Education 119: Education Policy and School Improvement in a Multicultural Society (Winter 2020)

Note: This is a class copy of the syllabus. If you want to make personal notes within it, please duplicate it and put your name in the file title.

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Official Course Description

ED119: Education Policy and School Improvement in a Multicultural Society explores policy and school improvement in the U.S. public school system, with an emphasis on equity and access. The course begins by asking: "what is public education for?" and then considers how schools can be improved so that educational outcomes are ambitious and equitable. We begin with a focus on the role of schooling and the practice of teaching and then use these understandings to investigate the dynamics of education reform.

Course work will include close examination of authentic texts (e.g., artifacts of our own and others' experiences in schools, theory and data on educational policy and improvement) to assess the key levers for improvement, examine assumptions about teaching and learning, and extrapolate implications for design and evaluation of change efforts. Much of this work will revolve around issues of inclusion, power, and privilege. The goals for student learning are to further develop students' skills of analysis and interpretation in both written and oral presentations and to develop a stance of critical inquiry in relation to assumptions about teaching and learning and their improvement. Further, this work will probe assumptions to consider the untoward and often negative consequences of education policy reform for minoritized and marginalized individuals.

Texts used in the course will include artifacts from our own and others' experiences in schools, as well as mandates and legislative texts, policies, data on school improvement, and other resources designed for the improvement of schools. We will investigate each of these, looking for assumptions about teaching and learning and their improvement, assessing the key levers for improvement that they provide, and extrapolating implications for the design and valuation of any change effort. In so doing, students will develop critical skills of analysis and interpretation through 1) collaborating substantively, and 2) learning to write and speak persuasively about educational policy. Our primary goal is to support students in understanding and evaluating efforts to improve schooling in the United States, considering

variables such as for whom the effort was designed and the ways in which the improvement is instantiated. Issues of inclusion, power and privilege will be consistent themes of the course given its strong focus on equity and access.

Assignments and coursework will focus on students' abilities to develop equity-based criteria to assess educational policies and use these principles to make evidence-based arguments about policies. Written assignments include personal reflections, analysis of policies, and an advocacy plan. The course will provide students with multiple opportunities for substantive collaboration on both design and evaluation of policy and to engage with and respond to a variety of methods to improve schools. In so doing, the course is a substantive response to continued interest in design and evaluation efforts to improve schooling in the U.S.

REQUIRED COURSE TEXT, COURSEPACK, or PRINT MATERIALS

All readings are either in the Files section of Canvas, accessible through live links in this syllabus, or available as digital articles in the U of M library.

COURSE RECOMMENDED MATERIALS
Optional and suggested materials are provided throughout the syllabus and in the files section of Canvas.

COURSE GOALS: *Students who complete this course successfully will be able to:*

1. Analyze public education policy and reform within a philosophical context.
2. Discuss and critique selected educational policies, practices and reforms from multiple perspectives.

3. Investigate the ways that education policy can be used to address and rectify – or can be used to compound – systematic inequalities in the U.S. public school system.

Assignments and Grading Criteria

	Points	Criterion (Full details in Canvas)
Assignment A: Educational Autobiography	100	Depth of reflection upon personal experiences
Assignment B: Creating criteria to assess educational policies (group assignment)	200	Integration and application of democracy principles
"Assignment" C: Test on educational policies	100	Multiple choice and short essay questions
Assignment D: Policy analysis paper	200	Synthesis and application of course concepts to a policy issue

Assignment E: Policy Advocacy Proposal	200	Integration of course concepts to create a feasible policy proposal
Unannounced pop quizzes/in-class written reflections on readings (up to 4)**	25 points each	Extent to which the quiz responses or reflections indicate you've read the texts.
Professionalism & Classroom Citizenship*	200	See below
TOTAL	1000 to 1100 **pending # of quizzes/ reflections	

Grading Scale: Grades will be based on a percentage of points earned out of all assignment points. Scale (no rounding):

A: 100-94%   C: 75-73%

A-: 93-90%   C-: 72-70%

B+: 89-85%   D+: 69-68%

B: 84-81%   D: 67-66%

B-: 80-78%   D-: 65%

C+: 77-76%   E: 64% and below

WHAT DOES PROFESSIONALISM AND CLASSROOM CITIZENSHIP' MEAN?

This class is a learning community and you are a member of it, just as you will be a member of a professional community in your future school. I will treat the class as a group of learning professionals and expect the same level of responsibility and effort you'll bring to your future job.

