

**EDU 106/206: School & Society**  
**Mount Saint Mary's University**

**Course Syllabus**

Fall 2020, Tuesday Evenings, 5:30-8:30PM, First 10 Sessions of Semester  
August 25, 2020 – October 27, 2020

Instructor: Shelly Tochluk, Ph.D.  
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Office hours: By appointment only. Please email me to schedule.

**Education Department Philosophy:**

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

**Investment in Inclusivity:**

- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.
- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

**Student Support Statements:**

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.

- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and [lcrow@msmu.edu](mailto:lcrow@msmu.edu). Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and [jcuevas@msmu.edu](mailto:jcuevas@msmu.edu). Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

### **Course Description:**

The course explores major concepts and principles regarding the historical and contemporary purposes, roles and functions of formal education in United States society. We will examine three primary areas:

1. the social and cultural conditions of K-12 schooling, especially as it relates to equality of school environments, civil rights in schools, social and economic inequality, federal legislation, and standardized testing;
2. the role of educators in ensuring that classrooms provide a safe, inclusive learning environment with high standards for all students, regardless of background and life experience;
3. the context, structure, and history of public education in California and how it affects and influences state, district, and school governance as well as state and local education finance.

### **Course Objectives and Student Learning Outcomes:**

This course addresses the following objectives, many of which come directly from the California Commission on Teacher Credentialing Program Standards:

1. Candidates learn major concepts and principles regarding the historical and contemporary purposes, roles and functions of education in American society. Candidates examine research regarding the social and cultural conditions of K-12 schools.
2. Candidates learn how to establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. (TPE 2.3)
3. Candidates learn how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. (TPE 2.4)

4. Candidates know about the range of social, health, educational and language-related service agencies and other resources that are available at school and off-campus, particularly ones that promote student health and school safety, and reduce school violence.
5. Candidates are introduced to concepts related to the need to maintain high expectations for learning with appropriate support for the full range of students in the classroom. (TPE 2.5)
6. Candidates learn about research on relationships between the background characteristics of students and inequities in academic outcomes of schooling in the United States, and teacher expectations and student achievement.
7. Candidates study different perspectives on teaching and learning, explore alternative conceptions of education, and develop professional perspectives that support the work of teaching students equitably.
8. Candidates begin to recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. (TPE 6.2)
9. Candidates study, learn and begin to apply major concepts, principles, and values necessary to create and sustain a just, democratic society and apply them in school and classroom settings. Through reflection and analysis, candidates demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families, as well as the need to conduct themselves with integrity and model ethical conduct for themselves and others. (TPE 6.5)
10. Candidates critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance. (TPE 6.7)

### Required Texts

1. Spring, J. (2017). *American Education* (18<sup>th</sup> Ed.). New York: McGraw-Hill. (Available in the Doheny bookstore. We will read 6 of the 11 chapters. Used copies may be available via Amazon.com) --- ALSO in past semesters [American Education](#) by Joel Spring has been offered by scribd.com. Scribd.com offers a 30-day free trial, and costs \$9.99 per month after the 30 days. This may be a good option for this 10-week course.

