



EDU 505A: Self, Schools, & Society
Fall 2022 Syllabus
3 units

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Location: HTH Forum

Course meetings: Fridays 9:00am-12:00pm

COURSE DESCRIPTION

This course is designed to support candidates in developing and deepening their practice as anti-racist educators working in culturally and linguistically diverse classrooms. The core course learning outcomes are as follows:

1. *Awareness:* Candidates will develop deep understandings of how race and racism have shaped--and continue to shape--our society, our schools, and our own positionalities.
2. *Appetite:* Candidates will develop enduring commitments to undertaking anti-racist work in the context of their classrooms, schools, and lives.
3. *Application:* Candidates will encounter, practice, refine, and reflect on pedagogical tools which allow them to engage in anti-racist work in the context of their classrooms.

By design, this course will involve a blend of theory and practice. Course readings and activities will be selected to help candidates understand the historical, theoretical, and empirical warrants for engaging in anti-racist work (the “why”), while weekly Put It to Practice assignments will be designed to support exploration and application (the “what” and “how”). The course will be divided into three portions: 1) excavating the self and the now; 2) exploring the construction and history of race, with a particular emphasis on schools; and 3) beginning to dig into the practices which support anti-racist teaching. Part 3 will be introduced at the end of the course, with the 505B and 505C modules involving a much deeper dive into anti-racist teaching practices. In alignment with best practices in teacher education as well as HTH’s values, the key theories informing this work will be those of critical pedagogy, critical constructivism, and culturally responsive pedagogy.

As a full sequence, the Equity courses will support candidates in developing and demonstrating *novice-level proficiency* of specific California Teaching Performance Expectations and also will introduce them to several GSE Program Learning Outcomes (see below for TPEs and PLOs). Along with a final writing task which asks candidates to articulate their evolving teaching philosophies in relation to course material, Gateway I--a multi-part performance task which candidates will complete in December--will serve as key assessment evidence for the course. Gateway II, to be completed in May, will serve as assessment evidence for the latter two portions of the course (505B and C).



ESSENTIAL QUESTIONS

- How can we excavate our own socio-cultural consciousness for ourselves, each other, and our students?
- How can knowledge of self, students, and society help us to deepen our commitments to undertaking anti-racist work in our classrooms, schools, and lives?
- What design choices and pedagogical practices allow us to disrupt patterns of oppression and marginalization which play out in the context of our classrooms?

LEARNING OUTCOMES

PROGRAM LEARNING OUTCOMES

HTH GSE is committed to developing reflective practitioner leaders who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for all students. This shared vision is articulated in our Institutional Learning Outcomes for all HTH GSE students:

Practice Thoughtful Inquiry & Reflection (IR)

- **Reflective Practice (IR1):** Reflect on and critically analyze their own practice to guide future action.
- **Connection (IR2):** Synthesize and connect relevant theory and scholarship to their practice.
- **Scholarly Inquiry (IR3):** Design, conduct, and share inquiry that addresses essential questions from their practice.

Design Equitable Learning Environments (D)

- **Instructional Design (D1):** Design approaches to learning that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners.
- **Authentic Assessment (D2):** Design reflective, dialogical approaches to assessment, both formative and summative, to assess student learning and guide instruction.
- **Differentiation (D3):** Design learning experiences that honor student voice and choice and are responsive to cultural, linguistic and neurodiversity in the classroom.

The curriculum for this course is based on the above-listed essential questions and program learning outcomes, as well as a corresponding set of course-level learning outcomes, activities and products. Together, they represent the knowledge, skills, and dispositions for this course.



Course Learning Outcomes mapped to program learning outcomes	Activities/Products
<ul style="list-style-type: none"> ❖ <i>Awareness:</i> Candidates will develop deep understandings of how race and racism have shaped--and continue to shape--our society, our schools, and our own positionalities. (IR1) ❖ <i>Appetite:</i> Candidates will develop enduring commitments to undertaking anti-racist work in the context of their classrooms, schools, and lives. (IR1, IR2) ❖ <i>Application:</i> Candidates will encounter, practice, refine, and reflect on pedagogical tools which allow them to engage in anti-racist work in the context of their classrooms. (IR2, D1) 	<ul style="list-style-type: none"> ➔ Online discussion forums; in-class seminars ➔ Discussions and PITP assignments; final paper ➔ Discussions and PITP assignments; Gateway I