We are all accountable to each other. Come prepared to speak, listen, write, learn, and participate in activities. Attendance, **completing the readings**, taking notes, and participation in discussions are very important in this course. You can expect to receive all Participation points if you are consistently:

- **Reading the syllabus carefully and following directions for class preparation and note-taking as applicable.**
- Attending class regularly and on time.
- **Completing reading assignment on time, including online assignments as applicable.**
- **Coming to class prepared and having done the readings.**
- Keeping your papers and files organized and working with the course website.
- Maintaining a record of your own progress.
- Participating and engaging, and refraining from surfing, texting, etc.
- Responding to emails in a professional manner
- Following the technology policy.
- Being respectful of your peers and their time.
- Approaching the course from the perspective of both a learner and a future teacher.
- Adopting a sense of intellectual humility:
  - Refraining from one-upmanship.
  - Recognizing the limitations of your perspective and experience.
  - Being willing to learn with, about, and from other.
  - When you find yourself struggling with something, seek to understand *why* it is happening, what you can do to improve, and how I can support you. (Not recommended/ineffective: Complaining and blaming.)

Unprofessional behaviors are those that go against the expectations above or any other standards of professionalism. **Up to 25 points will be deducted for each instance of unprofessional behavior.**

Assignment Policies

Assignments will be turned in based on each assignment's specific directions in Canvas.

Re-doing an assignment: You will have the opportunity to revise **one** assignments to potentially earn a higher grade. Tests, quizzes, and in-class reflections not included. Here is the procedure:

·   Use my feedback on your assignment to determine how to improve it. On your revision, include a short note about what you changed.

·   Revisions are due 1 week after the original grade was posted to Canvas. (We will determine the logistics for turning in revisions depending on the assignment type.) The new grade will be based on the extent to which you addressed the feedback and improved the assignment.

If it appears your original assignment was completed in a half-hearted way to simply meet the deadline on the assumption that you would re-do it later, the instructor may prohibit the re-do.

Absences

Absences: In this course, you will have a maximum of **two unexcused absences. Note the definition of excused and unexcused:**
- **Excused** absences are:
    ○ Jury duty, military deployment, religious observation (see below), representing the university on official business, or **other reasons outlined by university policy.**
    ○ If you are in a university ensemble, a scheduled performance that is **open to the public and counts as an exam is excused.**

    Unexcused:
    ○ If you are in a university ensemble, a rehearsal or other non-public event is **not excused, even if it is considered a graded event within the course.**
    ○ **Illnesses are generally unexcused** because some students may not have access to medical care, meaning that they are not able to bring a doctor's note if they are ill. Thus, having a doctor's note does not elevate your illness above that of someone who doesn't have a note unless the note details an extreme situation (hospitalization, etc.).

If you miss class, you must complete all readings,turn in all regular assignments on time, and complete make-up work if assigned.

Tardies add up to absences as follows:
- Five minutes late = a tardy. Tardies of 10 minutes or later = 2 tardies. Two tardies = a ½ absence. Tardies of 20 min or later = a ½ absence (which is excused or not depending on the above)..
- Leaving class more than 20 min. early = a ½ absence.

Missing more than 45 min. of class counts as a full absence.

Requesting Absence From a Session or Portion of Session

Repeated absences, tardiness or early departures will have a negative impact on your grade. **In this course, you will have a maximum of two absences.** If there are special circumstances, please speak with me.

Consequences for Multiple Absences

This is a very interactive class, with multiple group activities each session. Not being in class negatively impacts your ability to understand the material and also prevents you from being part of the learning community, which is part of participation points. Because make-up work does not replicate the

hands-on, participatory nature of the class, make-up assignments (when provided) have limited effectiveness and **do not maintain the integrity of the course**. This reflects university policy, which states that "accommodations can include assignment extensions . . . but should maintain the integrity of the class."

Moreover, it takes substantial time for the instructor time to create and grade customized make-up assignments and provide one-on-one meetings for students to catch up, especially for multiple absences. As they mount, this amount of individualized accommodation begins to cross the line into private teaching that still cannot replicate the class time learning. This undermines the instructor's ability to serve all students fairly. **Therefore, three absences of ANY kind are grounds for failing this course.**

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 me know at least a week in advance.

