The mission of the University of Massachusetts Lowell is to promote and sustain regional economic development. The Graduate School of Education (GSE) contributes to this mission by developing professionals who help transform the region through leadership roles in education. The GSE’s commitment to Education for Transformation produces graduates who:

- Demonstrate excellent knowledge, judgment and skills in their professional fields;
- Promote equity of educational opportunity for all learners;
- Collaborate with other educators, parents and community representatives to support educational excellence;
- Use inquiry and research to address educational challenges.

In summary, the fundamental tenets of the Graduate School of Education are excellence, equity, collaboration and inquiry. In this course, students are expected to demonstrate these qualities through their use of pedagogical knowledge and skills to meet the needs of all students in classrooms, and to adopt appropriate dispositions towards working with diverse student populations. Students must show openness to learning and understanding appropriate educational responsibilities for children at risk of failure and have a strong interest in helping these children achieve at the highest potential.

INSTRUCTOR:
Grace Wai, Ed.D. Adjunct Professor UMASS Lowell GSE
Principal in the Lowell Public Schools
Bartlett Community Partnership School, PK-8
79 Wannalancit Street
Lowell, MA 01854

CONTACT INFORMATION: gwai52@gmail.com, 978-937-8968 x 303

COURSE PURPOSE: This course will focus on the educator’s responsibilities to serve all students regardless of ethnic, cultural, mental, or physical differences. The primary theme is: teaching as a moral act in terms of equity and social justice.

Students will:
- Expand their own understanding and knowledge about equity and social justice in the classroom and in schools through readings, videos, and class discussions
• Understand the implications of diversity and complexity in the classroom/schools and build upon an appropriate disposition as reflected in behavior, discussions, and in writing.
• Begin to build a repertoire for teaching: Plan and try teaching strategies that increase student engagement and discourse.
• Participate in a minority experience and classroom observation in order to increase one’s understanding of diversity and equity.
• Reflect upon, question, and synthesize evolving beliefs about teaching and learning.
• Produce a Code of Professional Ethics
• Conduct research on a topic, write a report, and present findings to the class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Point Structure</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>99-100</td>
<td>Work for the highest professional standard demonstrating independent and exemplary performance.</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>96-98</td>
<td>Excellent work demonstrating independent and high quality performance.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>91-95</td>
<td>Very good work independent consistent and careful though and attention to the task, but requiring some areas of improvement.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-90</td>
<td>Good work, carefully executed for the most part, yet requiring several areas of improvement.</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>80-85</td>
<td>Work of graduates standard, but omissions exist or careful analysis is not in evidence.</td>
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<tr>
<td>Below Graduate Standard</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>76-79</td>
<td>Effort is evident, but work indicates lack of understanding of the demands of the task.</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>70-75</td>
<td>Poor quality work with little attention to detail and the demands of the task.</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>65-69</td>
<td>Work of very poor quality, indication no understanding of the depth of analysis required</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 65</td>
<td>Serious neglect or evidence of cheating.</td>
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**GRADING SCALE**

**COURSE REQUIREMENTS:** Students will meet the course objectives through class participation, journaling, field experiences, and research. Written reflections based on readings, class discussion, and experiences will be required on a weekly basis.

• **Class Participation:** Students are expected to engage in interactive discussion. Be prepared to support your thinking using readings for the class. Lack of preparedness and/
or unwillingness to collaborate fully with others could result in a negative impact on the student's grade.

- **Attendance:** With only ten class meetings, missing one class results in missing 10% of the course content and activities. Excused absences for family deaths, illness confirmed by medical personnel, or university service confirmed by university officials are sometimes unavoidable, but please try to have no more than one of these during the semester.

- **Professionalism:** We will practice professionalism in this classroom. A list of norms that we agree to follow will be developed in the first session. Professionals arrive to class on time, stay for the entire class session, and participate actively in class discussions.

- **Technology:** Students will be expected to access non-text readings provided by the instructor through Google Docs [docs.google.com](http://docs.google.com) or via handouts. Journals and required writing/presentations/products should be placed on the Google Docs server with the instructor as a collaborator [invite gwai52@gmail.com as a collaborator]. The instructor will provide comments directly on students' papers on line. Documents should always begin with "lastname_journal" or "lastname_minorityexp". Bring your laptop to class; wireless access is available.