**Articles/Readings (provided in class/on Canvas)**

1. Bell, M. (2019). *A Truer Sense of Our National Identity*. In Teaching Tolerance, Fall, 63, pp. 38-40
2. Bratlinger, A. (2006). *The Geometry of Inequality*. In Rethinking Mathematics: Teaching Social Justice by the Numbers. Gutstein, E. & Peterson, B (Eds.), pp. 97-100.
3. Christensen, L. (2017). *Unlearning the Myths that Bind Us: Critiquing cartoons and society*. In Rethinking Schools, Spring, 31(3), pp. 22-17.
4. Delacroix, J. (2019). *Teaching Hard History from the Beginning*. In Teaching Tolerance, Fall, 63, pp. 34-37.
5. Denny, F. (2019). *Do you have Batman shoulders? - Middle school math students explore the disproportions of their favorite childhood toys*. In Rethinking Schools, Fall, 34(1), pp. 22-27.44-48.
6. Dillard, C. (2019). *Black Minds Matter: Interrupting school practices that disregard the mental health of black youth*. In Teaching Tolerance, Fall, 63, pp.
7. Ferguson, G. (2019). *Black Educators, Black Students, Stonewall Jackson School: One of these does not belong*, In Teaching Tolerance, Fall, 63, pp. 19-22.
8. Gutstein, E. (2006). *Math, Maps, and Misrepresentation*. In Rethinking Mathematics: Teaching Social Justice by the Numbers. Gutstein, E. & Peterson, B (Eds.), pp. 111-123.
9. Peterson, B. (2006). *The Geometry of Inequality*. In Rethinking Mathematics: Teaching Social Justice by the Numbers. Gutstein, E. & Peterson, B (Eds.), pp. 140-151.
10. Saker, D., Sadker, M., & Zittleman, K. (2008). *The History of American Education*. Chapter 7, pp. 267-273.
11. Schwartz, Katrina (2016). *How A Strengths-Based Approach to Math Redefines Who Is 'Smart'*. KQED News. <http://ww2.kqed.org/mindshift/2016/05/23/how-a-strengths-based-approach-to-math-redefines-who-is-smart/>
12. Staples, M. (2006). *Integers and Equity*. In Rethinking Mathematics: Teaching Social Justice by the Numbers. Gutstein, E. & Peterson, B (Eds.), pp. 103-110.
13. Turner, B. (2019). *Kindness Isn't Enough*. In Teaching Tolerance, Fall, 63, pp. 41-43.
14. Van Der Valk, A. (2019). *US vs. Hate*. In Teaching Tolerance, Fall, 63, pp. 23-25.
15. Wolfe-Rocca, U. (2017). *Standing with Standing Rock: A role play on the Dakota Access Pipeline*. In Rethinking Schools, Spring, 31 (3), pp. 14-20.

**Course Assignments:**

<b>Tasks</b>	<b>Due Date(s)</b>	<b>% of Course Grade/ Points</b>	<b>Teacher Performance Expectations Addressed (See Below for Details)</b>
<b>Socratic Seminars</b> (Make-up assignments available for those unable to participate)	3 seminars, 5 pts each 9/15, 10/6, & 10/20	15	2.5, 6.2
<b>Demographic Study</b> <b>Equity Investigation</b>	Demo study - 9/15	40	2.3, 2.4, 6.2

	Full Project - 10/6		
Ethics Statement and Critical Analysis	10/13	10	6.5
Plagiarism Avoidance Certificate	10/13	5	
Public Schooling, Governance, and Financing Research Paper	10/27	30	6.7
<b>Extra Credit Opportunities</b>			
Nice White Parents - Podcast Reflection	9/22	2	
Article Download Presentation Prep.	9/29	2	
The Global Rise of Authoritarianism Reflection	10/6	2	
1619 Project – Podcast Reflection	10/13	2	

### Grading Scale

94-100 = A  
 90-93 = A-  
 87-89 = B+  
 84-86 = B  
 80-83 = B-  
 77-79 = C+  
 74-76 = C  
 70-73 = C-  
 65-69 = D  
 <65 = F

### Assignment Descriptions

- Socratic Seminars (15 points) – TPE's 2.5, 6.2**  
 Multiple Socratic Seminars throughout the semester involve advance exploration of articles and videos related to societal inequity, diversity, and education. Within class sessions, discussions focus on identifying the consequences of bias, the need to maintain high expectations for all students' learning, and the need to create inclusive environments for all students.
- Demographic School Study and Equity Investigation (40 points) – TPE's 2.3, 2.4, 6.2, 6.3, and 6.5**  
 This two-part investigation includes collecting and comparing demographic data from two schools and their surrounding communities. Deeper investigation into one school site involves interviewing school stakeholders. The final report focuses on issues related to equity of educational opportunity, programs offered by the schools related to health, safety, and language learning, connecting families with community resources, the relationship between health/safety and student learning, communication with families, trauma-focused teaching practices, establishing professional learning goals, and the need to overcome personal bias to serve all students and families.
- Ethics Statement and Critical Analysis (10 points) – TPE 6.5**

This task involves reviewing professional ethics statements published by education-related organizations and critical self-reflection. An imagined presentation to a school hiring committee provides the opportunity to demonstrate personal responsibility for all aspects of student learning and classroom management, including taking responsibility for all students' learning, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families, as well as the need to act with integrity and model ethical conduct.

- **Public Schooling, Governance, and Financing Research Paper (30 points) – 6.7**  
Through the selection and investigation of a current issue in education, the research paper requires a critical analysis of how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

### **Assessment of Student Learning Outcomes:**

Student learning is at the core of the MSMU mission. MSMU faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of MSMU's graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

### **Course Format:**

This course meets in person via Zoom during a portion of the published course dates/times. All course documents, including assignment guidelines and rubrics, will be available on Canvas, and all assignments will be submitted through Canvas.