Late assignment submissions
I expect all assignments to be completed by the due date. When assignments are submitted late, it is difficult for me to honor our commitment to <u>all</u> of my students to return assignments in a timely fashion and to provide useful feedback. *Late assignments will have a 20% point deduction.*

If you need an extension for unanticipated circumstances, please see the instructor at least 2 days before the assignment is due in order to avoid the late assignment penalty. Assignments later than 48 hours past the due time will not be accepted.

Technology in the Classroom

As stated in the Program Policy Handbook for Secondary MAC (2015-2016), professionalism extends to an intern's use of technology in both the university classroom and field site. Teaching interns are expected, at all times and in all settings, to be fully engaged and present. Interns should not text, use of social media, or otherwise multitask (e.g., read and answer e-mail, search the web for personal reasons, and/or complete other work while simultaneously engaging with colleagues and content).

If you have a personal situation you need to monitor, see the instructor.

In this course, laptops should be seen as a resource that forwards our work in this space. You are free to bring laptops to the classroom, **but please refrain from using them during large and small group discussions unless you are**

- searching for relevant information or consulting the course readings
- presenting material to the class
- generating a written document that is part of an in-class activity.

Research demonstrates that taking notes by hand improves comprehension and retention, so it is recommended that do so. However, the choice is yours.

To facilitate honest conversations, we will typically not videotape or audiotape course activities or discussions without prior approval of those involved. Please respect course instructors and participants by not engaging in these behaviors without seeking consent of EDUC 649 instructors and colleagues.

Writing Tools

Writing Tips*

*Note for context: example sentences were written for EDUC 333: Video Games & Learning.

- Please read (or at least skim) this document. It's a sort of cheat sheet to give you some insight into how we grade and what we look for!

APA Citation Style Guide

In-text format examples:

- Your own words, drawing on the author (Author, year).
- Your own words, drawing on the author (Author, year). As Author states, "exact quote from article" (p. x). (Page # is alone because you cited the author right before.)
- As Glickman (year) states, "his exact words" (p. x). Or:
- According to Glickman (year), "his exact words" (p. x).

Use the signal phrases (As Author notes, According to Author). Don't just pop in quotes without context.

Works cited examples:

Book:

Apple, M. (2001). *Educating the 'right' way: Markets, standards, God, and inequality*. New York:

Routledge.

Apple, M. W., & Beane, J. A. (2007). *Democratic schools: Lessons in powerful education.* New

Hampshire: Heinemann.

Journal article:

Bartosh, O., Tudor, M., Ferguson, L., & Taylor, C. (2006). Improving test scores through environmental

      education: Is it possible? *Applied Environmental Education & Communication, 5*(3), 161-169.

Online article:

Brown, E. (2015, August 24). How student poverty has increased since the great recession. *The*

      Washington Post. Retrieved from [insert website]

Course Calendar at a Glance

Details on reading assignments and preparation follow. <mark>This highlighting means an assignment is due.</mark>

Due dates or other specifics may be adjusted, with advanced notice, to best serve our learning.

Session/Date	Topic/Assignments (besides the readings)/Notes
1) Jan 14	Course intro, framing, and context.
2) Jan 21	Purposes and Perspectives on Education: What is education for? Whom should it serve?
3) Jan 28	Democracy/democratic education: What principles will guide us as we evaluation policies? **Assignment A (Educational Autobiography) is due. Bring it to class.**
4) Feb 4	Neoliberalism: What is it? How does it affect school policies and reform?
5) Feb 11	Federal Law: No Child Left Behind (NCLB, 2001), the Every Student Succeeds Act (ESSA, 2015) **Assignment B (Criteria for Evaluating Policies) is due. Bring it to class.**
6) Feb 18	Common Core Standards/Curriculum Policy
7) Feb 25	Charters and School Choice
	MARCH 3 – SPRING BREAK
8) Mar 10	Segregation: Past and Present
9) Mar 17	Manifestations of Racism in School Policies **Test on Key Policies studied so far ('Assignment' C). We'll start class w/this.**
10) Mar 24	Multicultural curriculum policy: Whose knowledge counts?
11) March 31	**Assignment D) Policy Analysis Paper** First Amendment in School
12) April 7	Literacy Lawsuits; 3rd grade reading law
13) April 14	Policy advocacy and leverage points
14) April 21	Last day: Student presentations

Course Calendar Details and Reading Assignments

Reminder: Readings are either in Canvas (in the Files section) or online via links within this syllabus.

