Master of Arts in Teaching Program
EDUC 671: Contexts for Educational Equity, Access, and Agency (Single Subject)

Units: 3
Term: Summer 2024 - 6 Weeks, 13 Class Sessions
Length: 3 hours 20 minutes, Twice Weekly

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Tuesday & Thursday, 5:00 pm - 7:30 pm
DMC 211
USC Brightspace

IT Help

IT Help: (888) 628-5041
Hours of Service: 24 hours/daily; 7 days weekly

Rossier School Mission
[The mission of the USC Rossier School of Education](#) is to prepare leaders to achieve educational equity through practice, research, and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

MAT Program Vision
Graduates of the MAT Program will be teachers who challenge norms, discourses, practices, policies, and structures in their school contexts that marginalize students in order to build inclusive communities of practice that empower students as active agents in their learning and lives. Please refer to the MAT Vision of a Teacher document for the full description.

Central Focus of Course
All teachers should be learner advocates who position themselves to transform teaching and learning in their classrooms, schools, and school communities.

Course Goals
By the end of this course, you will:
1. Understand how power interacts with identity and difference in creating and perpetuating inequities in learning opportunities and outcomes for historically minoritized children and adults to engage and model critical consciousness that recognizes context and disrupts oppressive power dynamics that perpetuate inequities.
2. Critically evaluate the history of power in creating and perpetuating inequities in learning opportunities and outcomes for historically marginalized and minoritized children and young adults to understand her/his/their role as a new teacher in changing and transforming teaching in their school.
3. Learn to create the conditions necessary for learners to thrive in their school context by disrupting power structures and individual actions that perpetuate inequities in learning opportunities and outcomes for historically marginalized and minoritized children and young adults.

Essential Questions Addressed in Course
By the end of this course, you will answer the questions:
- Understanding how power interacts with identity and difference in creating and perpetuating inequities in learning opportunities and outcomes for historically minoritized children and adults, how will you as a teacher engage and model critical consciousness that recognizes context and disrupts oppressive power dynamics that perpetuate inequity?
- In view of the history of power in creating and perpetuating inequities in learning opportunities and outcomes for historically marginalized and minoritized children and adults, what is your role as a teacher in changing and transforming learners and learning in your school/campus context?
- How will you as a teacher go about disrupting power structures and individual actions that perpetuate inequities in learning opportunities and outcomes for historically marginalized and minoritized children and adults to create the conditions necessary for learners to thrive in your school and classroom context?

Cross-Course Connections

This course was designed to be taken simultaneously with EDUC 670: Introduction to Curriculum & Pedagogy in Urban Schools and EDUC 672: Integrated Language Development Across the Curriculum. If you are completing the program part-time online, you will have taken EDUC 670 prior to enrolling in this course. In both cases, the curriculum, instruction, and assessment tasks in this course are intended to parallel the work completed in 670. 671 will "unpack" and "interrogate" curriculum, instruction, and assessment through the lenses of equity, access, and teacher agency. We will examine teaching and teachers; learners, communities, and the assets they bring to urban schools; mindsets, ideologies, and everyday instructional and curricular decision making that empower or marginalize learners and learning; teacher identity and critical reflection; and the social, cultural, historical, philosophical, and policy contexts in which teaching and learning thrives while overcoming vast inequities. Throughout the course, you will be prompted to examine the curriculum, instruction, and assessment skills you are developing or have developed in EDUC 670.

Course Notes

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and Forums, the instructor will maintain communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor and share ideas, comments, and questions with the instructor and/or classmates through private and public means. In addition, candidates will be made aware of real-time opportunities for discussion with the instructor and classmates. All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates. E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked daily during the week and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

Course Resources

USC protects course files, and you must be logged into your USC Google account to access course handouts, articles, assignment templates, rubrics, and more. You can find complete directions on accessing Google Drive at [Google Apps at USC](#).

In the Event of Technical Breakdowns

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard (on campus cohorts) once completed, load files onto a power drive, and keep a hard copy of papers/projects.

Standards of Appropriate Online Behavior:

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit: https://sjacs.usc.edu/

Technological Proficiency and Hardware/Software Required

This course is offered both online and on campus; the activities, expectations and requirements are identical across the two versions. The online course is conducted through a combination of real time

and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class activities. All candidates will be required to complete assignments online, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements. By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g., Slack). Basic tasks will include posting attachments, opening, and posting to discussion forums and uploading assignments including video clips (the mechanics of this will be taught). In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

USC technology rental program
We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. For information, please see the Student Basic Needs website. The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

USC Technology Support Links
Software available to USC Campus

Required Readings and Supplementary Materials
Readings are assigned on a weekly basis. Please refer to the course schedule table and unit outlines for the assigned weekly readings. All books and assigned readings are available for free on USC Libraries Course Reserves (ARES: https://libguides.usc.edu/reserves). Two films are assigned for required viewing (listed below); one film is available for free through USC Libraries online; the other can be rented on Amazon Prime or another video streaming source of your choosing.

- Benjo, C. (Producer), Scotta, C. (Producer), and Cantet, L. (Director). (2008). The Class. Paris, FR: Haut et Court. [Free access on USC Course Reserves]

- Brody, A. (Producer), Brody, T. (Producer), Dissard, J-M. (Director), and Peng, G. (Director). (2013). I Learn America. New York, NY: I Learn America Production Company. [Free access on USC Course Reserves]

You may find a list of the course readings in the Course Modules, Readings, and Assignments Table and throughout the course unit descriptions.

