

COURSE TITLE: TEACHING FOR EQUITY: ALL MEANS ALL
NO. OF CREDITS: 5 QTR CREDITS
INSTRUCTORS: MICKI EVANS ERIN SANCHEZ
mevans@antiochsea.edu sanchez311@gmail.com
206/351-7580 206/384-2209

ASSIGNMENT CHECKLIST

The assignment checklist will help you plan your work. Check off completed assignments.
Assignments with an asterisk indicate a requirement to submit work to the instructor.

400 & 500 LEVEL

INFORMATION ACQUISITION:

1. Read Ginsberg & Wlodkowski, and Lear's introduction. Answer questions in workbook.*
2. Read and complete "Getting into the Equity Zone" in the workbook.
3. Complete 3 Rs survey, answer questions, and view video using the template, "It's Showtime!"*
4. Students of color read "Unpacking the Knapsack" and write a 1-page paper.*
5. Complete an "Individual Monthly Action Plan" for equity found in the workbook.*
6. Write a 2-3 page summary paper. Send your summary to the instructor.*

400 & 500 LEVEL

LEARNING APPLICATION:

7. Read Ginsberg & Wlodkowski, pages 51-229. Write a 2-page synthesis paper.*
8. Read and complete "Beyond Heroes and Holidays" in the workbook.
9. Read and complete "Examining Instructional Rubrics for an Embedded Focus on Equity".
10. Read and complete "Transforming a Project for Equity".
11. Complete "Transforming a Project for Equity" using a new project/unit from your curriculum.*
12. Read required Ginsberg & Wlodkowski, pages 230-294 and write a 1-2 page paper.*

500 LEVEL ASSIGNMENT:

13. In addition to the 400 level assignment, do **one** of the following:
 - Research Discourse I & II and design a 1-hour professional development module.*
 - Do additional reading and develop a unit.*
 - Research historical or current issues of inequity in education. Write 3-pages.
 - Another assignment of your own design, with the instructor's prior approval.

400 & 500 LEVEL

SELF-REFLECTION & INTEGRATION PAPERS:

14. Read and complete "Mirror, Mirror" in the workbook.
15. Write a 2-page self-reflection using the guiding question located in the workbook.*
16. Write a 2-3-page Integration paper as described in the syllabus.*

NOTES:

- You may work collaboratively and submit joint assignments on all but the Self-Reflection papers and the Integration Paper that must be individually authored and submitted.
- Alternatives to written assignments (video, audiotape, photo collection, collection of products, letter to editor, brochure or Web pages) may be submitted, provided you have prior approval from your instructor.

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COURSE DESCRIPTION:

What are your students' dreams? What classroom strategies can you employ to make those dreams a reality? What attitudes and assumptions do you hold that may hinder your student from reaching their goals? The moral imperative of teaching in the twenty-first century is ensuring that each student is prepared for college, work, and citizenship, but sometimes it's hard to translate college readiness and equitable outcomes into tangible classroom practice. This course will help you uncover the meaning behind the terms of teaching for equity and gain the confidence to examine your individual instructional practices, as well as your school's collective cultural practices.

Using video images of actual teachers engaged in the work of teaching for equity, and through a series of tasks, which include reflection, investigation, and planning you'll culminate your new growth in the development of a culturally responsive project/unit/lesson and rubric that serves each student in your classroom.

The course is appropriate for middle school and high school teachers. A DVD and course guide, which includes protocols, processes, templates, teacher and student artifacts, articles, and planning and assessment tools, is required for a \$25 fee (to be paid after registration). Use the order form provided by The Heritage Institute with your registration confirmation.

This GIS is also offered as a 3-credit class.

LEARNING OUTCOMES:

As a result of this course, participants will learn:

- How to identify explicit and implicit evidence of the 3Rs in their work
- To engage in reflection of their assumptions about their students, families, and their communities
- To demonstrate a change in expectations in the form of revised assignments, assessments, projects, etc.
- To identify specific successes and challenges in the creation of equitable learning environments
- To compare and contrast the features of equitable and inequitable learning environments in support of individual practice and whole school transformation
- What culturally responsive teaching entails and how it creates an equitable learning environment for all students

COURSE REQUIREMENTS:

Following are general course requirements weighted for determining the granting of university credit. Antioch University Seattle requires 75% or better to issue credit at the 400 level and 85% or better for credit at the 500 level.