### **Classroom Policies:**

- **Submitting work:** All assignments are submitted through Canvas. I provide detailed feedback on all major assignments. Please be sure you are able to view comments uploaded as well as those posted directly onto the submissions themselves. See the media center for assistance if you are unsure how to view my feedback comments.
- **Formatting:** All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed.
- **Grading:** Please see my grading rationale, posted on Canvas.
- **Make up work and late assignments -** Emergencies occasionally happen. If you find that an assignment cannot be completed or submitted on time, contact me as soon as possible to make arrangements for a late submission. For equity purposes, late work does not receive the same credit as work submitted on time. However, a missed assignment has far worse consequences. If you know you will be absent, do your best to submit your work before the class' start time (and due date) on canvas.
- **Tardiness:** Because collective engagement in course topics is so important to the learning process, I track the number of minutes each person is tardy to each class session. Minutes tardy could accrue to be considered an absence. Please see me if there are extenuating circumstances that impact your ability to arrive to class on time so we can find a solution.

- **Peer Support:** Please exchange phone numbers and/or email addresses with your classmates/colleagues for mutual help and support. Find a friend who will read and edit your assignments with you. If you're absent, check in with a classmate and meet to discuss what you've missed.
- **E-Learning System (Canvas):** All course documents are published on Canvas.  
**Assessment** - The course aims to model the importance of using multiple measures of assessment to gauge the progress of learners. Please review the assignment guidelines before, during, and after completing your work. These documents are offered to support you in crafting assignments that achieve and demonstrate desired learning outcomes.

### **MSMU University and Education Department Policies:**

- **Absences:** Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than one session for a 1 or 2-unit course or two sessions for a 3 or 4-unit course. Students will have an opportunity to do a make-up assignment if there is an additional absence due to an emergency. If more than three absences occur, so much content will have been missed that an administrative withdrawal would be necessary and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please come talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session count as your attendance for that session.
- **Academic Integrity:** Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see <https://www.turnitin.com/solutions/plagiarism-prevention>).
- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.
- **Calendar Verification:** Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.
  - **Fall Mid-Semester Break:** Some Graduate-level Education courses meet on the Thursday of mid-semester break. Check your course calendar.

- **Spring Break:** The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.
- **Study Days:** The “Study Days” policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. All students are expected to participate in class meetings (in person or online) on the final Thursday before finals.
- **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.
  
- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.
  
- **Special Circumstances due to COVID.** This course has been modified to include more online/remote activities due to COVID and social distancing protocols. In addition, if you are unwell, or have other issues preventing you from attending face-to-face meetings, please be in contact with the instructor to discuss accommodations.
  
- **Incompletes:** Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:
  - files the application no later than 1 week prior to finals
  - has completed the majority of assignments
  - on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D
  - is prevented from completing the final assignment
  
- **Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates with assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.
  
- **Resource Binder Maintenance**  
All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each

class as handouts or made available on Canvas should be downloaded and kept in a personal filing system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.

- **Student Resources**

**Learning Resource Center:** The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.

**Professional and Academic Resource Center (PARC)**

- The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person, over the phone, or by videoconferencing. To schedule an appointment, access the PARC page on myMSMU: <https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC>
- All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, [PARC@msmu.edu](mailto:PARC@msmu.edu), located on the second floor of Building 10.

- **Students with Disabilities:** Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at [disability@msmu.edu](mailto:disability@msmu.edu).
- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.

- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

**MSMU Office Information:**

- Please call or email the Education Department Administrative Assistant to make an advisement appointment: [educationdepartment@msmu.edu](mailto:educationdepartment@msmu.edu) or (213) 477-2620.

### **Teacher Performance Expectations (TPEs) for EDU 106/206**

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

### **EDU 106/206 COURSE CALENDAR**

#### **Week 1 – Tuesday, August 25<sup>th</sup> – Online Module + 6:30-8:30PM Zoom**

**Topic(s):** Intro to Class – Overview, Getting Acquainted, Multiple Identities and Societal Power, Introduce Demographic Study/Ethics Investigation