- **Academic Dishonesty:** All assignments should be students’ original work for this course. Plagiarism or cheating of any kind will not be tolerated. Academic dishonesty will result in an F. Additionally, action will be taken for dismissal from the program.

- **Cell phone** use is prohibited during class. Please notify the instructor if you are expecting an emergency call in order to make arrangements to take the call.

### Weekly Journal/Reflections/Synthesis

Each student will write a weekly journal that responds to course readings, class activities and other learning related to work in the class. The purpose of the journal is to integrate course content with the student's thinking and experience - to make connections to self, between or among text, to the world, and to the teaching and learning process. This journal should not merely be a summary of the reading and course content. It should be a reflection of the students’ ideas, insights, feelings, experiences with this course, as well as further questions they may have. [See examples in Session 1 folder of Google Docs in the Diversity Folder]

Effective teachers have the ability to reflect upon their thinking in depth - they reflect upon their teaching practices and take action to continuously improve. The ability to reflect in depth is a crucial characteristic of effective teachers. Reflecting on theory and school practice is important in Education courses. The need to think reflectively improves your ability to read critically and analyse course readings, ideas presented in class, and experiences in schools. Through writing, you clarify your own understanding.

Reflection guides you as you:

* explore issues or ideas that are important for you
* react to the text or situation by agreeing or disagreeing and explaining why
* discuss links between the ideas on a topic to the work of more than one writer (at least two)
* consider classroom practice (or other field experience) to what is appropriate for you
* develop a personal philosophy of practice

Journal entries are due by 4:00 PM the Monday before the next class session. Journals/ reflections will count toward 20% of the grade for the course.

Some guiding questions/cues you may ask yourself as you write:
1. What are the main points made in the chapter, article, class discussion, activity?
2. Does the information match with my own experience?
3. What information is new to me?
4. Which ideas do I already have experience? What is that experience?
5. Which ideas do I agree or disagree?
6. What questions do I have about this topic?
7. What is my personal opinion about this topic? (Remember to support with facts, details, anecdotes, etc.)

Field Experiences
Experiences outside the classroom offer students the opportunity to test theoretical perspectives and apply what they are learning to real life situations. The field experiences count toward six (6.0) hours of the contracted minimum of 37.5 hours for the course, and will be scheduled at the students’ convenience. You should have two field experiences: one school observation (a) and one minority experience or community observation (b. or c. below).

a) School Observation
Select a particular area on which to focus, and learn as much as you can about the school and classroom of your choice. Write a report of your experience and include your observations, insights, and learning in the context of what you are studying in the course. Use any theory, pedagogical practice, or method from the course, along with your original ideas to analyze this experience. This field experience is designed to aid students’ learning about the dilemmas and complexities of providing an equitable education for all children. You must observe for at least three and a half (3.5) hours in a school setting.

Submit on-line no more than three to five pages double-spaced for this school observation report. School observation papers are due June 23, 2010.

b) Minority Experience
Students must choose an activity or experience that places them in a minority situation for a minimum of three (3.0) hours. Students must be conscious of being in the minority, that is, aware of their status as different from others in the selected environment. Students may find themselves experiencing varying levels of comfort or discomfort, but should not expect to be in danger at any time. A written report of the experience must be submitted. This report must include:
(1) why you chose the environment or event,
(2) your feelings/awareness during the experience,
(3) an analysis of your insights, using course material as a lens, and
(4) any changes in your understanding of persons in that minority group.
Use any theory, pedagogical practice, or method from the course, along with your original ideas to analyze this experience. This field experience is designed to aid the students’ understanding of the challenges of negotiating a slice of life when one is not perceived as a member of the mainstream population.

**c) Family/Community Observation**
The environment in which children live (before and after school) has a great influence on how they learn, and even how they perceive school. Students must become observers or participant observer with families of school children, or participate in the programs and activities in the communities and neighborhoods where children reside. Spend at least three (3.0) hours with a family, or an ESL class for parents, or a neighborhood tour (with someone from the community) to learn about how family members and life in the community can influence the classroom. This field experience is designed to aid students' understanding of families, community institutions impact children's lives.

Submit on-line no more than three to five pages double spaced for one of these experiences. Past experiences are not acceptable for this report, but may be used to facilitate analysis of the new experience. Paper is due on July 7, 2010.