A note about the Readings and Resources used in this course:
The books, articles, chapters, films, and other resources in this course were selected for you and for the children and young adults who you will serve daily to fulfill the promise of a free, public, and empowering education. These resources illustrate the equity challenges faced by learners, parents, teachers, and schools, *as well as* the uplifting and promising practices of teachers that dismantle inequitable conditions and foster greater and more empowering learning experiences for students. One course could not possibly include all the work by scholars, educators, and practitioners that has been produced for this purpose. We expect this course to introduce you to these many meaningful resources,

but *we also expect you* to go out into the world of teaching by constantly seeking out more readings and resources that will further equip you to be the best educator you can be for every student in every classroom you find yourself.

Description and Assessment of Assignments
In this course you will be asked to engage in a very specific form of reflection, or a reflective cycle. This cycle on your role as the teacher in the classroom and the impact you have through your actions on your students' learning process. Each of the assignments you will be expected to complete in this course will be structured to support this reflective cycle. Each assignment will ask you to provide evidence that you are learning to see, describe, analyze, and experiment in a classroom context.

Assignment 1: Synchronous and Asynchronous Participation
Punctual attendance and active participation are expected. Points will be based on your punctual attendance and the level and quality of your participation during synchronous class meetings. Discussions will occur at every class meeting or online. Although technical and connectivity issues do occur, online candidates must make every effort to engage in discussion through the Canvas site for video participation (not just via teleconference). Online candidates who do not participate in the full online class time (via video *and* teleconference) may be given only partial credit for participation in that discussion session. Both online and on campus candidates are expected to actively participate in class discussions by asking questions and contributing to the discussion. Excused absences are approved at the professor's discretion and only if the request is made in advance or if you have an emergency, that the request is made as soon as possible after the missed class. Consult your professor for the process for making up an excused absence. All asynchronous assignments or learning tasks should be completed, as assigned, and constitute asynchronous class participation. Up to 39 points may be earned for Class Participation, 3 points per class meeting inclusive of related asynchronous tasks, amounting to 15% of your final grade.

Assignment 2: Shared Discussion Groups
Your class will be organized into "shared discussion groups" and your professor will schedule when each SDG presents in class. Each SDG will present twice by the end of the semester. Presentations will be based on one reading or resource (film, report, or other) assigned during the week your SDG is scheduled to present. Your group must announce which reading or resource one week in advance by posting an announcement on the course wall. You may not assign the class additional homework or tasks related to your selected reading or resource. Up to 20 pts per presentation, 40 pts total, amounting to 30% of your final grade. Please refer to the assignment guide, rubric, and templates provided by your professor.

Assignment 3: Autoethnography
What do you bring to the teaching and learning process? Autoethnography is a reflective tool to assist you in examining the ways you "experience, exist and explain their identities – who you are, what you stand for, and why – and to recognize your racial, cultural and gendered social relations" (Camangian, 2010). Autoethnography "is a way of reading between the lines of {our} own lived experiences" (Alexander, 1999) and the experiences of those who share similar experiences in order to gain insight of oneself and others who share those experiences. This paper is intended to be a reflective, personal narrative and is evaluated for quality and clarity of details provided in a well-organized essay, as prompted by the description in the assignment guide. Up to 70 points may be earned, amounting to

30% of the final grade. Please refer to the assignment guide, rubric, and templates provided by your professor.

Mark Your Calendars:
- Class 3: Draft of "Description of Self" section (Credit/No Credit = 10 points)
- Class 5: Draft of "Three Defining Moments" section (Credit/No Credit = 10 points)
- Class 7: Final Draft of Autoethnography Paper (80 points)

Assignment 4: Context for Equity Portfolio
In alignment with USC Rossier's Mission, the MAT Program Vision, and the Central Focus and Goals of this course, you will construct a portfolio project that demonstrates your understanding of the norms, discourses, practices, policies and structures in schools that marginalize rather than empower students. You will do so by researching an urban school context in which you will most likely complete student teaching. You will document what you learn and analyze the data you gather in order to better conceptualize students' experience of the schooling there. You will then generate a series of artifacts that compel you to better understand individual learners who might attend this school, develop classroom guidelines that create restorative conditions necessary for learners to thrive, and generate goals and action plans for entering the student teaching fieldwork context next semester. Up to 80 total points may be earned, amounting to 35% of the final grade. Please refer to assignment guide and rubrics, assignment checklists, and resources provided by your professor.

Mark Your Calendars:
- Class 9: Part A - Research (20 points – See Rubric)
- Class 11: Part B - Experimentation (40 points – See Rubric)
- Class 13: Part C - Praxis (20 points – See Rubric)

Grading Breakdown
Based on the above detailed assignments, the following table summarizes the breakdown of points and percentages (weights) of the major assessments offered in this course.

Assignment	Points	% of Grade
Class Participation	60	15
Shared Dialogue Groups	40	20
Autoethnography	70	30
Context for Equity Portfolio	80	35
TOTAL	250	100

Grading Scale
Course final grades will be determined using the following scale:

A	95-100	B	83-86	C	73-76	D	63-66
A-	90-94	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	59 and below

Assignment Submission Policy
All assignments will be submitted to Canvas (https://digitalcampus.instructure.com), unless otherwise directed to a different educational website or digital tool, such as Google Forms, Google Drive, Google Docs, Google Slides, Padlet, etc.

Grading Timeline
All assignments will be graded within 5-7 business days unless otherwise indicated by the professor.