**Reading Due:** None

**Assignment Due:** Online Module Completion

#### **Week 2 – Tuesday, September 1<sup>st</sup> – Online Module + 6:30-8:00PM Zoom**

**Topic(s):** Why teaching?, Dewey and Democracy

**Reading Due:** Spring, Chs. 1-2 & 4; History of American Ed Pgs. 267-273 (posted on Canvas)

**Assignment Due:** Online Module Completion

#### **Week 3 – Tuesday, September 8<sup>th</sup> – Online Module + 6:30-8:00PM Zoom**

**Topic(s):** Education and Equal Opportunity, Demographic Studies – Data searching and table creation support

**Reading Due:** Spring, Ch. 3

**Assignments Due:** Online Module Completion; Draft of Demographic Study - for support, not submission

**Week 4 – Tuesday, September 15<sup>th</sup> – Online Module + 6:30-8:00PM Zoom**

**Topic(s):** Demographic Studies - Individual. Presentations, **Anti-Black Racism and Contemporary Segregation – Socratic Seminar #1**

**Reading Due:** Spring Ch. 5

**Assignments Due:** Online Module Completion; School Demographic Comparison Study

**Week 5 – Tuesday, September 22<sup>th</sup> – *ONLINE MODULE ONLY***

**Topic(s):** Adverse Childhood Experiences (ACE), Trauma Informed Schooling

**Assignments Due:** Online Module Completion; Nice White Parents Podcast Reflection (Extra Credit, 2 points)

**Week 6 – Tuesday, September 29<sup>th</sup> – Online Module + 6:30-8:00PM Zoom**

**Topic(s):** Civil Rights & Schools: Race, Language, Class, Disproportionality; Support for Equity Investigation; Complex Instruction to Close the Opportunity Gap

**Reading Due:** Article Download Assignment; “Strengths-Based Approach to Math Redefines Who Is Smart”

**Assignments Due:** Online Module Completion; Article Download Presentation Prep (Extra Credit, 2 pts); Draft of Equity Investigation (for support)

**Week 7 – Tuesday, October 6<sup>th</sup> – Online Module + 6:30-8:00PM Zoom**

**Topic(s):** Social & Cultural Conditions in K-12 Schools – **Hate on Campus - Socratic Seminar #2; Equity Investigation Presentations**; Federal Legislation (NCLB, ESSA) and School Control

**Reading Due:** Spring, Ch. 9

**Assignments Due:** Online Module Completion; **Equity Investigation**; The Global Rise of Authoritarianism Reflection (Extra Credit, 2 points)

**Week 8 – Tuesday, October 13<sup>th</sup> – Online Module + 6:30-7:30PM Zoom (Optional Support Session)**

**Topic(s):** Ethics and Critical Analysis; The Political Nature of Teaching

**Reading Due:** Complete <https://ed100.org/lessons/system> Chapter 7 and 8 lessons, review Ed history links (found in research paper guidelines)

**Assignments Due:** Online Module Completion; Ethics and Critical Analysis Assignment; Plagiarism Avoidance Certificate; 1619 Project Podcast Reflection (Extra Credit, 2 points)

**Week 9 – Tuesday, October 20<sup>th</sup> – Online Module + 6:30-8:00PM Zoom**

**Topic(s):** **The Politics of History/Social Studies – Socratic Seminar #3**; Critical Pedagogy

**Reading Due:** Critical Pedagogy Articles (choose two)

**Assignments Due:** Online Module Completion; Research Paper mini-draft

**Week 10 – Tuesday, October 27th - Online Module + 6:30-8:00PM Zoom**

**Topic(s):** Public Education, Governance, and Financing

**Reading Due:** None

**Assignments Due:** Online Module Completion; Research Paper

## DEMOGRAPHIC STUDY AND INVESTIGATION OF COMMUNITY GUIDELINES

<b>PRACTICE TASK:</b> <b>TPEs 2.3, 2.4 &amp; 6.2, 6.3, 6.5</b>
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**10 POINTS = Demographic School Study (School Data Table)**

**30 POINTS = Final Report (including Tables)**

### Goal

This task will provide candidates the opportunity to learn about teachers and schools and how they may best serve their students and families.

### Topical Understandings

Teacher participation in communities promotes justice and democracy.

Schooling in the United States is shaped by geography.

### Topical Questions

How do teachers and schools serve students and families in ways that promote a just and democratic society?

How does geography shape schooling?

How can teachers join communities?

### Task

Conduct a study of two public schools and their surrounding neighborhoods. Use data to analyze the relationship between schools and their communities and to explore implications for teachers of school-community links.

