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| --- | --- |
| **Course & Section** | EDUC 694-8 |
| **Course Title** | Equity & Access Practicum |
| **Class Roster No.** | 43065 |
| **Course Day(s)** | Tuesdays |
| **Time** | 7:00-9:50 PM |
| **Course Location** | University Hall 440 |
| **Semester / Year** | Fall 2019 |
|  | |
| **Instructor** | Joni S. Kolman, Ed.D. |
| **Phone** | 760-750-8236 |
| **E-Mail** | jkolman@csusm.edu |
| **Office** | University Hall 406 |
| **Office Hours** | Before class and by appointment |

WELCOME

MA Candidates engaged in the writing process can expect to have tailored support and peer support throughout the semester. This hybrid course is intended to allow the flexibility needed by candidates for uninterrupted writing time. It is my goal to elevate and support your writing throughout the process!

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

*(Adopted by SOE Governance Community, January 2013)*

***Vision***

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

***Mission***

The mission of the School of Education community is to collaboratively transform education. We:

* Create community through partnerships
* Promote and foster social justice and educational equity
* Advance innovative, student-centered practices
* Inspire reflective teaching and learning
* Conduct purposeful research
* Serve the school, college, university, and community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

* Student centered education
* Research and theory specific to the program field inform practice
* Connections and links between coursework and application
* Strong engagement between faculty and candidates
* Co-teaching clinical practice
* Culturally responsive pedagogy and socially just outcomes

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# COURSE DESCRIPTION

## Equity & Access Practicum

Explores current research, issues, and theories related to educational equity and access in K-12 schools. Students will analyze educational equity and access in their classrooms and schools.

## Course Objectives

Upon completion of this course, students will be able to:

* Critically analyze current research related to teaching for equity and access in K-12 schools and classrooms;
* Collect systematic data in K-12 schools and classrooms to describe equity and access
* Utilize research and data to design curriculum and instruction to address issues of equity and access in K-12 classrooms

# REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Reading materials are listed in the week-to-week outline and are available through Cougar Courses. As this course will be responding to the needs of the students, changes may be made and these will be reflected on Cougar Courses. These readings may include:

Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2013). Teaching to change the world. New York, NY: Routledge. (Chapter 1).

Bigelow, B., Harvey, B., Karp, S., Miller, L. (2012) Rethinking Schools (Introduction to Volume 2).

Anyon, J. (1981). Social class and school knowledge. Curriculum inquiry, 11(1), 3-42.

Hehir, T. (2002). Eliminating ableism in education. Harvard educational review, 72(1), 1-33.

Robinson, J. P., & Espelage, D. L. (2011). Inequities in educational and psychological outcomes between LGBTQ and straight students in middle and high school. Educational researcher, 40(7), 315-330.

Darling-Hammond, L. (1998). Unequal opportunity: Race and education. The Brookings Review, 16(2), 28.

Huber, L. P., Johnson, R. N., & Kohli, R. (2006). Naming racism: A conceptual look at internalized racism in US schools. Chicano-Latino L. Rev., 26, 183.

Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. Harvard Educational Review, 85(2), 149-171.

BOOKS RELATED TO INDIVIDUAL INTERESTS MAY INCLUDE:

Gill, J., Esson, K., & Yuen, R. (2016). A girl's education: schooling and the formation of gender, identities and future visions. Springer.

Paechter, C. (2002). Educating the other: Gender, power and schooling. Routledge.

Sadker, D., & Zittleman, K. R. (2009). Still failing at fairness: How gender bias cheats girls and boys in school and what we can do about it. Simon and Schuster.

Schmidt, W. H., & McKnight, C. C. (2012). Inequality for all: The challenge of unequal opportunity in American schools. Teachers College Press.

Walkerdine, V. (1998). Counting girls out: Girls and mathematics (New ed.). London and Bristol.

Emdin, C. (2016). For White folks who teach in the hood... and the rest of y'all too: Reality pedagogy and urban education. Beacon Press.

Valenzuela, A. (2010). Subtractive schooling: US-Mexican youth and the politics of caring. Suny Press.