Classroom Norms
Classroom norms describe the behaviors that are encouraged and discouraged during class. They are an empowering tool for establishing and maintaining a supportive learning environment. Maintaining positive and respectful norms for interacting during class offer greater conditions and opportunities for learning. Our primary commitment is to learn from each other. We will listen to each other and not "talk at each other" in this course. We acknowledge differences amongst us in backgrounds, skills, interests, and values. These differences increase our awareness and understanding. Here are some basic norms that will guide our interactions this semester:

1. **Respect**: Listen to each other actively, attentively, and respectfully without interrupting or cutting someone off. Comments you make should reflect that you have paid attention to the speaker's comments and that you are not speaking on anyone else's behalf. Do not editorialize what others say (e.g., "I think what Maleka is trying to say is…"). Challenge one another's viewpoints, not each other's character or person. Avoid inflammatory language and be mindful of your body language, facial expression, tone and volume of your voice. Be mindful of the amount of space you are taking up in the discussion (e.g., invite others to join the discussion instead of making another point when you've been speaking the most).

2. **Constructiveness**: Criticize ideas, not individuals or groups. Keep your assumptions in check – on what basis or evidence do you make a claim, conclusion, or suggestion? Respect others' right to hold opinions that differ from your own. Learning is not predicated on your ability to convince someone else to change their mind, belief, or value to align with yours. Not every disagreement will be resolved – commit to learning, not proving you're right or seeking a neat and complete resolution. Ask questions when you find yourself reacting to a situation or discussion – do not assume you know what others are thinking or have implied. Actively work at seeing an issue or situation from the other person's perspective. Listen, then share using "I" statements.

3. **Inclusivity**: Do not monopolize the discussion by letting your question or answer run on. Know that it is okay to be emotional about issues and you can name your emotions. Others may not know how to respond to those emotions, which is also okay. Try not to silence yourself out of concern for what others will think and also try not to monopolize or dominate the discussion with those emotions – share and make space for others to share. Step up, then step back. Be mindful of taking up much more time than others. Consider anything that is said in class as strictly confidential, even if the session is online, recorded, and available to students afterwards. In those cases, the recording is available only to the class community, not the general public, and should not be shared with anyone outside of the class.

4. **Procedure**: Wait to be recognized by the instructor or discussion leader before speaking. Address the class as you speak, online or in a campus classroom. Say your name before making a statement to assist the class in getting to know you. Do your best to make a single point each time you speak, rather than making a series of statements at once. You might start your statement with a short one-sentence summary of the point you are making, for example.

Synchronous Session Recordings and Restrictions Notice

Online synchronous sessions will be recorded and provided to all students asynchronously. You may access the class recordings on the online learning platform (Canvas) by logging in with your USC credentials. USC prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. Failure to comply is a violation of the USC Student Conduct Code and may result in disciplinary and legal action. Please read the USC Student Handbook, *SCampus Section 11.12(B): Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).*

Supplemental Course Policies

Please view the Appendices at the end of this syllabus for more information.

671 Secondary Course Schedule
Summer 2024: 6-Week Session, 13 Classes

Unit Title	Class	Readings	Assignments
Unit 1: The Historical and Ideological Contexts of American Schooling, Teaching, and Learning	1	● Love (2019) Chapter 1 ● Oakes et al (2018) Ch. 1 (review) ● Harper (2015) Article	*Shared Discussion Groups (SDGs) will be assigned by your professor.*
	2	● Gay (2018) Chapter 1 ● Oakes et al (2018) Ch. 2 (review) ● Camangian (2010) Article	
	3	● Kendi (2019) Introduction, Chapters 1-2 ● Gay (2018) Ch. 2 ● Oakes et al (2018) Ch. 3	Autoethnography: **Description of Self**
	4	● Kohli (2014) Article ● Milner (2003) Article ● Rodgers (2002) Article	
Unit 2: The Practice of Teaching for Equity, Access, and Agency	5	● Oakes et al (2018) Ch. 5 *(read your specific content-area)* ● Oakes et al (2018) Ch. 6	Autoethnography: **Defining Moments**
	6	● Love (2019) Ch. 5 ● Gay (2018) Ch. 5	
	7	● Gay (2018) Ch. 6 ● Sadowski (2017) Ch. 5	Autoethnography: **Final Draft**
	8	● Gay (2018) Ch. 3 ● Valenzuela (1999) Ch. 3	
Unit 3: The Impact of Institutions - School Cultures, Structures, and Communities	9	● Winn (2019) Chapter 2 ● Fine (2018) Article ● Public Counsel (2017) Toolkit for Educators ● Sadowski (2017) Introduction and Ch. 1	Equity Portfolio, **Part A**
	10	● Oakes et al (2018) Ch. 8-9 ● Film: The Class	
	11	● Oakes et al (2018) Ch. 10	Equity Portfolio, **Part B**
	12	● Oakes et al (2018) Ch. 11 ● Film: I Learn America	
	13	● Gay (2018) Ch. 7 ● Oakes et al (2018) Ch. 12	Equity Portfolio, **Part C**

<u>Class Meetings</u>: 2 hours 30 minutes, twice weekly. 1h 40m asynchronous engagement, weekly = 50m before each class, inclusive of group meetings.