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| 1. Attendance and active participation in all class sessions | 40% |
| 2. Reading or articles, handouts, books or texts | 30% |
| 3. Satisfactory completion of all outside assignments | 30% |

400 & 500 LEVEL

INFORMATION ACQUISITION:

1. Read required Ginsberg & Wlodkowski, pages 1-50, and Lear's introduction to teaching for equity. Answer questions in workbook.
2. Read and complete "Getting into the Equity Zone" in the workbook in order to establish an explicit understanding that rigorous work around equitable outcomes will take them outside their comfort zone into the risk zone where real learning can take place.
3. Complete the 3 Rs survey, record the answers to the questions in the workbook, and view the video "Teaching for Equity" using the template, "It's Showtime!"
4. Students of color read "Unpacking the Knapsack" and write a 1-page paper on the impact of white privilege on your daily life and teaching practice. Caucasian students read "Unpacking the Knapsack," take the embedded quiz, and answer the questions in the workbook.
5. Complete an Individual Monthly Action Plan for equity found in the workbook to assist in sustaining your commitment to equitable outcomes for all of your students.
6. Write a 4-5 page paper summarizing:
 - a. Your key learning from the materials previewed.
 - b. How you could incorporate the materials into creating a more equitable learning environment for your students within your classroom and on a school-wide level.Send your summary paper to the instructor upon completion. I will get back to you within the week with feedback.

400 & 500 LEVEL

LEARNING APPLICATION

7. Read required Ginsberg & Wlodkowski, pages 51-229. Write a 2-page synthesis paper using the guiding questions in workbook.
8. Read and complete "Beyond Heroes and Holidays" in the workbook to put a self-assessment process in place to examine the changes you are making to your practice and curriculum in service of all students.
9. Read and complete "Examining Instructional Rubrics for an Embedded Focus on Equity" in the workbook to assess the alignment between your choice of instructional strategies and your support of equitable student outcomes, and develop a customized rubric that supports an embedded focus on equity and excellence.
10. Read and complete "Transforming a Project for Equity," using a sample from one of the teachers in the video.
11. Complete "Transforming a Project for Equity" using a new or existing project/unit from your curriculum. Submit rubric, sample lesson plans, student work samples, and a six-page paper synthesizing all information from "Questions to Ask Yourself" in the workbook.
12. Read required Ginsberg & Wlodkowski, pages 230-294 and write a 1-2 page paper that addresses your hopes and fears about creating a school- or district-wide equity initiative.

500 LEVEL ASSIGNMENT:

13. In addition to the 400 level assignment, do one of the following:
- Research Discourse I & II (overview in workbook) and design a one-hour professional development module to introduce the concept to staff.
OR
 - Do additional reading about Bank's Four Approaches and take an existing unit or develop a new unit that pushes your practice to the fourth approach – the Decision Making and Social Action approach.
OR
 - Research historical or current issues of inequity in our education system and write a 3-page paper synthesizing your new learning. Include a bibliography.
OR
 - Another assignment of your own design, with the instructor's prior approval.

400 & 500 LEVEL

SELF REFLECTION & INTEGRATION PAPERS

14. Read and complete "Mirror, Mirror" in the workbook to establish structures and conditions that support sustained, reflective, collaborative practices.
15. Write a 2-page self-reflection using the guiding question "What structures do you need in place in your classroom, curriculum, and school to foster your extended reflection and collaboration in support of equitable outcomes for all students in the future?"
16. Write a 2-3 page Integration paper responding to the following:
- What did I learn versus what I expected to learn from this course?
 - What aspects of the course were most helpful and why?
 - What would I do differently in another independent study?
 - How and when will I use what I've learned?
 - Evaluate your communication with your instructor and the materials provided.

REQUIRED READING:

Teaching for Equity course workbook and DVD (2006). The Small Schools Project.

Creating Highly Motivating Classrooms for All Students: A Schoolwide Approach to Powerful Teaching with Diverse Learners (2000). M.B. Ginsberg & R.J. Wlodkowski. Jossey-Bass, San Francisco.

- Course workbook and DVD are available from the instructor. See MATERIALS FEE below.
- *Creating Highly Motivating Classrooms for All Students* is available from all major booksellers and online.

ASSIGNMENT FORMAT AND DUE DATE:

Papers should be typed or word-processed, double-spaced, single sided and sent to the instructor's address listed in this syllabus. You may also choose to e-mail your assignment as a word document to the instructor's e-mail address listed in this syllabus.