Delpit, L. D. (2012). " Multiplication is for white people": Raising expectations for other people's children. the new press.

Shalaby, C. (2017). Troublemakers: Lessons in freedom from young children at school. The New Press.

Greene, R. W. (2009). Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them. Simon and Schuster.

# COURSE LEARNING OUTCOMES

MA in Education is a professional preparation program. It is expected that graduate students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Graduate students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for educators to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

# SCHEDULE/COURSE OUTLINE EDUC 694-8 Equity & Access Practicum

| **Session** | **Focus and Readings** | **Assignments** |
| --- | --- | --- |
| WEEK 1  August 27  **IN PERSON**  Collecting fieldnotes | INTRODUCTION TO EQUITY AND K-12 EDUCATION  Readings:   1. Chapter 1: Teaching to Change the World (2013) (In CC) 2. Rethinking Schools Introduction to Volume 2: <https://www.rethinkingschools.org/static/publication/roc2/ROC2_Introduction.pdf> | Come to class having read the two readings for this week. |
| WEEK 2  September 3  **ONLINE** | SOCIO-ECONOMIC STATUS AND EDUCATION  Readings:   1. Jean Anyon: Social Class and the Hidden Curriculum of Work <https://www.jstor.org/stable/pdf/42741976.pdf?refreqid=excelsior%3A5c7b1fc067be1e5489624c8cfbdef351> | **Collect fieldnotes** (video observations are acceptable for writing these fieldnotes) focused on the curriculum the students in your school are experiencing. Be sure to consider the different curricular aspects Jean Anyon describes. |
| WEEK 3  September 10  **ONLINE** | SOCIO-ECONOMIC STATUS AND EDUCATION  Readings:   1. Jean Anyon: Social Class and the Hidden Curriculum of Work <https://www.jstor.org/stable/pdf/42741976.pdf?refreqid=excelsior%3A5c7b1fc067be1e5489624c8cfbdef351> | DUE: Research Reflection  Considering the reading by Jean Anyon and the data you collected, your research reflection should include:   1. A 2-4 sentence summary of the article that includes the author’s approach to the research (e.g., qualitative/quantitative), participants, study setting(s), and major findings. Be sure to summarize this in your own words and only use quotes if the term or phrase is unique and salient; 2. A general reflection on the reading and its resonance with your own experiences as a learner in K-12 schooling; 3. Based on your fieldnotes, write a summary of your findings (what you learned). This summary should focus on the kind(s) of curriculum your data suggest your students are experiencing in your school/classroom; 4. A concluding paragraph that describes the extent to which you think there is socio-economic inequity in your school/classroom(s) |
| WEEK 4  September 17  **ONLINE** | ABILITY AND EDUCATION  Readings:   1. Tom Hehir: Eliminating Ableism in Education (in CC) 2. Document Analysis: The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation (in CC) | Collect documents related to serving students with dis/abilities in your school/district (see reading about document collection for different kinds of things you could collect) |