Unit 1: The Historical and Ideological Contexts of American Schooling, Teaching, and Learning

Goals

Candidates will:

- Class 1: Name and deconstruct their own positionality and how they experience the intersectionality of power, privilege, disadvantage, and oppression. Analyze the complexities of student identity, the diversity of students in U.S. schools, and the ways schools and teachers characterize student diversity in order to empower learners and engage them in socially just learning.
- Class 2: Evaluate the expanding expectations of schools, teachers, and students, the powerful ideologies that undergird those expectations, and differentiate the key ideas and events that have shaped beliefs in the U.S. about what schools should teach and students learn.
- Class 3: Acknowledge and name their own acculturation of racist ideas, behaviors, and attitudes in order to deconstruct the tenets of the cultural deficit paradigm and summarize the basic features of culturally responsive and antiracist pedagogy.
- Class 4: Utilize frameworks for critical teacher reflection and culturally relevant pedagogy, in order to debunk achievement myths about students of color and language diversity that perpetuate opportunity gaps. Examine the ways "internalized racism" affects students of color and how teachers of color can unpack the ways internalized racism might be influencing their teaching as they strive for racially just classrooms.

Assignments:

- Class 1: Readings
- Class 2: Readings
- Class 3: Readings and **Autoethnography "Description of Self" Draft**
- Class 4: Readings

Class 1

Readings	Essential Questions Addressed
Love, B. L. (2019). **Chapter One: "We Who Are Dark."** *We Want to Do More Than Survive: Abolitionist Teaching and The Pursuit of Educational Freedom.* Boston, MA: Beacon Press.	What is "abolitionist teaching" and what does it mean to teach in solidarity with communities of color? What is "intersectionality" and how do we use it as a tool for analyzing the ways bias, power, and discrimination intersect with our identities?
Oakes, Lipton, Anderson, & Stillman. (2018). **Chapter 1: The U.S. Schooling Dilemma: Diversity, Inequity, and Democratic Values.** *Teaching to Change the World, 5/e.* New York: Routledge, pp. x-36.	What does it mean to be a socially just teacher in a socially unjust world? How diverse are students in the U.S.? What are the complexities of identity and how do teachers recognize them to empower learners? How do inequities inside and outside of school affect learners and what can teachers do to dismantle them?
Harper, S. R. (2015). **Success in These Schools? Visual Counternarratives of Young Men of Color and Urban High Schools They Attend**. *Urban Education, 50*(2), pp. 139-169.	Why are urban schools characterized as inadequate, unstable, underperforming and violent? How do these deficit narratives affect the learners who attend urban schools? How might teachers develop anti-deficit counternarratives about urban schools and students?

Class 2

Readings	Essential Questions Addressed
Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice.* **Ch. 1: Challenges and Perspectives, pp. 1-27**. New York: TC Press.	How would you describe the racial and ethnic climate in the U.S. right now? What is the cultural deficit paradigm and how can teachers combat its effects in their classrooms? What is culturally responsive teaching and why is it necessary for the academic achievement of ethnically, racially, culturally, linguistically, and socially diverse students?
Oakes, Lipton, Anderson, & Stillman. (2018). Teaching to Change the World. **Chapter 2: History and Culture: How Expanding Expectations and Powerful Ideologies Shape Schooling in the United States.** 5/e. New York: Routledge, pp. 37-74.	How have expanding expectations and powerful ideologies shaped schooling in the U.S.? What are the most significant historical events that have impacted schooling and students? With which ideologies do you find yourself most aligned? Should public schools solve social problems? How do teachers overcome prevailing ideologies that harm students and learning?
Camangian, P. (2010). **Starting with Self: Teaching Autoethnography to Foster Critically Caring Literacies**. *Research in the Teaching of English, 45*(2), pp. 179-204.	What is autoethnography and how can teachers use it to actively nurture students' critical self-reflection and cultural narratives that build critical social analyses and compassionate relationships in their classrooms?

Class 3

Readings	Essential Questions Addressed
Kendi, I. X. (2019). *How to be an Antiracist.* New York: One World, an imprint of Random House.* • **My Racist Introduction**, pp. 3-12. • Chapter One: **Definitions**, pp. 13-23. • Chapter Two: **Dueling Consciousness**, pp. 24-35. **You are highly highly encouraged to read the entire book.*	How does Kendi's "racist introduction" give you space to acknowledge and name your own racist acculturation, behaviors, and attitudes? Why does Kendi believe we need to name our own racism and call out racism when we see it, even if it can be uncomfortable? What does it mean to have to constantly reaffirm your identity as an antiracist?
Gay, G. (2018). **Chapter 2: Pedagogical Potential of Cultural Responsiveness**. *Culturally Responsive Teaching: Theory, Research, and Practice.* New York: TC Press, pp. 28-56.	What is "cultural neutrality" and how is it present in standardized measures of academic achievement? How can teachers deliberately create cultural continuity in educating ethnically diverse students? What does culturally responsive teaching look and sound like? How does this way of teaching change the roles and responsibilities of the teacher?
Oakes, Lipton, Anderson, & Stillman. (2018). **Chapter 3: Politics & Philosophy: The Struggle Over the School Curriculum**. Teaching to Change the World, 5/e. New York: Routledge, pp. 75-112.	What are the key ideas and events that have shaped beliefs in the U.S. about what schools should teach and what students should learn? How have people in the U.S. struggled philosophically and politically over the curriculum in schools? How do these debates continue today and affect teachers committed to social justice in their schools and classrooms?