In addition to the readings, you'll find tools and tips such as guiding questions, note-taking prompts, previews of the readings and how they relate to each other. These tools are designed to help you 1) get the most out of class time and 2) yield content for your assignments. The more you utilize the notes and tools, the easier things will be.

Specific selections may be changed if, for example, updated studies becomes available or students express interest in particular topics.

Session 1) Jan 14: Course introduction/framing and syllabus review

Guiding questions:

- What is the global and national context for education?
- What is education for? Whom/what should it serve and be accountable to?

No readings are due ahead of time. We'll start the course by getting oriented, reviewing the syllabus, and exploring your own experiences with education. We'll also spend some time looking at the Great Schools website as a way to preview course concepts from the perspectives of parents/families.

Session 2) Jan 21: Purposes and Goals of Public Education

Reading due before class (in Files section of Canvas):

- **The Purposes and Promises of Public Education** (Kaplan and Owens, 2011). PDF in Canvas. Read (pages in original): pp. 212-220: Starting with "Educational Critics: Different Views of Society" and ending after the table on pp. 220. This reading describes three perspectives

(**conservative, liberal, and critical theory**) on the purpose of schools, their fundamental problems, and who's responsible. (Here, 'conservative' and 'liberal' are broader terms than their use in politics, although you'll see some overlaps.)

- **Labaree: Public Goods, Private Goods: The American Struggle over Educational Goals (1997).** PDF in Canvas. Read the beginning (internal p. 40) through p. 43. The reading raises questions about the root problems with school reform. Page 40 provides examples of reforms over the years. (To tie the reading to the first assignment, you might want to consider if/how any of these reforms impacted you.) The author then provides concise overviews of 3 competing goals for schooling: democratic equity, social efficiency, social mobility.

- **Tinkering Towards Utopia** (Tyack and Cuban, 1995). **(PDF in Canvas).** Page # refer to internal page numbers, not the PDF page. Read pp. 22-29, "Progress for Whom?": This provides some historical context on inequalities in public education.

Note-taking prompts:

- Labaree ("From Citizens to Consumers") discusses three competing goals of education: **democratic equity, social efficiency, social mobility**. Be able to state the goal/premise of each.

- The "Purposes and Promises" article describes three perspectives (**conservative, liberal, and critical theory**). As you read these perspectives, consider if/how each perspective aligns with one or more of Labaree's perspectives on education. In other words, how would you match up Labaree's goals with the three perspectives?

- As you read the historical context in "Tinkering Towards Utopia," consider what social groups (based on race, gender, etc.) were negatively impacted. Who benefitted?

Session 3) Jan 28: Democracy and Democratic Education

This week's readings will help us define the fundamental principles we'll use throughout the course to assess policies. The readings and class activities thus prepare you for Assignment B.

Guiding questions:

- What are different ways to think about and define democracy? How does this apply to education?

- What principles of democracy will best serve equity and justice

Readings - all are in the Democracy folder in the Canvas files section.

- Apple & Beane: The Case for Democratic Schools (PDF in Canvas)
- Barber: Public talk and civic action: education for participation in a strong democracy. (This is short)
- Glickman: Educational Leadership for Democratic Purposes (PDF in Canvas)

Suggested preparation: You will save time and get ahead of the assignment if you do the following as preparation for class: First, as you read, identify which principles and elements of democracy apply to the following three dimensions of education (which you'll address in Assignment B):

a. **Goals/purposes of schooling**

b. **Governance, accountability, and role of families/communities**

c. **Curriculum and instructional practices**

Then, transfer notes into the 'Democracy Notes Template' in the Democracy folder. This file provides a structure that mirrors Assignment B. Coming to class with notes will greatly assist you in completing the assignment successfully.

Heads up: Assignment A due. Bring a hard copy to class.

Session 4) Feb 4: Neoliberalism

Guiding questions:

- What is neoliberalism? What are the core values? How do these values compare with the principles of democracy?

- In what ways, and in what contexts, does neoliberal discourse use, misuse, or reinterpret everyday words such as "choice" (see others below)?

- Why do we need to understand this? What's at stake?

Preparation: Before you read, decide whether each term has a positive, negative, or neutral connotation. Then, as you read, take note of how each author uses the terms:

Choice | Freedom | Accountability | Efficiency | Bureaucracy | Competition | Government | Public | Private | Individualism

Readings:

1. Chubb and Moe: Choice is a Panacea: In Canvas, or here: Choice is a Panacea . This reading sets forth the principles of neoliberalism in relation to schools. Read the beginning through p. 6 (internal), stopping before "Institutional Consequences." Then, read one of the following sections, which we'll assign in class. The page # where the section begins is noted.