| WEEK 5  September 24  **ONLINE** | ABILITY AND EDUCATION  Readings:   1. Tom Hehir: Eliminating Ableism in Education (in CC) | Due: Research Reflection  Considering the reading by Tom Hehir and your data you collected, your research reflection should address the following:   1. A 2-4 sentence summary of the author’s major arguments. Remember to paraphrase and summarize in your own words and only quote when necessary; 2. A general reflection on the idea of ableism and how this reading shapes your thinking about dis/ability; 3. A summary table that outlines the number of students you teach who receive special education services and through what law/for what type of dis/ability 4. Use your document data to describe:    1. What kinds of, if any, ableist assumptions are imbedded within your school/district?    2. To what extent/in what ways is disability a piece of your school’s diversity efforts? 5. Write a concluding paragraph that describes the extent to which you believe ableism is a component of the culture of your school/district? |
| WEEK 6  October 1  **ROSH HASHANA**  ONLINE | RACE/ETHNICITY AND EDUCATION  Readings:   1. Darling-Hammond—Unequal Opportunity: Race and Education <https://www.brookings.edu/articles/unequal-opportunity-race-and-education/> 2. Huber, Johnson, & Kohli—Naming Racism: A Conceptual Look at Internalized Racism in US Schools <https://cloudfront.escholarship.org/dist/prd/content/qt2828k8g3/qt2828k8g3.pdf> | Collect data from your district database that describes your students’ race/ethnicity and their learning in terms of these categories. Be sure to attend to the kinds of categories available to families and how learning is described. If there are other documents that can be collected related to race/ethnicity that are not in the district database, feel free to collect those as well. |
| WEEK 7  October 8  **ONLINE**  **YOM KIPPUR** | RACE/ETHNICITY AND EDUCATION  Readings:   1. Darling-Hammond—Unequal Opportunity: Race and Education <https://www.brookings.edu/articles/unequal-opportunity-race-and-education/> 2. Huber, Johnson, & Kohli—Naming Racism: A Conceptual Look at Internalized Racism in US Schools <https://cloudfront.escholarship.org/dist/prd/content/qt2828k8g3/qt2828k8g3.pdf> | DUE: Research Reflection  Considering the readings by Darling-Hammond, as well as Huber, Johnson, & Kohli, your research reflection should address the following:   1. A 2-4 sentence summary of the authors’ major arguments. Remember to paraphrase and summarize in your own words and only quote when necessary; 2. A general reflection on race/ethnicity and how it shapes students’ schooling experiences. You are encouraged to draw on your own experiences; 3. Create data figures (choose what suits your data display best) that summarizes what you learned from your data collection; 4. Based on those data figures, describe what you learned about your students’ race/ethnicity in intersection with their education; 5. Write a concluding paragraph that considers the extent to which race/ethnicity seems to be a salient factor in the education of the students in your school |
| WEEK 8  October 15  **IN PERSON** | GENDER AND EDUCATION  Readings:   1. Rethinking Schools: <https://www.rethinkingschools.org/static/archive/28_03/edit1283.pdf> 2. Robinson & Espelage: <https://www.jstor.org/stable/pdf/41239204.pdf?casa_token=gWoVnGtNjbsAAAAA:onOKr3z7hSID3fNrry5aXLLJR82IcvTnmAr_w70kFabkNI86rdRslW3w-W4kqvU6Gc2_eJAEfM_I8_BV-eKhZ0aalwEgMTNkqPyNF5eJTQPmoKpMpA> 3. Sage Research Methods: Survey Research | Your task is to draft a 1-2 page questionnaire (depending on age) that could be given to your students (pretend this is for the students you are currently teaching) to better understand their perspectives on how gender shapes their education. Consider the readings, and some of the issues that they raise, as you draft. You can have your questionnaire be broad, and ask questions about many different aspects of gender, or have it be more narrow, focusing on aspects such as gender identity, boys vs. girls’ treatment in classrooms, etc. |