Class 4

Readings	Essential Questions Addressed
Kohli, R. (2014). **Unpacking Internalized Racism: Teachers of Color Striving for Racially Just Classrooms**. *Race, Ethnicity, and Education, 17*(3), pp. 367-387.	What is "internalized racism" and how are students of color susceptible to internalizing racism? How can teachers of color unpack the ways internalized racism might be influencing their teaching as they strive for racially just classrooms?
Milner, H. R. (2003). **Teacher Reflection and Race in Cultural Contexts: History, Meanings, and Methods in Teaching**. *Theory Into Practice, 42*(3), pp. 173-180.	What is race reflection and why is it necessary for white teachers and teachers of color to engage in doing with their students? What are the pedagogical tools necessary to engage in race reflection and how do teachers use these tools effectively?
Rodgers, C. R. (2002). **Seeing Student Learning: Teacher Change and the Role of Reflection**. *Harvard Educational Review, 72*(2), pp. 230-253.	What is a reflective teaching cycle and how might teachers engage in this work in order to "slow down and attend to student learning in more rich and nuanced ways"?

Unit 2: The Practice of Teaching for Equity, Access, and Agency

Goals

Candidates will:

- Class 5: Critically analyze the ways in which a school's curriculum is developed, implemented, and assessed in order to better understand how teachers can work to ensure that curriculum meets the needs of students with cultural, linguistic, and academic ability diversity.
- Class 6: Examine what culturally responsive teaching looks and sounds like to determine how the roles and responsibilities of the teacher change to better serve culturally, linguistically, ethnically, sexually, and gender diverse students. Critically analyze the ways in which a school's curriculum is developed, implemented, and assessed in order to better understand how teachers can work to advance racial justice and ensure that the curriculum meets the needs of students with cultural, linguistic, and academic ability diversity.
- Class 7: Draw upon the personal stories of teachers practicing culturally responsive pedagogy and critical praxis to better serve their diverse students' needs and apply this understanding to your ongoing portfolio development. Examine what we should know, understand and be prepared to do as teachers of students whose gender expression is different from their gender assignment.
- Class 8: Distinguish the characteristics of "aesthetic care" and "authentic care" in teacher student relations in order to understand how teacher-student relationships have a direct learning on student engagement, motivation, and achievement and how teachers can work to become culturally competent in caring for their students.
- Class 9: Analyze school data on racial disproportionality in school discipline practices, evaluate school safety measures that contribute to the school-to-prison pipeline. Learn to adopt school-wide behavioral interventions and supports, restorative justice and restorative practices, social emotional learning, and trauma sensitive strategies.

Assignments:

- Class 5: Readings and **Autoethnography "Defining Moments" Draft**
- Class 6: Readings
- Class 7: Readings and **Autoethnography Final Draft**
- Class 8: Readings
- Class 9: Readings and **Equity Portfolio, Part A**

Class 5

Readings	Essential Questions Addressed
Oakes, Lipton, Anderson, & Stillman. (2018). **Chapter 5: Constructing Knowledge Across the Content Areas**. *Teaching to Change the World, 5/e.* New York: Routledge, pp. 147-195.	How do debates about what students should learn (content), at what level (standards/achievement), in what order/with what resources (curriculum) have consequences for schools, teachers, and students who fail to meet those expectations?
Oakes, Lipton, Anderson, & Stillman. (2018). **Chapter 6: Instruction: Teaching and Learning Across the Content Areas**. *Teaching to Change the World, 5/e.* New York: Routledge, pp. 196-236.	What are the characteristics of "authentic instruction" and how can teachers use it to encourage effort and persistence, promote intellectual rigor, build on learners' existing skills, and help students who don't see themselves as competent learners?

Class 6

Readings	Essential Questions Addressed
Gay, G. (2018). Chapter 5: **Ethnic and Cultural Diversity in Curriculum Content**. *Culturally Responsive Teaching: Theory, Research, and Practice.* New York: TC Press, pp. 142-201.	If curriculum content is crucial to academic performance, then how can teachers work to make curriculum content accessible, meaningful, and empowering to ethnically diverse students?
Love, B. L. (2019). Chapter 5: **Abolitionist Teaching, Freedom Dreaming, and Black Joy**. *We Want to Do More Than Survive: Abolitionist Teaching and The Pursuit of Educational Freedom.* Boston, MA: Beacon Press.	Do you consider yourself what Love calls a "co-conspirator" in the work of abolitionist teaching? With which commitments of abolitionist teaching do you most align? How are theories, methods, and strategies introduced in our other readings aligned with abolitionist teaching?

Class 7

Readings	Essential Questions Addressed
Gay, G. (2018). Chapter 6: **Cultural Congruity in Teaching and Learning**. *Culturally Responsive Teaching: Theory, Research, and Practice.* New York: TC Press, pp. 202-248.	How can the cultural/home funds of knowledge and learning styles of ethnically diverse students be understood as tools for creating greater cultural congruity in teaching and learning in your classroom?
Sadowski, M. (2017). Chapter 5: **Respecting the "T" in LGBTQ**. *Safe is Not Enough: Better Schools for LGBTQ Students.* Cambridge, MA: Harvard University Press.	What should we know, understand and be prepared to do as teachers of students whose gender expression is different from their gender assignment? What are trans-inclusive school and classroom policies and how do they implicate teaching and learning for students who identify as transgender?

Class 8

Readings	Essential Questions Addressed
Gay, G. (2018). Chapter 3: **The Power of Culturally Responsive Caring**. *Culturally Responsive Teaching: Theory, Research, and Practice.* New York: TC Press, pp. 57-86.	How do teachers' attitudes and expectations towards ethnically and culturally diverse students affect those students' experience of learning and achievement? How does a teacher become more culturally competent in caring for her/his/their students?
Valenzuela, A. (1999). **Chapter 3: Teacher-Student Relations and the Politics of Caring**. *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring.* Albany: SUNY Press, pp. 61-113.	What is the difference between "aesthetic" and "authentic" care in teacher-student relations and how does this difference in the way teachers and students perceive school-based relationships have a direct bearing on students' potential to care about school, learn, and academically succeed?