ALIGNMENT WITH THE CALIFORNIA TPEs

This course, in conjunction with clinical practice, will support candidates in learning, applying, and reflecting on the competencies specified by the California Teaching Performance Expectations (TPEs). As part of this process, candidates will receive feedback from program faculty on weekly “Put it to Practice” (PITP) assignments. PITP assignments ensure that coursework supports fieldwork experiences. Each assignment is aligned to specific TPEs and is designed to measure and provide feedback on a candidate's ability to plan, teach, assess and redesign. Additionally, cooperating teachers and fieldwork supervisors align their coaching and feedback to the theory and practice being explored concurrently through the coursework.

Throughout EDU 505A and upon course completion, the following TPE competencies are introduced (I), practiced (P) and/or assessed (A):

- ❖ **TPE 1.1** Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. (I, P)
- ❖ **TPE 2.1** Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. (I, P)
- ❖ **TPE 2.2** Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. (I, P)
- ❖ **TPE 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. (I, P)



- ❖ **TPE 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. (I, P, A)

COURSE MATERIALS

Course Texts (to be distributed in class and/or on the course Powerschool Learning site):

- Biewen, J. (2018). "Seeing White," *Scene On Radio* [Audio Podcast]. Retrieved from: <https://www.sceneonradio.org/seeing-white/>.
- Delpit, L. (1988). "The Silenced Dialogue: Power and Pedagogy in Educating Other Peoples' Children." *Harvard Educational Review*: 58:3, pp. 280-298.
- Graham, P. (2005). *Schooling America*. New York: Oxford.
- Hammond, Z. (2014). *Culturally Responsive Teaching & The Brain*. Thousand Oaks, CA: Corwin.
- Loewen, J. (2007). *Lies My Teacher Told Me*. Miami: Atria Books.
- Singleton, G., & Linon, C. (2014). *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*. Thousand Oaks, CA: Corwin.
- Tatum, B. (2008). *Can We Talk about Race?: And Other Conversations in an Era of School Resegregation*. Boston: Beacon Press.
- Thomas, A. (2017). *The Hate U Give*. New York: Balzer + Bray.
- Zinn, H. (2005). *A People's History of the United States*. New York: Harper Perennial.

Additional texts (articles, videos, podcasts) will be provided throughout the course.

COURSE ASSIGNMENTS and ACTIVITIES

There will be two assignments per week: 1) a reading assignment to be completed outside of candidates' time in the classroom, and 2) a "Put It To Practice" (PITP) assignment to be implemented in the context of their teaching fieldwork. In addition, each week candidates will be required to upload a post to the assignment-specific discussion forum on the course website. These posts will be about *either* the week's reading *or* the PITP assignment; course instructors will indicate which one is required each week. Candidates are encouraged to respond to each other's commentaries as well as to post their own. **Discussion posts must be uploaded to the Powerschool Learning site no later than noon on the Wednesday before class.**

There are two final assignments for this course, both of which are shared final assignments for other fall courses. The first of these is Gateway I, a mid-year performance task designed to gauge candidates' progress toward novice-level proficiency with the TPEs. Gateway I requires candidates to plan, execute, and reflect on a lesson in which they effectively use an Instructional Activity to engage all students in high-cognitive-demand instruction which attends to issues of status and equity. The second assignment will be in the form of a traditional academic paper in which candidates articulate their philosophy of



education and pedagogical values with direct references to course material as well as to their clinical experience. Rubrics will be provided for both of these assignments, and both will require candidates to revise their work in response to critique.

EXPECTATIONS & ASSESSMENT

“If something is worth doing, it is worth doing well.” ~ Proverb

Assessment in this course is discourse-based, combining reflection, peer critique, and instructor response. Final projects and overall course participation are assessed in a “student-led comment” format, where the participant presents a self-assessment and the instructor responds. Contributions to discussion forums are not assessed formally, but are assessed for completion and serve as an essential component of the ongoing dialogue with peers and the instructor. The instructors recognize that assessment is a two-way street and invite critique on the course content and process through exit cards following each session and in a course evaluation at the end.