   1.1. A Proposal for Real Reform (p. 8)
   1.2. Funding (p. 8)
   1.3. Choice Among Schools (p. 10)
   1.4. Governance and Organization (p.11)
   1.5. Choice as a Public System (p. 12)

2. Santone: Beyond Neoliberalism, Read pp. 64-72, stopping before PISA. The link should bring you into access via the U of M library. There's also a PDF in Canvas). This compares neoliberalism with principles of democracy and sustainability.

3. The Silicon Valley Billionaires Remaking America's Schools (June 2017 NY Times Article)

Session 5) Feb 11: Federal law: No Child Left Behind (NCLB, 2001), the Every Student Succeeds Act (ESSA, 2015)

We've looked at overarching philosophies that underlie educational policies. This session focuses on applying the concepts to review the federal education laws, No Child Left Behind (NCLB, 2001) and the Every Student Succeeds Act (ESSA, 2015). *Note: Both NCLB and ESSA are reauthorizations of the Elementary and Secondary Education Act (ESEA) of 1965.)*

Questions:

- What values and assumptions are NCLB/ESSA based upon? What are the key mechanisms and accountability policies?

- In what ways did *A Nation at Risk* lay the groundwork? What did it 'foreshadow'?

Readings:

1. **Read the following from the file 'NCLB Desktop Reference' (in the NCLB & ESSA folder):**

○ Title I, pp. 13-19

○ Title III, pp. 91-93

○ Title V, pp. 109-110 and 113-114

2. Read these parts of the file 'ESSA Summary' (also in the NCLB & ESSA folder):

o   Page 1, then jump to p. 2 and read this short section: Supporting Flexibility for States and Districts and Promoting High Expectations for All Students: Title I, Part A

3. A Nation at Risk (PDF in the same folder): Read pp. **9-14, starting with "All, regardless of race or class . . . ," and ending before "The Learning Society."** (Page 9 comes after all of the introductory material and background.) **Note that there are no internal page numbers**. Track the pages #s Adobe shows when you open the PDF.)

<mark>**Heads-up: Assignment B is due. Bring a hard copy to class.**</mark>

For reference:

Michigan's ESSA plan

Of note from the Data Quality Campaign (Sept. 2019): "Nearly three quarters of states have acknowledged the importance of culturally responsive teaching and have started to include expectations of what that looks like for teachers in their plans under the Every Student Succeeds Act (ESSA). In Michigan's plan, the state department of education has identified measurable indicators for effective teaching environments, including a forthcoming measure of cultural competency and racial bias."

A nine-year study by the National Research Council (2011) concluded that the emphasis on testing yielded little learning progress but caused significant harm.

Session 6) Feb. 18 Common Core Standards/Curriculum Policy

Common Core is an initiative of the Council of Chief State School Officers (CCSSO) and the National Governors' Association Center for Best Practices. These **state-level** groups are the official authors of Common Core. Federal education law prohibits the federal government from creating or mandating national standards.

Remember: "Standards" refer to learning outcomes. They do not necessarily dictate how to meet the outcomes, what texts or materials (i.e., 'curriculum') to use, etc

Readings

1) Start with these parts on the Common Core website and consider, What definition of "achievement" and "educated" does Common Core support?
   ○ About the Standards. Pay attention to the claims at the bottom.

   ○ Development Process

   ○ Key shifts in Math (How the standards differ from prior ones)

   ○ Key shifts in ELA (applies to science and social studies as well)

2) Next, read this short piece: "The Common Core: Who's minding the schools?" New York Times - Editorial: June 8, 2013. This piece provides a good overview of Common Core, its history, rationale, and some of the political opposition. (Note: Access to NY Times articles is limited depending on whether you have an account or not. If you can't access the article via the link, I uploaded a similar version to the Common Core folder in Canvas. File name: Common Core Who's Minding the Schools.

3) Follow with this brief NPR article on the outcomes of Common Core (Common Core: High Expectations, Flat Results).

4) End by reading **"Why So Many Structural Changes in Schools and So Little Reform in Teaching Practice?"** (PDF in Canvas.) Read pp. 155-168, ending before "Which of these explanations . . . ?" This reading provides a variety of theories/explanations about why policies do or do not affect classroom practice.