Class 9

Readings	Essential Questions Addressed
Public Counsel. (2017). **Fix School Discipline: Toolkit for Educators**. Online. Retrieved 27 Sept. 2018 from: http://www.fixschooldiscipline.org/educator-toolkit/	How can teachers address racial disproportionality in their school's discipline practices? How can school-wide behavioral interventions and supports, restorative justice and restorative practices be deployed in classrooms to dismantle harmful punishment, increase conflict resolution, and promote authentic care?
Sadowski, M. (2017). Introduction: **Beyond "Safe" Schools: Educating the Next Generation of LGBTQ**	How do educators create safe conditions for LGBTQ students in schools and classrooms? What differences

Students; Chapter 1: **Bringing the Conversation into the Classroom.** *Safe is Not Enough: Better Schools for LGBTQ Students.* Cambridge, MA: Harvard University Press.	exist among various subgroups within LGBTQ students and the ways they experience schools? How can teachers bring the conversation into the classroom and foster a more inclusive content curriculum?
Fine, S. M. (2018). **Teaching in the Restorative Window: Authenticity, Conviction, and Critical-Restorative Pedagogy in the Work of One Teacher-Leader**. *Harvard Educational Review, 88*(1), pp. 103-125.	What does it look like, sound like, and mean to teach in ways that are aligned with the values of restorative justice?
Winn, M. T. (2019). Chapter 2: **History, Race, Justice, and Language: Four Pedagogical Stances to Practice Restorative Justice**. *Justice on Both Sides: Transforming Education Through Restorative Justice.* Cambridge, MA: Harvard University Press.	What are Winn's four pedagogical stances for advancing racial equity through restorative justice? How do these stances compare and contrast with the strategies outlined by Fine (2018) and Public Counsel (2017)?

Unit 3: The Impact of Institutions - School Cultures, Structures, and Communities

Goals

Candidates will:

- Class 10: Examine the "authoritarian" tendencies that pervade many public schools and diminish constructive and restorative practices, analyze the history of classroom management in U.S. schooling, and draw connections with the teacher-student relationships that unfold in Laurent Cantet's film, *The Class.*
- Class 11: Evaluate ability grouping and curriculum tracking practices of schools in order to better understand the ways these socially constructed categories and labels assigned to students create inequities that deter rather than promote learning.
- Class 12: Examine the promising practices of teachers who use culturally responsive and empowering methods to make a profound difference in the lives and learning of their students.
- Class 13: Articulate the ways you might commit yourself to philosophical, practical, and personal strategies to change the world of your students through your teaching.

Assignments:

- Class 10: Readings
- Class 11: Readings and **Equity Portfolio, Part B**
- Class 12: Readings
- Class 13: Readings and **Equity Portfolio, Part C**

Class 10

Readings and Film	Essential Questions Addressed
Oakes, Lipton, Anderson, & Stillman (2018) Chapter 8: **Classrooms as Communities: Developing Caring and Democratic Relationships**. *Teaching to Change the World, 5/e.* New York: Routledge, pp. 274-312.	What are the "authoritarian" tendencies that pervade many public schools and diminish constructive and restorative practices? What can we learn about the history of classroom management, socialization, discipline and control in U.S. schools that would better inform our own critical thinking and approaches?
Oakes, Lipton, Anderson, & Stillman (2018) Chapter 9: **The School Culture: Where Good Teaching Makes Sense**. *Teaching to Change the World, 5/e.* New York: Routledge, pp. 313-357.	What are the key features of a good school culture and how can teachers partner with each other, students, school leaders, and parents to transform their school culture?
Film: ***The Class*** (2h 8m)	How might have Mr. Marin developed caring and democratic relationships with his students? How might the school have taken a restorative justice approach with their "misbehaving" students?

Class 11

Readings	Essential Questions Addressed
Oakes, Lipton, Anderson, & Stillman (2018) Chapter 10: **School Structure: Sorting Students and Opportunities to Learn**. *Teaching to Change the World, 5/e.* New York: Routledge, pp. 358-394. (36 pages)	What is "ability grouping" and "curriculum tracking" and how do socially constructed academic categories and labels assigned to students create inequities? What can teachers do to avoid these practices and promote multidimensional, developmental, and socially just approaches to meeting learners' needs?

Class 12

Readings	Essential Questions Addressed
Oakes, Lipton, Anderson, & Stillman (2018) Chapter 11: **The Community: Engaging with Families and Neighborhoods**. *Teaching to Change the World, 5/e.* New York: Routledge, pp. 395-426. (31 pages)	How will you engage parents in order to support the learning in your classroom? How will you and your classroom support learning at home and in the community? How will you organize parents and get involved with the community to support school improvement and socially just change?
Film: *I Learn America*	What are the most compelling teaching practices showcased in this film? What "lessons" are learned from the school, the teachers, the learners, the parents, and the interactions that occur to serve learning in this school? Compare and contrast this schooling experience with your own and determine what you seek to emulate from what you observed.