INSTRUCTOR EVALUATION OF WORK:

Whether you send me your work digitally as an e-mail attachment, or through the U.S. mail, please indicate if you would like to receive comments on your work.

If you send hard copies that you would like to have returned, please be sure to include a self-addressed, stamped envelope with enough postage and I will get everything back to you.

MATERIALS FEE:

\$25 materials fee for the purchase of the workbook and DVD is payable to the instructor after registration.

Fill out the order form provided by The Heritage Institute after you register. Mail the order form and payment to Micki Evans at the address listed.

Required reading to be obtained on your own. Price ranges from \$8 (used) to \$25 (new).

QUALIFICATIONS FOR TEACHING THE COURSE:

Micki Evans has worked in the field of education for over 28 years as a classroom teacher, curriculum coordinator, associate professor of graduate studies in education, professional development coordinator and an educational writer. Most recently she has worked as a school redesign coach and content producer for the Picturing the Possibilities Video series on powerful teaching and learning. She is currently a school coach for CESNW Service Learning Center.

Erin Sanchez has worked in the education field as a high school teacher, consultant, researcher, writer, and most recently, content producer of video and support materials. She has been a teacher-leader in a nationally recognized and replicated project-based charter school, and published research about and taught at Native American charter schools. Her commitment to the relationship between project-based learning and equitable outcomes for all students, education reform, and school redesign is paramount in her professional experience.

TEACHING FOR EQUITY: ALL MEANS ALL BIBLIOGRAPHY

Diversity and Motivation: Culturally Responsive Teaching. Raymond J. Wlodkowski, Margery B. Ginsberg. What Year? Jossey-Bass, San Francisco.

<http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0787967424.html>

Wlodkowski and Ginsberg have written the foundational book on defining culturally responsive teaching and creating a culturally responsive pedagogy. Their work offers realistic, tested methods for turning learners' experiences into rich teaching and learning opportunities.

Culturally Responsive Teaching: Theory, Research, and Practice. Geneva Gay (2000). Teachers College Press. <http://store.tpress.com/0807739545.shtml>

In this wonderful new volume, Geneva Gay makes a convincing case for using culturally responsive teaching to improve the school performance of underachieving students of color. She combines insights from multicultural education theory, research, and classroom practice to demonstrate that African, Asian, Latino, and Native American students will perform better, on multiple measures of achievement, when teaching is filtered through their own cultural experiences and frames of reference.

Educating Teachers for Diversity: Seeing with a Cultural Eye. Jacqueline Jordan Irvine (2003). Teachers College Press. <http://store.tpress.com/0807743577.shtml>

Educating Teachers for Diversity addresses the complex issues of how culture, race and ethnicity, and social class influence the teaching and learning processes. The author provides not only an analysis of current conditions and reforms in education, but also offers suggestions and practices for improving educational outcomes for all children.

Renegotiating Cultural Diversity in American Schools. Patricia Phelan and Ann Locke Davidson, Editors (1993). Teachers College Press. http://www.teacherscollegepress.com/multicultural_studies.html

An intimate look at the lives of young people as they negotiate the world of the family with the world of their peers and the demands of school. Provides a clear understanding of features in school and classroom environments that aid or impede students in making transitions among their worlds and the world of school—both social and academic.

Walking the Color Line: The Art and Practice of Anti-Racist Teaching. Mark Perry (2000).

Teachers College Press. <http://store.tpress.com/0807739642.shtml>

As a former principal and teacher, Perry is committed to developing and implementing a culturally relevant curriculum that offers realistic alternatives to inaction. An honest, readable, and succinct account of real-life teaching, this book provides a framework as well as valuable insight for all educators, parents, and community activists who work toward social justice, particularly at the grassroots level.

We Can't Teach What We Don't Know: White Teachers, Multiracial Schools. Gary R. Howard (1999). Teachers College Press. <http://store.tpress.com/080773800X.shtml>

With lively stories and compelling analysis, Gary Howard engages his readers on a journey of personal and professional transformation. From his 25 years of experience as a multicultural educator, he looks deeply into the mirror of his own racial identity to discover what it means to be a culturally competent White teacher in racially diverse schools. Inspired by his extensive travel and collaboration with students and colleagues from many different cultures, *We Can't Teach What We Don't Know* offers a healing vision for the future of education in pluralistic nations.