For use in class:

- PDF file **"Common Core Report Ed Week."**
- We may also spend some time looking at the [Great Schools](#) website as a way to review course concepts from the perspectives of parents/families.

Session 7) Feb. 25: Charter Schools

Readings:

- **[Charter school history](#) (Amer. Federation of Teachers).**

Examples of charters to review in class:
As you look at the school, consider, to what extent does it reflect Shanker's vision and/or principles of democracy? How would you rate it?

- [Case study](#) of corporate support for a charter school
- [National Heritage Academies](#) - chain
- [KIPP](#) - chain
- [K12.com](#) - online, for-profit
- [Barack Obama Green Charter High School](#) - individual school
- [New Roots Charter High School](#) - individual school
- [Washtenaw Technical Middle College](#)

Optional:

- **'Charter School & Voucher History.' (File in Canvas)** This is a reference handouts with court cases, etc. on these topics.
- Podcast on choice: https://soundcloud.com/haveyouheardpodcast/different-strokes

Session 8) March 10 - Segregation: Past and Present

Guiding questions:
- What are the arguments for and against integration?
- What social policies (not necessarily those directly aimed at schools) have contributed to segregation?
- Brown v. Board ended *de jure* segregation (segregation by law). However, segregation is still a fact (known as *de facto* segregation). Why? What happened?

Readings:

- Start with the **[Benefits of integration](#)** (relatively short)
- [Segregation in Charter Schools](#). Dec. 2017 blog in Education Week (also relatively short). This gives a look at the present situation.
- Segregation Housing Brief: A PDF file in Canvas. This provides an overview of housing policies that contribute/contributed to segregation.

Optional: [Article of interest on school boundaries](#)

Session 9) March 17 - Manifestations of Racism in Schools

Heads up: We'll start class with a graded test on policies covered so far.

This week will focus on structural racism embedded in school practices and policies. We will look at ways students of color are disproportionately disadvantaged when it comes to areas such as discipline, access to advanced courses and more.

Readings:

- Go to the Files in Canvas, then to a folder called "ED DATA AND STATS." The folder contains several compilations of data from federal offices, including the Dept. of Education and the Commission on Civil Rights. Inside, find the file called **"Funding Inequity Office of Civil Rights." Read pp. 57-66 (internal pages).** This provides a brief overview of racial and socioeconomic inequities in terms of academic outcomes, access to experienced teachers, and more.

- Then, choose one article on a specific topic (such as discipline or curriculum) and its racial implications from this [Google Doc](#). We'll review this ahead of time.

Session 10) March 24 - Multicultural Curriculum Policy: Whose Knowledge Counts?

Readings: This week's selections focus on the content of curriculum and representations/omissions of multicultural perspectives.

- Banks: Approaches to Multicultural Curriculum Reform (PDF in Canvas. This is a two-page reading that for some reason saved as two separate PDFs.)
- [Citizen Activists Push to Revise History Textbooks](#) OR
- [AP World History Rewrite Draws Criticism](#)

These optional resources address the controversies that arose in the process of changing Michigan's social studies standards. We'll cover this in our online work:

- June 2018: [History gets a conservative twist in Michigan social studies standards](#)
- March 2019: [Gay rights and climate change are back in Michigan social studies standards](#)
- June 2019: **[The way Michigan students learn social studies is changing](#)**
- **Link to the [final standards from the MI Dept of Ed](#)**

I updating the weekly syllabus entries in response to our new online structure, which is changing what we can realistically cover to support the goals of our last two assignments: D (the paper) and E (the recommendations).

Due to the situation, we will reduce the topics we cover in class and build our weekly online assignments around the final assignments. Since we would have spent class time building the foundation for assignments (as we have done for other assignments), this approach will support and streamline the work for the last part of class.