Class 13

Readings	Essential Questions Addressed
Gay, G. (2018). Chapter 7: **A Personal Case of Culturally Responsive Teaching Praxis**. *Culturally Responsive Teaching: Theory, Research, and Practice.* New York: TC Press, pp. 249-273.	As we viewed last week in *The Class*, teaching is what Geneva Gay calls a "personal endeavor." What can we learn about Gay's personal stories of culturally responsive pedagogy and how has she benefited from "culturally responsive critical praxis"? How might we and our students benefit from this praxis?
Oakes, Lipton, Anderson, & Stillman (2018) Chapter 12: **Teaching to Change the World: A Profession and a Hopeful Struggle**. *Teaching to Change the World, 5/e.* New York: Routledge, pp. 427-465.	How will you commit yourself to philosophical, practical, and personal strategies to change the world of your students through your teaching? What are the benefits and drawbacks of the strategies these authors recommend? Which will you use to inform your plan for student teaching next semester?

Appendix A: Alignment with Academic Standards and Expectations
California Teaching Performance Expectations

The Teaching Performance Expectations (TPEs) set forth by the California Commission on Teacher Credentialing (CCTC) describe the set of knowledge, skills, and abilities that candidates for a Multiple or Single Subject Teaching Credential are expected to demonstrate. While linked to a core set of California State Standards for the Teaching Profession, all students seeking a credential will be required to show evidence of meeting these expectations. The standards and Teaching Performance Expectations addressed include:

TPE	Unit	I or R	Description	Assessment
TPE #1: Engaging and supporting all students in learning	1-5	Introduced	Beginning teachers understand and value the socioeconomic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, families, and the community and use these understandings not only within the instructional process but also to establish and maintain positive relationships in and outside the classroom.	Class Participation for drawing/applying knowledge gained from Course Readings and Course Videos. Shared Dialogue Group Presentations. Autoethnography Paper. Context for Equity Portfolio.
TPE#2: Creating and maintaining effective environments for student learning	1-5	Introduced	Beginning teachers create healthy learning environments by promoting positive relationships and behaviors, welcoming all students, using routines and procedures that maximize student engagement, supporting conflict resolution, and fostering students' independent and collaborative learning.	Class Participation for drawing/applying knowledge gained from Course Readings and Course Videos. Shared Dialogue Group Presentations. Autoethnography Paper. Context for Equity Portfolio.
TPE #3: Understanding and organizing subject matter for student learning content specific pedagogy	1-5	Introduced	Beginning teachers use subject matter knowledge to plan, deliver, assess and reflect on content-specific instruction for all students, consistent with the California State Standards in the content area(s) of their credential(s).	Class Participation for drawing/applying knowledge gained from Course Readings and Course Videos. Shared Dialogue Group Presentations. Context for Equity Portfolio.
TPE #4: Planning instruction and designing learning experiences	1-5	Introduced	Beginning teachers access and apply knowledge of students' prior achievement and current instructional needs; knowledge of effective instructional techniques for supporting the academic language needs of all students; and knowledge of formative and/or summative student assessment results relative to the TK–12 academic content standards to improve teaching and learning for all students.	Class Participation for drawing/applying knowledge gained from Course Readings and Course Videos. Shared Dialogue Group Presentations. Context for Equity Portfolio.
TPE #5: Assessing student learning	1-5	Introduced	Beginning teachers develop, implement, and use a range of effective classroom assessments to inform and improve instructional design and practice. Beginning teachers demonstrate knowledge of student assessment design principles, such as test construction, test question development, and scoring approaches, including rubric design.	Class Participation for drawing/applying knowledge gained from Course Readings and Course Videos. Shared Dialogue Group Presentations. Autoethnography Paper. Context for Equity Portfolio.
TPE #6: Developing as a professional educator	1-5	Introduced	Beginning teachers seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, and their own performance data. Beginning teachers are aware of their potential implicit and explicit biases and the potential impact, positive and/or negative, on their expectations for and relationships with students, families, and colleagues.	Class Participation for drawing/applying knowledge gained from Course Readings and Course Videos. Shared Dialogue Group Presentations. Autoethnography Paper. Context for Equity Portfolio.

APPENDIX B: COURSE COMPETENCIES

By the end of EDUC 671: Contexts for Educational Equity, Access, and Agency, teacher candidates will demonstrate the "**core competencies**" outlined in this document. These competencies inform the curriculum design, instructional practices, and assessment tasks that candidates experience in the course. Each competency is derived from and aligned with the major learning outcomes of the course and the learning objectives of each unit of study in the course.

1. **Present and Facilitate Critical Discussions**
   a. Candidates are organized into small "shared discussion groups" in order to visually represent major concepts from course readings that address racial, ethnic, linguistic, economic, and LGBTQ+ educational inequities experienced by historically minoritized K12 students in order to engage their peers in whole group/class discussion and professional learning.
   b. Candidates are able to critically evaluate the history of power in creating and perpetuating racial, ethnic, linguistic, economic, and LGBTQ+ educational inequities in learning opportunities and outcomes for historically marginalized and minoritized K12 students in order to understand her/his/their role as a new teacher in changing and transforming teaching in their school.

2. **Critically Reflect on Social Construction of Identity**
   a. Candidates are able to describe their identity and/or how they define "self" inclusive of their cultural, ethnic, racial, linguistic, familiar, or other forms of history and heritage with which they are aware and/or describe as relevant to their identity.
   b. Candidates are able to speak in depth to aspects and influences that they believe to be most compelling to how they define themselves as new teachers entering the profession.
   c. Candidates are able to identify and describe "defining moments" in their lives that they consider influential to who they are as a person. Descriptions of defining moments include extensive details of what happened (beginning, middle, and end).
   d. Candidates are able to analyze descriptions of self and defining moments to reveal a clear and deep understanding of the ways in which their identity has been socially and culturally constructed over time.
   e. Candidates are able to demonstrate insights into what they need to learn as new teachers about the complex and fluid identities of their K12 students as the enter the teaching profession in order to increase learning opportunities and outcomes for students whose heritage reflects racial, ethnic, linguistic, economic, and LGBTQ+ diversity in their classrooms.

