTY: 355-1293; Email: rcpd@msu.edu; web: <http://www.rcpd.msu.edu>).

Schedule of Course:

Preparing for Class – Please send to Dr Jacobsen by Monday, May 16

WHAT'S YOUR AREA OF INTEREST?

- **Send** – In order to form the class discussion groups, please send Dr Jacobsen (rjacobs@msu.edu) an email with the following.
 - What grade level have you/do you/plan to teach?
 - (Lower El, Upper El, Middle Sch, High Sch)
 - What subject areas have you/do you/plan to teach?
 - (math, literacy, social studies, science, other – specify)
 - How many years of teaching experience do you have?
 - Why did you select this course and what do you hope to gain?

Week 1 (May 16-May 22) – GETTING ORIENTED TO CHANGING DIVERSITY

QUESTIONS TO THINK ABOUT:

1. What do we mean when we say “diverse”?
 - a. What happens when we aren’t specific?
 - b. Who’s left out?
2. Do I need to worry about this issue if I teach in the suburbs?
3. How does diversity relate to curriculum?

TASKS FOR THE WEEK:

- Discussion Group Activities:
- Getting to know your Discussion Group Members
 - **POSTING** – Introduction to yourself - **DUE: Tuesday, May 17 by 5 pm**
 - See Dr. Jacobsen’s for an example
 - Things to include:
 - Who are you?
 - What’s your teaching experience?
 - What’s your experience with diverse learners?
 - What’s one question you hope to answer through this course?
 - Other???
 - **DECIDE:**
 - Every group member must select a week to be the “Discussion Facilitator”. Decide who is going to facilitate each week.
 - **POST:** On Angel, post the above decisions. One posting per group is required.
- Required Readings:
 - ARTICLE ON ANGEL: Fry, R. (2007). “The changing racial and ethnic composition of U.S. public schools.” Pew Charitable Trust: Washington, D.C.
 - ARTICLE ON ANGEL: Fry, R. (2009). “The rapid growth and changing complexion of suburban public schools.” Pew Charitable Trust: Washington, D.C.

- TEXT: Introduction and Chapter 1 - Sleeter, C. *Un-Standardizing Curriculum*. Pgs. 1-27.
- Assignments:
 - **ASSIGNMENT FOR EVERYONE** – Opening Reflection Paper: What’s a student? How do we/should we meet the needs of diverse learners? **DUE: Thursday, May 19 by midnight – upload to the Angel Dropbox**
 - **WATCH** – Online opening welcome from Dr Jacobsen

Week 2 (May 23 – May 29) – PERSPECTIVES ON DIVERSITY

QUESTIONS TO THINK ABOUT:

1. What assumptions do educators hold about diverse students and their families?
 - a. Do you hold any of these?
 - b. If so, where do they come from?
 - c. How accurate are they for ALL diverse families?
2. What are some of the common perspectives that educators take when dealing with diversity?
 - a. Why are they not effective?
 - b. Which perspective do you find yourself taking?
 - c. Do you think differently about it now?
3. Why don’t we discuss these issues?
 - a. Can this be avoided?
 - b. What should we keep in mind as we try and discuss these issues throughout the course?

READINGS FOR THE WEEK:

- ARTICLE ON ANGEL: Compoton-Lilly, C. (2004). “Assumptions about families.” *Confronting Racism, Poverty and Power: Classroom strategies to change the world.* Portsmouth, NH: Heinemann. Pgs. 5-14.
- TEXT: Chapter 2 - Sleeter, C. *Un-Standardizing Curriculum*. Pgs. 28-42
- ARTICLE ON ANGEL: Singleton, G. E. & Hays, C. (2008). “Beginning Courageous Conversations about Race.” In *Everyday Antiracism: Getting Real About Race in School*. The New Press: New York. Pgs. 18-23
- ARTICLE ON ANGEL: Nieto, S. (2008). “Nice is Not Enough: Defining Caring for Students of Color.” In *Everyday Antiracism: Getting Real About Race in School*. The New Press: New York. Pgs. 28-31.

ASSIGNMENTS:

- Discussion Board Postings
 - EVERYONE – Group Discussions with Multiple Postings Per Person
- First Discussion Leader Only
 - Post Discussion Questions by Monday morning for your group
 - Monitor and prompt discussion amongst group
 - Upload Discussion Summary/Synthesis/Analysis by Sunday at noon

Week 3 (May 30 – June 5) – CONNECTING TO CURRICULUM, PART I

QUESTIONS TO THINK ABOUT:

1. ????
- a. ???