### STEP ONE

Do comparative research (Demographic School Study) on two public schools in Los Angeles

- Choose one affluent school and one Title 1/Underachieving school in two different zip code areas.
- Research data related to each school.
  - Possible websites to locate data include...
    - California School Dashboard ([www.caschooldashboard.org](http://www.caschooldashboard.org))
    - The School Website
    - The State Board of Education (California is [www.cde.ca.gov](http://www.cde.ca.gov))
      - Use the “Data and Statistics” button to locate the “Schools and Districts” link. Toward the bottom of that page is a “California School Directory” that is very helpful.
    - Education Data Partnership ([www.ed-data.k12.ca.us](http://www.ed-data.k12.ca.us))
- Investigate the following (minimum things to look at)
  - School size
  - # of teachers with full credentials vs. those with emergency credentials
  - # of support personnel, who are they? (Nurse, Psychologist, etc.)
  - Standardized test scores (3 years)
  - Teacher salary differences
  - Ethnic demographics (students)
  - Ethnic demographics (teachers)
  - Percent English speaking/#Bilingual (which languages?)
  - Transiency rate

- Computer access (technology wired?)
- Ratio of teachers to students
- High School only
  - Graduation rate
  - Drop out
  - # of advanced placement (AP) classes offered
  - % of students taking AP classes
- Anything else you find new, exciting, interesting, etc.
- *Create a table using WORD* to show how the schools you chose differ and/or are similar in terms of the information you locate.
  - Be sure to include both raw numbers **and** percentages for information such as teacher and student demographics, # of ELL's, etc.
- **Submit this on the date due via Canvas – Demographic School Study**

## STEP TWO

Read two resource documents on Trauma Informed Schools from the National Child Traumatic Stress Network: Suggestions for Educators and For School Personnel. (See Canvas for links.)

Visit *one* of the schools you selected and the surrounding neighborhood. Get out of your car and walk around. What do you notice? Go into the Main Office and explain you are doing a research project in your education class. (Make sure to get a visitor's badge.) Ask students, staff, and teachers what they think about their school. What programs/services are available to students? Ask if their school is a trauma informed/sensitive school. Has the staff received Professional Development or training on trauma? Does the school use restorative justice practices? If so what type? Do they feel that the school meets the needs of students and the community who have suffered trauma?

Go to some businesses nearest the school. What kind of businesses are they? What are the prices like? What relationship do they have with the school?

Take notes on what you see and hear. See the questions in step four as an additional guide for how to concentrate your interviews of those you encounter. Each is essential and evaluated as part of your grade.

NOTE: When choosing which school to visit, please consider visiting the school located in the neighborhood which would be newest for you, the demographic with which you have had the least experience.

## STEP THREE

Do comparative research on the two (zip code) communities surrounding the two public schools you selected in Step 1.

Gather data on each school and neighborhood that you have selected. See the support document (posted on Canvas) offering you links and instructions for doing zip code by zip code comparisons of various types of information for support.

Create a table that includes information about *both communities* that you feel would impact students based on the factors we have talked about in class and you have read about in the text, and any articles that you have read on your own (e.g., crime, poverty/income, health, employment, and educational achievement of adults). SEE SUPPORT DOCUMENT POSTED ON CANVAS.

**NOTE: You will refer to and submit both demographic tables within the final report as part of a SINGLE assignment file. You must combine the tables into your Word document along with your narrative submission.**

#### **STEP FOUR**

Write a 6 page minimum (double-spaced) report that answers the following questions (#1-10) in as much detail as possible.

1. What is the student population like in the school? Ethnicities, language backgrounds, SES, immigration status, etc.? (*Offer details. Do not refer readers to your charts. Write out the information from your charts in prose.*)
2. What is the neighborhood like? What is the relationship between the neighborhood and its school? How can you tell? (*Here you should refer to the community data chart to make links with what you learned.*)
3. How might your knowledge/understanding of childhood trauma explain some of the data in your demographic study? Were there any indicators of trauma?
4. What educational and language-related service agencies/programs are available to the school, its teachers, families, and students?
5. What health and school safety-related service agencies/programs are available to the school, its teachers, families, and students?
6. What school and/or community resources exist that support students who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile?
7. In what ways are the services/programs listed above connected to a student's ability to learn?
8. What actions would you take to ensure that students in need access the resources necessary to allow them to be engaged in your class and achieve learning outcomes?
9. If you were a teacher at the school, what would you do to serve the students and their families? Why?
10. After reflecting on this community investigation, what personal biases did you notice within yourself as you completed the investigation? In what ways might you need to stay attentive to, and seek to eliminate, your personal biases in order to effectively teach the students at this school?

Submit your Final Report as a single Word file, which includes the final report narrative, the school demographic data table, and the community data table, via Canvas on or before the date/time due.