3. **Research a School Community that Serves Racially, Culturally, and Linguistically Diverse Students**
   a. Candidates are able to research a school community to learn the population and demographic information of the school community's history, median income, education, age, housing, family, ancestry and immigration details.
   b. Candidates are able to clearly illustrate the school community's assets or benefits to community members, identify shared challenges community members encounter, and critique information that shifts blame to the individuals or groups of community members for community problems.
   c. Candidates are able to critically analyze school community data, including student enrollment, student-teacher ratios, achievement data, percentage of Dual Language Learners, and other publicly available information on the students who attend the school being researched in order to critique deficit perspectives of the students and determine evidence of institutional or structural racism affecting the school community.
   d. Candidates are able to analyze the school research using the concepts and findings from the course literature to determine how deficit narratives get reinforced by school community data, how deficit ideologies shape policies and harm students in economically, racially, and linguistically diverse schools.

e. Candidates are able to extend the research skills mastered in this inquiry as they are assigned a fieldwork school site and apply for teaching positions upon program completion.

4. **Utilize Knowledge of Students, Research, Theory, and Racial Equity to Inform Teaching and Learning**
    a. Candidates are able to generate and justify why learning tasks are appropriate using examples of K12 students' prior academic learning or their personal, cultural, and community assets.
    b. Candidates are able to strategically align research and/or theory to generate a guide to classroom norms and climate for K12 students that includes restorative and racial justice disciplinary practices.
    c. Candidates are able to apply explicit and comprehensive anti-racist approaches to instruction, learning tasks, learning resources, and learning accommodations.
    d. Candidates are able to design explicit and detailed use of digital learning modalities to plan learning experiences that serve students whose heritage reflects racial, ethnic, linguistic, economic, and LGBTQ+ diversity in their classrooms, especially in the context of distance or blended learning due to school closures.

5. **Generate Professional Learning Goals to Build Inclusive Classroom Communities of Practice that Empower K12 Students**
    a. Candidates are able to generate professional learning goals for their upcoming student teaching field experience and formal entry into the teaching profession that incorporate culturally responsive, antiracist, and LGBTQ+ inclusive teaching practices.

APPENDIX C: ADDITIONAL COURSE POLICIES

DISTANCE LEARNING

This course is offered both online and on campus; the activities, expectations and requirements are identical across the two versions. The online course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments online, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements. By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. Basic tasks will include posting attachments, opening and posting to discussion forums and uploading assignments including video clips (the mechanics of this will be taught). As in other courses, candidates will need to be able to video record their interactions with their Guiding Teacher and students (which may be accomplished through the use of a portable micro video camera) and upload videos (in time-limited segments). In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and Forums, the instructor will maintain communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor and share ideas, comments and questions with the instructor and/or classmates through private and public means. In addition, candidates will be made aware of real-time opportunities for discussion with the instructor and classmates. All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates. E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the week and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

In the Event of Technical Breakdowns

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard (on campus cohorts) once completed, load files onto a power drive, and keep a hard copy of papers/projects.

Standards of Appropriate Online Behavior:

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit: http://www.usc.edu/student-affairs/SJACS/

INCOMPLETES

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the eighth week of the semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete. Conditions for Removing a Grade of Incomplete: If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the eighth week of the term. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time: Time Limit for Removal of an Incomplete. One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed

within the designated time, the course is considered "lapsed," the grade is changed to an "IX" and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

LATE POLICY

Late assignments will be accepted **only** with the professor's advance permission **and** under limited circumstances. Each professor will determine what constitutes sufficient advance permission and acceptable circumstances. Sufficient advance notice is 24 hours prior to the due date and time of the assignment. Acceptable circumstances do NOT include personal holidays, celebrations, and/or vacations OR scheduling conflicts/over-commitments including work and child-care. Late assignments submitted with advanced permission will not be docked points for lateness if submitted at the agreed upon extension date and time. If advance permission has not been granted, late assessments will not receive full credit. You will be given ½ credit for ANY component of the *Teaching and Learning Event* that is not submitted before the next sequential component is due. If a TLE is not turned in before the next TLE is due, no credit will be granted.

APPENDIX D: Statement on Academic Conduct and Support Systems

Academic Conduct:
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" https://policy.usc.edu/scampus-part-b/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Support Systems:
Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. https://engemannshc.usc.edu/counseling/

National Suicide Prevention Lifeline - 1-800-273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. http://www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.
https://engemannshc.usc.edu/rsvp/

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: http://sarc.usc.edu/
USC Policy Reporting to Title IX: https://policy.usc.edu/reporting-to-title-ix-student-misconduct/
USC Student Health Sexual Assault & Survivor Support: https://studenthealth.usc.edu/sexual-assault/

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students on issues of protected class. https://equity.usc.edu/

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. https://studentaffairs.usc.edu/bias-assessment-response-support/

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. http://dsp.usc.edu

Student Support and Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student (e.g., personal, financial, and academic). https://studentaffairs.usc.edu/ssa/

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. https://diversity.usc.edu/

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. http://emergency.usc.edu

USC Department of Public Safety – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime. Provides overall safety to USC community. http://dps.usc.edu