**Code of Professional Ethics:**
The purpose of developing a code of professional ethics is aid pre-service teachers in honing one's core values. These core beliefs should serve as a guide for one's actions as well as a reminder as to why the student wants to teach. Bring first draft to class on June 30. Final copy due July 14 on Google Docs. Bring hard copy to share in small groups on June 30. Be prepared to discuss, debate, query, and probe one another.

**Group Research/Action Plans:**
To meet the requirements of the course, students must research a topic, and write an Action Plan which describes how to address a current problem that impacts students at risk of educational failure in public schools. Students are expected to integrate the theories, concepts, and programs or practices studied or researched from the course and outside reading to present their Action Plans. (No more than four students in a group). Approval for topics chosen and outlines are due no later than June 16. If working in a group, evidence of contributions from each member toward the production of the Action Plan should be described on a separate page and submitted to the instructor. The individual or group is expected to make a 10 minute presentation to the last class on July 28, 2010.

**Research/Action Plans must include:**
- A topic that reflects an issue, problem, or challenge of one of the dominated or oppressed groups addressed in the course. Though research, plans must be written in a practical manner for ease of understanding and replication by others.
- Documentation of the works of others who have studied the topic, including the significance of their findings. Find, read and summarize at least eight to twelve articles in the educational or psychological literature that address your topic. Do not describe each article in detail, instead provide a general summary of the issue. This means that
there is evidence of a literature review in the report, and that the ideas of others must be discussed and credited whenever referenced in the plan.

• Illustrate how the issue affects children and families, what resources are available to help teachers and/or parents. Recommend fresh, innovative actions that teachers and parents can take to address this issue. Your paper should reflect current and appropriate academic thinking.

• Language and writing should be legible and grammatically correct. Papers must be typed and submitted electronically.


• Present your findings to the class in a way that excites and engages interest. Use of visual aids, demonstrations, music, poetry, role-play, debate and other activities are highly encouraged (including interactive media such as power-point and videos produced by students). Hands-on work is valued! Be creative!

• Engage the class in a critical discussion of your research.

• Each group member is to submit a one-page summary of his/her individual contribution to the group project and an assessment of the contributions of all other group members.

• No more than 20 pages of text. The title page, abstract, and reference list are not counted as part of the text of the paper, but must be part of the plan. Research/Action Plans are due on the last day of class, July 28, 2010.

**Suggested Topics include:** Bullying/Harrassment, Multi-racial/blended/non-traditional Families, English Language Learners, Special Needs Students, Socio-economic Status, Poverty, Managing a Multiracial Classroom, Child Abuse, Anti-bias curriculum, Sexual Orientation, Gender, Other Hot Topics!

**Grading Procedures:**

- Weekly Journal 25%
- Minority Experience or Family/Community Observation 10%
- School Visitation 10%
- Project on One Aspect of Diversity in the Classroom - Research Paper & Presentation 20%
- Code of Professional Ethics 15%
- Class Participation: 15%
- Professionalism: 5%

**Class Meetings** [Topics/Assignments/Readings subject to change.]

**Session 1: May 26, 2010**

Welcome/Introductions
Three Waves of Education
Norms development
Why teach?
Professional Teaching Dispositions
MA Professional Teaching Standards: http://www.doe.mass.edu/lawsregs/603cmr7.html?section=08
No Child Left Behind
Syllabus/Course expectations
How to use Google Docs
Teaching Diverse Students Initiative

Assignments: Journal entry.
Readings:
1. Kroll: Chapters 1-3. Choose two to three quotes from each chapter. Note why these quotes resonated with you.
2. MacIntosh: whitepriv.pdf located in Session 1 Folder on Google Docs
3. Take the Common Beliefs Survey in TDSi (Save your responses for future self-reflection.)
4. Bring your definition of the word/idea of "disposition"

Session 2: June 2, 2010
The Last Word Text Protocol using Kroll
Teaching as a moral act
Codes of Ethics - Examples
Effort based ability - Is intelligence fixed or malleable?
Multiple Intelligences
Learning Styles

Assignment: Journal entry, Explore your content area's vision on equity and diversity, bring notes to class. Webwork - TDSi Common Beliefs 1-4