The effectiveness of our learning community depends upon each person’s consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process throughout will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student’s participation in this course will be assessed in accordance with the following criteria:

Pass: Student’s class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, students must achieve the learning outcomes stated on the second page. The final assignments must “meet” or “exceed” the criteria stated on the rubric and students will be required to revise their work if they “approach” the criteria. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

Fail: The student makes little to no progress toward completing course assignments, and fails to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final assignments are missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. If a candidate misses more than 2 class meetings, she/he will be required to take the course the following year; this means that the candidate cannot be recommended for his/her Preliminary Credential at the end of year 1. In extreme cases, please talk to the instructors if you must miss class or need an extension.

CREDIT HOURS

This is a 3 credit course (12 weeks). Each credit represents 45 hours of learning, for 135 total hours. There will be 36 hours of face-to-face instruction, either in class or virtually, 27 hours of out-of-class instructional time (via online forums and tutorial instruction) and 72 hours of out of class work (e.g. readings, assignments, final product, digital portfolio maintenance).



COURSE SCHEDULE

The schedule below outlines the important deadlines to meet throughout the course. More detailed weekly agendas will be distributed at course meetings and posted on Powerschool Learning. *Please note that for each week, the assignment about which candidates should post online is marked with a triple asterisk.*

Session 1: August 19 ~ Starting with Self <i>Inviting the 4-letter Word into the Classroom</i>	
Reading Due Today: N/A	Put It To Practice due today: N/A
Session 2: August 26 ~ Starting with Self <i>Excavating our Experiences</i>	
<p>Reading due for session 2:***</p> <ul style="list-style-type: none"> <input type="checkbox"/> Glenn Singleton & Curtin Linon, <i>Courageous Conversations About Race</i>. Excerpted racial autobiographies (found in folder). <input type="checkbox"/> Pick 1 (or more) of the following SDTR student racial autobiographies: <ul style="list-style-type: none"> <input type="checkbox"/> Gabi <input type="checkbox"/> Victoria <input type="checkbox"/> Michael 	<p>Put It To Practice due for session 2:</p> <ul style="list-style-type: none"> <input type="checkbox"/> COLLECT: information about the demographics in your classroom and school and use this to fill out the calTPA “getting to know your students” organizer as best you can. Make yourself a calTPA cycle 1 drive folder and add this document there! <input type="checkbox"/> REFLECT: Pick a chunk of interactive work in the classroom. Afterwards, jot down which students you interacted with, about what, and for how long. What patterns do you notice? Do your interactions reflect class demographics?
Session 3: September 2 ~ Starting with Self <i>Intersectionality</i>	
<p>Reading due for session 3:***</p> <ul style="list-style-type: none"> <input type="checkbox"/> WATCH: Kimberly Crenshaw, “The Urgency of Intersectionality.” <input type="checkbox"/> READ: Beck, “Intersectionality as Education Policy Reform: Creating Schools that Empower Telling” <input type="checkbox"/> READ: Martinez, “Intersectionality and Possibility 	<p>Put It To Practice due for session 2:</p> <ul style="list-style-type: none"> <input type="checkbox"/> TRY: Conduct a brief empathy interview with a neurodiverse learner, emerging bilingual learner, or learner who is ready for extra challenge in your classroom. (If you want to get ahead of the game, you can use this interview to continue to fill out the calTPA “getting to know your students” document.)



<p>in the Lives of Latina/o/x Children of Immigrants.”</p>	<p><input type="checkbox"/> NOTICE how your perspectives and biases (as discussed in class) might be shaping your behaviors in your classroom. Come ready to share your thoughts.</p>
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Session 4: September 9 ~ Starting with Self
Microaggressions

<p>Reading due for session 4***:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Racial Microaggressions from Everyday Life <input type="checkbox"/> NPR Life Kit: Microaggressions Are A Big Deal: How To Talk Them Out And When To Walk Away <input type="checkbox"/> Video: Microaggressions in Everyday Life <input type="checkbox"/> MTV Decoded video: If Microaggressions Happened to White People 	<p>Put It To Practice due for session 4:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Optional but encouraged: Conduct another brief empathy interview with a neurodiverse learner, emerging bilingual learner, or learner who is ready for extra challenge in your classroom. (If you want to get ahead of the game, you can use this interview to continue to fill out the calTPA “getting to know your students” document.)
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Session 5: September 16 ~ Starting with Self
White Supremacy Culture