REVISED SCHEDULE AT A GLANCE AS OF 3/25- DETAILS ON READINGS FOLLOW

Dates/topic (readings below)	Focus of associated online work/assignments (Details to be posted on Canvas)	Deadline for online work
March 31 You'll select two resources for your paper.	You'll focus on completing the outline/organizer for the paper.	**Policy Paper Organizer due Friday the 3rd, 11:59pm.** (Feedback returned by Friday the 10th. Paper due the 17th.)
April 7: Topics may include the 3rd grade literacy law or evolving policies related to current school closures	The topic(s) and related activities will serve as a context to examine **policy recommendations:** timing, jurisdiction, goals, etc. (This is similar to the way we used curriculum as the context to examine stakeholder influence.) Focusing on recommendations will build skills needed for the final assignment (Assignment E).	**Friday the 10th** **(feedback on paper returned by then)**
April 14: Light reading TBD	Work will be light this week since the paper is due the 17th	**Paper due the 17th**

April 21	Time to work on Assignment E.	**Assignment E due the 24th.**

The updated syllabus entries below are still forthcoming; the old entries (no longer valid) are in purple text at the end of this document; you can ignore those.

Session 11) March 31 - Individual topics to support your papers - This is new and updated as of 3/25.

Context: Your upcoming paper requires at least four sources in APA, and at least two sources must be from **texts not assigned in the course**. To support this, you will identify and select two readings this week to fulfill this requirement. **As accountability, you will put these two sources into the Policy Paper Organizer, due Friday April 3. This organizer is this week's assignment, as posted in Canvas.** Guidelines/tips for the four overall:

- Include sources with specific statistics as well as theoretical/historical/philosophical sources.
- Aim for at least one scholarly source from (for example) journals on educational policy and equity.
- Other useful sources may include articles from Education Week and position papers from advocacy organizations ranging from nonprofits to educator associations (e.g., National Science Teachers' Association).
- If you want a concise review of many topics we've covered (along with additional associated literature), please see Chapter 5 (p. 89) of [Reframing the Curriculum: Design for Social Justice and Sustainability](#) (the instructor's book). This chapter connects the following:
    - Nation at Risk, NCLB, ESSA
    - Common Core and its impacts on instruction
    - Banks/multicultural curriculum (including some of the examples in the PPT video)
    - Destructive myths and deficit narratives: dehumanization, Ruby Payne and the "culture of poverty," low expectations, "grit"

If you decide to use any of the literature referenced in the chapter, access (if possible) and cite the original source, not the book. In other words, if the text references (Smith, 2016), look up and cite Smith in your paper, not the book.

Note: Chapter 5 references other concepts in the book--in particular, the Stories of More and Better, which are foundational social narratives that parallel neoliberalism and democracy/sustainability, respectively. (There's also a reference to a mythical character, "Moore," who embodies the traits of the competitive individual.) Disregard such parts/references we haven't covered.

Session 12) April 7 - Third grade reading law as a context for policy recommendations

Note 3/31:,Just as **curriculum content** provided the context to examine stakeholder influence (a few weeks back), we will use the 3rd grade reading law as the context to examine **recommendations,** the focus of the last assignment. I chose the 3rd grade law over current Corona virus educational policies because the latter is moving quickly and the ground is shifting under implementation and relevant policies. In contrast, the reading law passed in 2016 and there are current, clear efforts to support/oppose/adapt it. Thus, the situation is more 'stable' and gives us something solid to examine.

Background on the "Read by 3rd Grade Law" (full text, or summary from the state): In 2016, the Michigan Legislature passed a law that requires schools to identify learners who are struggling with reading and writing and to provide additional help. The law states that third graders may repeat third grade if they are more than one grade level behind beginning with the 2019-2020 school year. (This has been suspended for this year due to the Corona Virus.)

The readings this week are short and drawn from a range of sources as shown. You'll notice 1) **informational** pieces that describe different stakeholders' responses to the law, and 2) **opinion** pieces that more directly make recommendations.

1. **Informational pieces - Read one of the following:**
    ● Jan 31st, 2020: Michigan schools revolt: We won't flunk struggling third-grade readers. This is an article from Bridge Magazine, a MI-focused "nonprofit, nonpartisan news source." The article describes some of the opposition to the law.
    ● Jan 29th, 2020: Gov. Whitmer launching effort to undercut Michigan's third-grade reading law. Also from Bridge, this article describes the Governor's actions to support exemptions to the law.