Session 3: June 9, 2010
Sharing: Your content area's vision on Equity/Diversity
Theories of Learning
Constructivism
Zone of Proximal Development
Effort/Efficacy/Expectations/Pygmalion Effect
Motivation and Engagement

Assignment: Journal entry; select your group and topic to research; Webwork = TDSi Common Beliefs 5-9
Readings: Handout on ELL students, Kroll: Chapters 5-7

Session 4: June 16, 2010
Four A's Text Protocol: Kroll
English Language Learners (Guest Speaker)
Classroom Discourse Strategies
Questioning
Identify Research Topics - Groups/Individual

Assignment: Journal Entry; School Observation due June 23; Webwork TDSi Common Beliefs 10-13; Case Study - Engaging English Language Learners

Session 5: June 23, 2010
Case Study - Engaging English Language Learners
Special Education - The Law
Special Education Accommodations
Response to Intervention
Active Engagement
Motivation
Effective Feedback

Assignment: Journal entry; Webwork TDSi Understanding the Influence of Race Propositions 1-3; first draft of Code of Professional Ethics
Readings: Two chapters of Kozol as assigned. Be prepared to TEACH the content from your assigned chapters.

Session 6: June 30, 2010
Jig Saw: Kozol
Race/Ethnicity
Codes of Professional Ethics
Understanding the Influence of Race 1-3
Socioeconomic Status (SES)
Social Class
Poverty

Assignment: Journal entry; Community or Minority Experience Paper Due Session 7. Webwork TDSi Understanding the Influence of Race Propositions 4-6
Readings:

Session 7: July 7, 2010
Community/Minority Experience
Understanding the Influence of Race 4-6
Empathy versus High Standards
Inquiry
Constructivist Teaching
Metacognition-Schema

Assignment: Journal entry; work on research projects
Readings: Kozol Chapters 9-12 -- A call to action. Write a one page reaction to these final chapters. Bring copies to class to share.

Session 8: July 14, 2010
Medium Sized Circle Discussion on Kozol Chapters 9-12
Title IX, Gender Equity, Gay/Lesbian Issues
Classroom Management/Classroom Culture

Assignment: Journal; Final Codes of Professional Ethics due in Session 9.

Session 9: July 21, 2010
Small Group Presentations/Discussions - Codes of Professional Ethics
Challenge each other - How will these statements guide you as you embark on a teaching career?
The Professional Teacher
Collaboration
Working session on research projects

Session 10: July 28, 2010
Group/Individual Presentations on an Aspect of Equity/Social Justice in the Classroom
Presentation should include micro-teaching of explicit use of engagement strategies

Required Texts:


Optional Text:


On-line resources:

- Editorial Projects in Education, Inc. Education Week can be found at [www.edweek.org](http://www.edweek.org)
- Rethinking Schools, An Urban Educational Journal, can be found at [www.rethinkingschools.org](http://www.rethinkingschools.org)
- Center for Research on Education, Diversity & Excellence (CREDE), can be found at [www.cal.org/crede](http://www.cal.org/crede) or at [www.crede.ucsc.edu](http://www.crede.ucsc.edu)
- Massachusetts Department of Education, [www.doe.mass.edu](http://www.doe.mass.edu)
- Phi Delta Kappa, [www.pdkintl.org/](http://www.pdkintl.org/)
- Association of Supervision and Curriculum Development, ASCD [www.ascd.org](http://www.ascd.org)
- Harvard Educational Letter, [www.edletter.org](http://www.edletter.org)
- The Education Trust, [www.edtrust.org](http://www.edtrust.org)
- National Clearing House for Bilingual Education, [www.ncbe.gwu.edu](http://www.ncbe.gwu.edu)
• WGBH, PBS Teacher Source, www.pbs.org/teachersource
• The Efficacy Institute, www.efficacy.org
• Marva Collins Seminars, www.marvacolling.com
• Accelerated Schools Project, www.acceleratedschools.net
• James Comer School Development Program, www.info.med.yale.edu/comer
• KIPP Knowledge Is Power Program, www.kipp.org
• Lorraine Monroe, www.lorrainemonroe.com
• Neag Center for Gifted Education & Talent Development, www.gifted.uconn.edu/
• Southern Poverty Law Center, www.splcenter.org
• Teaching Tolerance, www.teachingtolerance.org