<p>Readings due for session 5***:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lisa Delpit, The Silenced Dialogue: Power and Pedagogy in Educating Other People’s Children <input type="checkbox"/> Reread/Review Lim, Qualities of Regenerative and Liberatory Culture 	<p>Put It To Practice due for session 5:</p> <ul style="list-style-type: none"> <input type="checkbox"/> TRY: Practice disrupting microaggressions through planned reflective conversations. Also, try to use micro-affirmations (discussed in class) to celebrate students’ identities.
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Session 6: September 22 ~How Did We Get Here? <i>Constructing Race</i>	
Reading due for session 6***: <input type="checkbox"/> Howard Zinn, “Drawing the Color Line” from <i>People’s History of the United States</i> . <input type="checkbox"/> Optional but encouraged: <i>Scene On Radio:</i> “Seeing White,” part 8: Skulls and Skins	Put it to Practice for week 6: <input type="checkbox"/> Notice where and how white supremacy culture and/or qualities of regenerative and liberatory culture are showing up at your school site. Come to class ready to discuss.
Session 7: September 30 ~ How Did We Get Here? <i>Racist Laws & Policies</i>	
Reading due for session 7***: <input type="checkbox"/> Japanese Americans Citizens League, “An Unnoticed Struggle.” <input type="checkbox"/> Optional but encouraged: <i>Scene On Radio:</i> “Seeing White,” part 10: Citizen Thind	Put It To Practice due for session 6: <input type="checkbox"/> In preparation for your critical perspectives lesson, pick a topic which connects to your content area and current unit/project. Do some research into critical perspectives (“counterstories”) on this topic. If possible, find out what your students know and wonder about the topic. Then, pick a short text or artifact that will sit at the heart of your critical perspectives lesson. (Ex: video, picture book, article, set of photographs.)
Session 8: October 7 ~ How Did We Get Here? <i>Schools as Instruments of Oppression</i>	
Reading due for session 8***: <input type="checkbox"/> Mary Pember, “Death by Civilization,” <i>The Atlantic</i>, 2019. <input type="checkbox"/> “Grandpa’s Drum,” excerpt from <i>Molly from Denali</i>. (PBS kids). <input type="checkbox"/> Optional but encouraged: Pat Graham, <i>Schooling America</i> . Chapter 1: “Assimilation.”	Put It To Practice due for session 8: <input type="checkbox"/> CREATE a draft lesson plan for your critical perspectives lesson(s) using the SDTR Intro Lesson Planning template . Bring in 3 printed copies of the plan to class. Keep in mind that you will need to teach the lesson between 10.11 and 10.20.



<p>Session 9: October 14 ~ How Did We Get Here? <i>(De)Segregation</i></p>	
<p>Reading due session 9:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Separate is Never Equal (Children’s book about Mendez case) <input type="checkbox"/> <i>Revisionist History</i>, Episode 13: “Ms Buchanan’s Period of Adjustment” (podcast) <input type="checkbox"/> Optional but encouraged: Lemon Grove Case Zinn Education Project Resource and PBS Video <input type="checkbox"/> Optional but encouraged: <i>This American Life</i>, parts 1 & 2 of The Problem We All Live With (podcast). 	<p>Put It To Practice due for session 9:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach your critical perspectives lesson by 10/20
<p>Session 10: October 21 ~ Getting to the Now <i>Ethnic Studies</i></p>	
<p>Reading due for session 10***:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch: Precious Knowledge (feel free to set up a viewing party!) <input type="checkbox"/> Read: Ernesto Sagás, “Why We Need Ethnic Studies Now More than Ever.” 	<p>Put It To Practice for session 10:</p> <ul style="list-style-type: none"> <input type="checkbox"/> TRY: Teach your critical perspectives lesson by this session. Bring 1 10-minute video clip from the lesson that you would like to discuss.



Session 11: October 28
The School-to-Prison Pipeline

Reading due for session 11:

- Learning for Justice, [The School to Prison Pipeline](#)
- Optional but encouraged:** [This American Life](#), “Is This Working?”

Put It To Practice due for session 11:

- Bring a “zero draft” of your own racial autobiography to class. (You can use as many or as few words as you need!)

Session 12: November 4
Reflecting and Synthesizing

Reading due for session 12:

- Read [Heidi Fessenden’s blog post on Discretionary Decisions in her 4th grade math classroom](#).

Put It To Practice due for session 12:

- Post your own racial autobiography and be ready to share it with your peers.