| WEEK 9  October 22  **ONLINE** | GENDER AND EDUCATION  Readings:   1. Rethinking Schools: <https://www.rethinkingschools.org/static/archive/28_03/edit1283.pdf> 2. Robinson & Espelage: <https://www.jstor.org/stable/pdf/41239204.pdf?casa_token=gWoVnGtNjbsAAAAA:onOKr3z7hSID3fNrry5aXLLJR82IcvTnmAr_w70kFabkNI86rdRslW3w-W4kqvU6Gc2_eJAEfM_I8_BV-eKhZ0aalwEgMTNkqPyNF5eJTQPmoKpMpA> | DUE: Research Reflection  Considering the readings by Rethinking Schools and Robinson & Espelage, your research reflection should address the following:   1. A 2-4 sentence summary of the authors’ major arguments. Remember to paraphrase and summarize in your own words and only quote when necessary; 2. A general reflection on gender and education and how it shapes students’ schooling experiences. You are encouraged to draw on your own experiences as you reflect on this reading; 3. Describe the challenges you experienced when constructing the questionnaire. How did the reading guide your work?; 4. Write a concluding paragraph that summarizes your concerns about gender and education in your own teaching and how this relates to the questionnaire you drafted |
| WEEK 10  October 29  **ONLINE** | LANGUAGE AND EDUCATION  Readings:   1. Garcia & Kleifgen—Bilingualism for Equity and Excellence in Minority Education: The United States (on CC) 2. Strategies for qualitative interviews | Your task is to draft a 1 page interview protocol that could be given to your students (pretend this is for the students you are currently teaching) to better understand their perspectives on some aspect of language and education. Consider the reading, and some of the issues that the authors raise, as you draft. I suggest you choose one aspect and design 4 major questions you might ask.  CHOOSING A TOPIC OF FOCUS (BOOK)  Identify a topic of interest to you (if you are in EDUC 694-9, it would serve you well if this is the focus of your research project) related to equity, social justice, and education. Once you have chosen a topic, enter it on this shared document: <https://csusm-my.sharepoint.com/:w:/g/personal/jkolman_csusm_edu/EUOz2L4rbx1AqJo7jEtCT-gBifJor2NjIxU_BruFRb7WRQ?e=cd8HFs> |
| WEEK 11  November 5  **ONLINE**  BOOK ASSIGNMENTS | LANGUAGE AND EDUCATION  Readings:   1. Garcia & Kleifgen—Bilingualism for Equity and Excellence in Minority Education: The United States (on CC) | DUE: Research Reflection  Considering the reading by Garcia & Kleifgen, your research reflection should address the following:   1. A 2-4 sentence summary of the authors’ major arguments. Remember to paraphrase and summarize in your own words and only quote when necessary; 2. A general reflection on bilingualism and equity in education. You are encouraged to draw on your own experiences as you reflect on this reading; 3. Describe the challenges you experienced when constructing the interview protocol. How did the reading guide your work?; 4. Write a concluding paragraph that summarizes your concerns about language and equity in education in your own teaching and how this relates to the interview protocol you drafted |
| WEEK 12  November 12  **ONLINE** | READ YOUR ASSIGNED BOOK | WORK ON EVERYDAY CHANGE AGENT ASSIGNMENT |
| WEEK 13  November 19  **ONLINE** | READ YOUR ASSIGNED BOOK | WORK ON EVERYDAY CHANGE AGENT ASSIGNMENT |
| WEEK 14  November 26  Thanksgiving week—Gobble gobble!  **ONLINE** | READ YOUR ASSIGNED BOOK | WORK ON EVERYDAY CHANGE AGENT ASSIGNMENT |
| WEEK 15  December 3  **IN PERSON** | **EVERYDAY CHANGE AGENT ROUNDTABLES** | **DUE:** Everyday Change Agent Assignment |