Be sure to use the following file name: LastName.FirstName.FWK1

Be prepared to share your findings with the class in a small group presentation on the date due. Bring one copy of your narrative for reference (electronic copy okay) and four hardcopies of your data tables (school and community) to share with group members.

**Fieldwork Task #1 – Investigation of Community**  
**Task Rubric**

**Total Points Possible = 30**

<b>Candidate Learning Outcome/ Course Objective</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Obj. #1</b> Candidates examine research regarding the social and cultural conditions of K-12 schools. (Tables/Q1)	Comprehensive analysis of demographic data. (4 pts)	Appropriate analysis of demographic data. (3.5 pts)	Adequate analysis of demographic data (3 pts)	Limited analysis of demographic data (2.5 pts)	Little to no analysis of demographic data (2 pts)
<b>Obj. #1</b> Candidates learn about research on relationships between the background characteristics of students and inequities in academic outcomes of schooling in the United States, and teacher expectations and student achievement (Tables/Q2/3)	Comprehensive analysis of demographic and interview data regarding inequities and outcomes (4 pts)	Appropriate analysis of demographic and interview data regarding inequities and outcomes (3.5 pts)	Adequate analysis of demographic data regarding inequities and outcomes (3 pts)	Limited analysis of demographic and interview data regarding inequities and outcomes (2.5 pts)	Little to no analysis of demographic and interview data regarding inequities and outcomes (2 pts)
Candidates learn about social, health, educational and language-related service agencies and resources available at school and off-campus, particularly ones that promote student health, school safety, and reduce violence. (Q4/5)	Comprehensive analysis of service agencies and programs (4 pts)	Appropriate analysis of service agencies and programs (3.5 pts)	Adequate analysis of service agencies and programs (3 pts)	Limited analysis of service agencies and programs (2.5 pts)	Little to no analysis of service agencies and programs (2 pts)
<b>TPE 2.4</b> Candidates know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. (Q6)	Comprehensive knowledge regarding resources to support students (4 pts)	Appropriate knowledge regarding resources to support students (3.5 pts)	Adequate knowledge regarding resources to support students (3 pts)	Limited knowledge regarding resources to support students (2.5 pts)	Little to no knowledge regarding resources to support students (2 pts)
<b>TPE 2.3</b> Candidates establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn. (Q7)	Comprehensive understanding of how safe, healthy environments affect student learning (4 pts)	Appropriate understanding of how safe, healthy environments affect student learning (3.5 pts)	Adequate understanding of how safe, healthy environments affect student learning (3 pts)	Limited understanding of how safe, healthy environments affect student learning (2.5 pts)	Little to no understanding of how safe, healthy environments affect student learning (2 pts)
<b>TPE 6.5</b> Candidates demonstrate professional responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of student and families. (Q8)	Comprehensive plan to ensure students and families access needed resources (3 pts)	Appropriate plan to ensure students and families access needed resources (2.5 pts)	Adequate plan to ensure students and families access needed resources (2 pts)	Limited plan to ensure students and families access needed resources (1.5 pts)	Little to no plan to ensure students and families access needed resources (1 pt)
<b>TPE 6.3</b> Candidates establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues. (Q9)	Comprehensive reflection on what could be done to serve the students and their families (4 pts)	Appropriate reflection on what could be done to serve the students and their families. (3.5 pts)	Adequate reflection on what could be done to serve the students and their families (3 pts)	Limited reflection on what could be done to serve the students and their families (2.5 pts)	Little to no reflection on what could be done to serve the students and their families (2 pts)

<p><b>TPE 6.2:</b> Candidates recognize their own values and implicit and explicit biases and the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning. (Q10)</p>	<p>Comprehensive reflection on the ways assumptions, prior experiences, and biases might affect the teaching and learning of students (3 pts)</p>	<p>Appropriate reflection on the ways assumptions, prior experiences, and biases might affect the teaching and learning of students (2.5 pts)</p>	<p>Adequate reflection on the ways assumptions, prior experiences, and biases might affect the teaching and learning of students (2 pts)</p>	<p>Limited reflection on the ways assumptions, prior experiences, and biases might affect the teaching and learning of students (1.5 pt)</p>	<p>Little to no reflection on the ways assumptions, prior experiences, and biases might affect the teaching and learning of students (1 pts)</p>
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**Total Points Earned:** \_\_\_\_\_

**Deductions for Incomplete Work:**

1. \_\_\_\_\_ Professional work quality (0-7)