READINGS FOR THE WEEK:

The Big Picture

- TEXT: Chapter 3-6 - Sleeter, C. *Un-Standardizing Curriculum*. Pgs. 43-125.

Putting It Into Action

Create Curriculum That Invite Students to Explore Complex Identities and Consider Racial Group Experiences

- ARTICLE ON ANGEL: Mott-Smith, J. A. (2008). "Exploring Racial Identity Through Writing." In *Everyday Antiracism: Getting Real About Race in School*. The New Press: New York. Pgs. 146-149.

Create Curriculum That Analyzes Opportunity (or Denial of Opportunity)

- ARTICLE ON ANGEL: Torre, M. E. & Fine, M. (2008). "Engaging youth in participatory inquiry for social justice." In *Everyday Antiracism: Getting Real About Race in School*. The New Press: New York. Pgs. 163-171.

Create Curriculum that Represents a Diverse Range of People Thoroughly and Complexly

- ARTICLE ON ANGEL: McCarty, T. L. (2008). "Evaluating images of groups in your curriculum." In *Everyday Antiracism: Getting Real About Race in School*. The New Press: New York. Pgs. 180-185.
- ARTICLE ON ANGEL: Deyhle, D. (2008). "What's on your classroom wall? Problematic posters." In *Everyday Antiracism: Getting Real About Race in School*. The New Press: New York. Pgs. 191-194.

ASSIGNMENTS:

- Discussion Board Postings
 - EVERYONE – Group Discussions with Multiple Postings Per Person
- Second Discussion Leader Only
 - Post Discussion Questions by Monday morning for your group
 - Monitor and prompt discussion amongst group
 - Upload Discussion Summary/Synthesis/Analysis by Sunday at noon

Week 4 (June 6 – June 12) – CONNECTING TO CURRICULUM, PART II

QUESTIONS TO THINK ABOUT:

2. ????
- a. ???

READINGS FOR THE WEEK:

The Big Picture

- TEXT: Chapter 7 to Chapter 9 - Sleeter, C. " *Un-Standardizing Curriculum*. Pgs. 126-182.

Putting It Into Action

Investigating Learning Experiences in Your Classroom

- ARTICLE ON ANGEL: Schultz, K. (2008). "Interrogating Students' Silences." In *Everyday Antiracism: Getting Real About Race in School*. The New Press: New York. Pgs. 217-221.
- ARTICLE ON ANGEL: Foley, D. (2008). "Questioning "Cultural" Explanations of Classroom Behaviors." In *Everyday Antiracism: Getting Real About Race in School*. The New Press: New York. Pgs. 222-225.

Spearhead Conversations with Students about Racism in Their Lives and Yours

- ARTICLE ON ANGEL: Blum, L. (2008). "Racial Incidents as Teachable Moments" In *Everyday Antiracism: Getting Real About Race in School*. The New Press: New York. Pgs. 236-241.
- ARTICLE ON ANGEL: Haney Lopez, I.F. (2008). "Debating Racially Charged Topics." In *Everyday Antiracism: Getting Real About Race in School*. The New Press: New York. Pgs. 242-245.

Talking with Colleagues about Race and Teaching

- ARTICLE ON ANGEL: McIntyre, A. (2008). "Engaging Diverse Groups of Colleagues in Conversation." In *Everyday Antiracism: Getting Real About Race in School*. The New Press: New York. Pgs. 279-282.

ASSIGNMENTS:

- Discussion Board Postings
 - EVERYONE – Group Discussions with Multiple Postings Per Person
- Third Discussion Leader Only
 - Post Discussion Questions by Monday morning for your group
 - Monitor and prompt discussion amongst group
 - Upload Discussion Summary/Synthesis/Analysis by Sunday at noon

Week 5 (June 13 – June 19) DIVERSE LEARNERS AND SUBJECT MATTER

QUESTIONS TO THINK ABOUT:

1. ????
- a. ???

READINGS FOR THE WEEK: Select the area below that fits your content area

1. LITERACY: What does it mean to be a reader? How do schools help/hinder some forms of literacy?

- Ladson-Billings, G. (1992). "Reading between the lines and beyond the pages: A culturally relevant approach to literacy teaching." *Theory into Practice*. 31(4): 312-320.
- ELEMENTARY: Duke, N. & Purcell-Gates, V. (2003). "Genres at home and at school: Bridging the known to the new." *The Reading Teacher*. 25(1): 30-37.
- ELEMENTARY: Compoton-Lilly. (2004). "Building on the knowledge that children bring: using jump rope rhymes in the classroom." *Confronting Racism, Poverty and Power: Classroom strategies to change the world.* Portsmouth, NH: Heinemann. Pgs. 67-74.