This calendar has been thoughtfully planned, but could change to meet student needs.

# COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

**Research Reflections (5 reflections x 15 points each= 75 points; 2 responses per discussion x 2.5 points per response x 5 discussions= 25 points. TOTAL 100 points):** The research reflections are designed as a touchstone for this course. In them you should show thoughtful reflections on the readings as well as the data you collect and protocols you develop. They are due **September 10, 24; October 8, 22; November 5;** your responses are due 2 days following each of these dates**.** Each has its own foci for reflection so please attend carefully to the descriptions.

The emphasis for these reflections is on your capacity to thoughtfully and critically analyze data and research processes in terms of course readings. They are NOT graded on my opinion of your classroom or your values or opinions. Rather, they will be graded on:

1. The extent to which the reflection shows that you collected data/designed protocols in a purposeful and systematic way.
2. The extent to which your writing is clear and tells a reader what is happening in the classroom and in the readings. Your journal entries should clearly demonstrate that you have read the assigned readings and critically considered the author(s)’ points of view in light of your own experiences. These assignments are designed as a scaffold to help you with your own research, so it is critical that you develop these skills and capacities
3. Your capacity to be reflective on what you are seeing in your school/classroom particularly as it relates to the readings and your own experiences.

**Everyday Change Agent Assignment (100 points—see end of syllabus for scoring outline**): Drawing on the research, as well as the data you collected in your classroom/school for this course, produce a product (e.g., 3-5- page paper; blog; art piece; vlog) that:

1. Uses vivid examples and data you have collected to describe an area of inequity you have documented in your school/classroom(s);
2. Describes the prevalence of this inequity using data you have collected (e.g., certain class periods, certain subject areas, certain groups of students);
3. Imagines how your curriculum and instruction might shift or change to address this inequity. Be sure to specifically explain (i.e., what might your plan be?) how you might go about addressing this inequity on an everyday basis in your classroom.

## 

## Grading Standards

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A = 93-100 | A- = 90-92 |  |  |  |
| B+= 87-89 | B = 83-86 | B- = 80-82 |  |  |
| C+= 77-79 | C = 73-76 | C- = 70-72 | D = 60-69 | F=59 or lower. |

## Final Exam Statement

No final exam in this course.

## School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. As a professional courtesy, I would appreciate an email letting me know when you will be missing class. Should you have extenuating circumstances, please contact me as soon as possible.

## Policy on Late/Missed Work

Late work, lack of participation in the Geographical Group Meetings or face-to-Face class meetings count as late work since participation is a part of the scoring of professional dispositions for the course. Please refer to the Cougar Course for details.

## Student Collaboration Policy

This course requires students to collaborate on assignments and all students are required to work together. Details regarding these policies and expected behaviors are covered the first night in class during the time geographical groups are formed.

# GENERAL CONSIDERATIONS

## CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at: <http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html>

## Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

## Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS).  This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909.  Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

## Credit Hour Policy Statement

Per the University Credit Hour Policy, this course includes class time devoted to describing to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

## All University Writing Requirement

All-University Writing Requirement is 850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units. Since this is a writing course, these requirements are satisfied.

## Course Format

This is a hybrid course, meeting on campus in class every other week, with cougar course supports and assignments for the independent weeks when candidates meet in geographical groups.

## Necessary Technical Competency Required of Students

Fully functional laptop and familiarity with Google drive as cougar courses is a minimum requirement for this course. The use of the MSWord Track Changes tool is advisable.

## Contact Information for Technical Support Assistance

* Email: [**sth@csusm.edu**](mailto:sth@csusm.edu)
* Phone: **760-750-6505**
* Location: 2nd floor of Kellogg Library

Monday - Thursday 7:00 am - 7:00 pm, Friday 8:00 - 5:00pm

## Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

* Would I say in person what this electronic message specifically says?
* How could this message be misconstrued?
* Does this message represent my highest self?
* Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

**Everyday Change Agent Scoring Outline: EDUC 603**

PSLO #2: Explain how curriculum and instruction can address inequities in schools.

**Everyday Change Agent Assignment**: Drawing on the research, as well as the data you collected in your classroom/school for this course, produce a product (e.g., 3-5- page paper; blog; art piece; vlog) that:

1. Uses vivid examples and data you have collected to describe an area of inequity you have documented in your school/classroom(s);
2. Describes the prevalence of this inequity using data you have collected (e.g., certain class periods, certain subject areas, certain groups of students);
3. Imagines how your curriculum and instruction might shift or change to address this inequity. Be sure to specifically explain (i.e., what might your plan be?) how you might go about addressing this inequity on an everyday basis in your classroom.

|  |  |  |
| --- | --- | --- |
| **Aspect** | **Points** | **Criteria** |
| **Description of inequity in school/classroom(s)** | 20  20 | * Uses vivid examples from collected data to clearly describe an area of inequity in their school/classroom(s); * Utilizing collected data, clearly describes the prevalence of this inequity in their school/classroom(s); |
| **Explanation of how they might use curriculum and instruction in their classroom to address named inequity** | 20  20 | * Clearly overviews how they could use curriculum and instruction in their classroom(s) to address this inequity; * Clearly lays out a plan that explains how they would use curriculum and instruction on an everyday basis in their classroom(s) to address this inequity |
| **Coherence and Mechanics** | 5  5  5  5 | * All required elements are included; * Mechanics of writing (e.g., spelling, punctuation, paragraphs, quotation marks) are consistently used correctly; * References and citations follow APA format; * The product provides a clear description of the inequity and how it would be addressed through curriculum and instruction in their classroom(s) |