2. **Opinion pieces that put forth recommendations - Read two of the following:**

- Feb. 26, 2020: [Amend third-grade reading law, U.P. school superintendents urge](#) This opinion (also in Bridge) piece describes a group of Superintendents' opposition to the law
- Feb. 6, 2020: [Taking Michigan's Literacy Challenge Seriously](#). This opinion piece is from the Mackinac Center for Public Policy, a thinktank that supports free-market principles and reduced government.
- Feb. 6, 2020: [Third Grade Reading: A View from the Trenches](#): This opinion piece is from the MI Education Association (teachers' union)

FYI: This is a space where I"ll put Coronavirus-related resources as they arise.
- This is a [landing page](#) for Education Week's coverage of the Corona virus. You'll find links to multiple articles.
- [State Of Michigan Blocks Aid Payments For Online Learning](#)

Session 13) April 14 - In progress

- **There's no specific reading this week. Focus on diving into the articles you've selected for your paper.**

That said, here are a few optional resources that may be useful:

- **[Guide to policy advocacy](#) from ASCD, a professional association for educators.** While the publication is directed at their members, there are some good tips on pp. 14-15 that echo important points about the policy recommendations assignment, e.g., keep it to two pages and make your position clear. This will help you further view this assignment as the type of policy brief you'd provide to a decision-maker.

Session 11) March 31 - First Amendment

Guiding questions:

- Is the First Amendment in conflict with widely-accepted, anti-harassment protocols and norms in the classroom?
- Free Speech v. Equal Protection: Which takes precedence?
- How is the debate about free speech, and efforts to limit certain forms of speech, framed?
- What are the limitations on First Amendment rights in K-12 schools?

Reading may include the following:

- [The Coddling of the American Mind](#)
- [First Amendment Center](#) resources
- [This blog](#) presents the tension between freedom of expression and a students' right to a safe learning environment
- [This article](#) presents an example.

[Snyder v. Phelps](#): Upheld offensive speech (protests at a funeral: "God hates fags.")

Framing of speech

- [The Heritage Foundation](#): Efforts to eradicate harassing speech is "politically correct"
- [A response](#) to conservative claims that norms and protocols for widely-considered respectful speech violates free speech rights.

Heads-up: Policy Analysis Paper Due

Session 12) April 7: Policy Advocacy

Readings may include:

- **Student-identified article/resources/research** to pinpoint the decision-makers and leverage points relevant to the policy you analyzed in the paper (the same topic for the recommendations you'll make in the final assignment). The idea is that you will gather resources and information you need to direct your policy recommendations to the right people/decision-making body. For example, if your paper analyzed laws about reading, you would research and identify the relevant decision-maker(s) and governing body (e.g., state legislature or school board).

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- **Tinkering Towards Utopia** (Tyack and Cuban, 1995). (PDF in Canvas). Read the following. Page # refer to internal page numbers, not the PDF page. Read pp. 42-47, ending before "The High School."

Session 13) April 14 - Literacy Lawsuits; 3rd grade reading law

Readings will be selected to provide the most updated information on these policies.

Session 14) Last day

<mark>**Final Assignment due**</mark>

Additional Policies on Pronouns, Academic Integrity; Information on Student Support Services

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. Teaching interns 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 teaching interns accordingly and support classmates in doing so as well.

ACADEMIC AND PROFESSIONAL INTEGRITY POLICY
The University is an academic community which students join of their own volition. As members of this community, and as future leaders in research and the professions, all Rackham students are expected to take personal responsibility for understanding and observing the following standards of academic and professional behavior that safeguard the integrity of the academic mission of the University.

Misconduct in the pursuit of scholarship and research includes at least the following major offenses:
- Cheating
- Plagiarism and other misappropriation of the work of another
- Falsification of Data
- Improperly obtaining or representing laboratory or field data
- Obstruction of the academic activities of another
- Aiding or abetting academic misconduct

See the following website (http://www.rackham.umich.edu/policies/academic_policies/) for a more extensive list of violations along with explanations of each as well as how allegations of misconduct will

be handled if they occur.

Accommodations for Students with Disabilities

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734.763.3000; ssd.umich.edu) typically recommends accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

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 mentalhealth 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)
(734) 764-HELP

Sweetland Writing Center http://www.lsa.umich.edu/sweetland/
The Sweetland Writing Center offers a variety of writing courses and support for
graduate 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.

Graduate students may schedule one 60-minute appointment per week, with a limit of seven (7) visits during fall and winter terms including walk-ins. During spring and summer half-terms, the limit on visits is four (4) including walk-ins.

Location: 1310 North Quad
Hours: For hours each semester, click on *Schedule a Writing Workshop Appointment* under the "For Students" tab. **Avoid waiting until the last minute to schedule appointments so you can get your work read in a timely manner.**
Phone: (734) 764-0429
Email: sweetlandinfo@umich.edu