- MIDDLE AND HIGH SCHOOL: Moje, E. (2000). "To be part of the story: The literacy practices of gransta adolescents." *Teachers College Record*. 102(3): 651-690.
- Li, G. (Ed.) (2008). *Multicultural Families, Home Literacies and Mainstream Schooling*. Charlotte, NC: Information Age Publishing (Select one of the following)
 - Immigrant Asian Families and Literacy (Ch 5)
 - Immigrant Latino Families and Literacy (Ch 7)
 - White Working Class Families and Literacy (Ch 9)

2. MATHEMATICS: Why does math seem to be so difficult for some?

- Scanlon, D. B. (1996). Algebra is cool: Reflections on a changing pedagogy in an urban setting. In D. Schifter (Ed.), *What's happening in math class?* (pp. 65-77). New York: Teachers College Press.
- Ladson-Billings, G. (1997). It doesn't add up: African American students' mathematics achievement. *Journal for Research in Mathematics Education*, 28(6), 697-708.
- Moschkovich, J. (YEAR). "Bilingual mathematics learners: How views of language, bilingual learners, and mathematical communication affect instruction." In *Improving access to mathematics: Diversity and equity in the classroom*.

3. SCIENCE: Who is seen as a scientist and what does it mean to think scientifically?

Can everyone think scientifically?

- Tan, E. & Calabrese Barton A. (2008). From peripheral to central, the story of Melanie's metamorphosis in an urban middle school science class. *Science Education* 92(4), 567-590.
- Abell and Lederman (Eds.) (2007). *Handbook of Research on Science Education* (Select one of the below)
 - Chapter 10: Gender Issues in Science Education
 - Chapter 11: Special Needs and Talents in Science Education
 - Chapter 12: Science Learning in Urban Settings
- Lee, O. (2005). Science Education With English Language Learners: Synthesis and Research Agenda. *Review of Educational Research*. 75(4), 491-530

4. SOCIAL STUDIES: History is about facts right, so how can it be biased? Whose history?

- Nelson, J. & Ooka Pang, V. (2006). "Racism, Prejudice, and the Social Studies Curriculum." In *The social studies curriculum: purposes, problems and possibilities*.
- Crocco, M. (2006). "Gender and social education: What's the problem?" In *The social studies curriculum: Purposes, problems and possibilities*.
- Kahne, J & Westheimer, J. (2006). "Teaching Democracy: What Schools Need to Do." In *The social studies curriculum: purposes, problems and possibilities*.

ASSIGNMENTS:

- Discussion Board Postings

- EVERYONE – Group Discussions with Multiple Postings Per Person
- Fourth Discussion Leader Only
 - Post Discussion Questions by Monday morning for your group
 - Monitor and prompt discussion amongst group
 - Upload Discussion Summary/Synthesis/Analysis by Sunday at noon

Week 6 (June 20 – June 26) – CASE STUDIES: MODELS OF MEETING DIVERSE STUDENT NEEDS

QUESTIONS TO THINK ABOUT:

1. What’s “good” teaching? Are these models of “good” (?) teaching?
 - a. Think About the Basics
 - i. Who did you read about?
 - ii. What practices did they use?
 - iii. How did to meet the needs of diverse students?
 - b. Moving Beyond the Basics
 - i. What do you think about their teaching? Was it effective? Why?
 - ii. What would you use? What wouldn’t you use? Why?
 - iii. For whom does this type of teaching work?

READINGS FOR THE WEEK:

- Select one of the books to read
 - Option 1 - *See You When We Get There: Teaching For Change in Urban Schools*
 - Option 2 - *Spectacular Things Happen Along the Way: Lessons from an Urban Classroom*

ASSIGNMENTS:

- Critical Analysis of Teaching Model Presentation, **DUE:** Friday, June 24th by noon.
 - Using either Glogster.com or Prezi.com, prepare a presentation
- Over the weekend, review at least 5 other presentations and leave comments/questions.

Final Paper: Revised Reflection – What’s a student? How do we meet the needs of all students in our classrooms?

DUE: Thursday, June 30 by Noon