Course & Section	EDUC 603 (01)
Course Title	Equity & Access Practicum
Class Roster No.	43490
Course Day(s)	Tuesdays
Time	7:00-9:50 PM
Course Location	Online
Semester / Year	Fall 2020
Instructor	Joni S. Kolman, Ed.D.
Phone	760-750-8236
E-Mail	jkolman@csusm.edu
Office	University Hall 406 (this semester at the desk in my bedroom)
Office Hours	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 AND MATERIALS

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.

Session	Focus and Readings	Assignments
WEEK 1 September 3 **Thursday **Synchronous with EDUC 604**	**Introduction: Equity and Evidence** **Read:** Rochelle Gutiérrez (2012): Context Matters: How should we conceptualize equity in mathematics?	Come prepared to discuss Gutiérrez's <u>framing of equity.</u>
WEEK 2 September 8 **Synchronous**	**Gathering and Displaying Data** **Explore:** Information is Beautiful: https://informationisbeautiful.net/visualizations/covid-19-coronavirus-infographic-datapack/#activities **Read:** https://medium.com/@jeffhale/five-takeaways-from-the-visual-display-of-quantitative-information-dd36dae35299	
	DOMINANT AXIS: ACCESS	
WEEK 3 September 15 **Asynchronous**	**Notions of Access** Sarah LaFave (2020): https://hub.jhu.edu/2020/05/04/school-closures-inequality/ Linda Darling-Hammond (2020): https://learningpolicyinstitute.org/blog/commentary-learning-time-covid-19 Jean Anyon (1980): Social Class and the Hidden Curriculum of Work	Keeping in mind Gutiérrez's definition of *access*, what do these readings tell you about <u>equitable access</u> to education, both historical and current? How do these authors' perspectives and conceptions differ from Gutierrez's? In what ways do they attend to the same/different things?

Session	Focus and Readings	Assignments
WEEK 4 September 22 **Asynchronous**	**Gathering Data**	Collect data that will help you describe the extent to which the students in your classroom/school have equitable *access* (based on Gutiérrez's definition--see p. 19 as well as the other authors that you read for this dimension). You can look at many aspects of access or focus on one or two. For this first round of data collection, please post your instruments and/or explanation of your plan in the Google Classroom Stream by **September 22** so you can receive feedback and also see what others are doing.
WEEK 5 September 29 **Asynchronous**	**Sharing Findings** Examine the visuals and explanations from the peers in your assigned small group. Pose questions and have a discussion.	**Due:** <u>Access Data Discussion</u> Post your data visual and explanation in our Google Classroom stream. It should describe/display what you learned from your data about equitable access in your school/classroom. In your explanation, be sure to say in what ways what you describe/display aligns with the authors you read (LaFave, Darling-Hammond, Anyon, Gutierrez) The data visual and explanation should be posted by 9am September 29. You should respond to at least two peers' posts with your thoughts, comparisons, and questions. Your responses should be completed by 10pm October 1. ***NOTE: Shift in practice writing turned in through Google Doc in Google Classroom
DOMINANT AXIS: ACHIEVEMENT		

Session	Focus and Readings	Assignments
WEEK 6 October 6 **Asynchronous**	**Notions of Achievement** Ladson-Billings (2006): From the Achievement Gap to the Education Debt: Understanding Achievement in US Schools https://thrive.arizona.edu/sites/default/files/From%20the%20Achievement%20Gap%20to%20the%20Education%20Debt_Understanding%20Achievement%20in%20US%20Schools.pdf Milner (2012): Beyond a Test Score: Explaining Opportunity Gaps in Educational Practice Soland et al (2020): https://www.brookings.edu/blog/brown-center-chalkboard/2020/05/27/the-impact-of-covid-19-on-student-achievement-and-what-it-may-mean-for-educators/	Keeping in mind Gutiérrez's definition of *achievement*, what do these readings tell you about notions of achievement in education and how they shape perceptions of equity in schooling? How do these authors' perspectives and conceptions differ from Gutierrez's? ? In what ways do they attend to the same/different things?
WEEK 7 October 13 **Asynchronous**	**Gathering Data**	Collect data that will help you describe the extent to which the students in your classroom/school are experiencing equitable achievement (based on Gutiérrez's definition--see p. 19 as well as the other authors). You can look at many aspects of achievement or focus on one or two.

Syllabus is subject to change.

Session	Focus and Readings	Assignments
WEEK 8 October 20 **Asynchronous**	**Sharing Findings** Examine the visuals and explanations from the peers in your assigned small group. Pose questions and have a discussion.	**Due:** Achievement Data Discussion Post your data visual and explanation in our Google Classroom stream. It should describe/display what you learned from your data about achievement and equity in your school/classroom. In your explanation, be sure to say in what ways what you describe/display aligns with the authors you read (Ladson-Billings, Milner, & Soland et al, Gutierrez) The data visual and explanation should be posted by 9am October 20. Responses to at least two peers' post must be completed by 10pm October 22. Shift in practice writing due October 20. ***NOTE: Shift in practice writing turned in through Google Doc in Google Classroom
CRITICAL AXIS: IDENTITY		
WEEK 9 October 27 **Asynchronous**	**Notions of Identity** Bucholtz, Casillas, & Lee (2017): Language and Culture as Sustenance Collier (2016): No Longer Invisible: How Diverse Literature Helps Children Find Themselves in Books, and Why it Matters https://secure.ncte.org/library/NCTEFiles/Resources/Journals/CC/0261-sept2016/NoLongerInvisible.pdf Emdin (2020): Teaching Isn't about Managing Behavior: It is about Reaching Students Where They Really Are. https://www.theatlantic.com/education/archive/2020/07/reality-pedagogy-teaching-form-protest/614554/	Keeping in mind Gutiérrez's definition of *identity*, what do these readings tell you about how identity plays a role in equitable education? How do these authors' perspectives and conceptions differ from Gutierrez's? ? In what ways do they attend to the same/different things?

Session	Focus and Readings	Assignments
WEEK 10 November 3 **Asynchronous**	**Gathering Data**	Collect data that will help you describe the extent to which identity plays a role in the equitable education of the students in your classroom/school (based on Gutiérrez's definition--see p. 19-20 as well as the other authors you read). You can look at many aspects of identity or focus on one or two.
WEEK 11 November 10 **Asynchronous**	**Sharing Findings** Examine the visuals and explanations from the peers in your assigned small group. Pose questions and have a discussion.	**Due:** <u>Identity Data Discussion</u> Post your data visual and explanation in our Google Classroom stream. It should describe/display what you learned from your data about identity and equity in your school/classroom, per the authors you read (including Gutierrez) The data visual and explanation should be posted by 9am November 10. Responses to at least two peers' posts must be completed by 10pm November 12. Shift in practice writing due November 10. ***NOTE: Shift in practice writing turned in through Google Doc in Google Classroom
CRITICAL AXIS: POWER		
WEEK 12 November 17 **Asynchronous**	**Notions of Power** Irizarry (2017): "For Us, By Us": A Vision for Culturally Sustaining Pedagogies Forwarded by Latinx Youth Shalaby (2017): A Letter to Teachers: On Teaching Love and Learning Freedom Repurposing our Pedagogies: Abolitionist Teaching in a Global Pandemic https://www.youtube.com/watch?v=39A0qBGb7WM	Keeping in mind Gutiérrez's conception of *power*, what do these readings/webinar tell you about how power and equity intersect in schooling? How do these differ from Gutierrez's? ? In what ways do they attend to the same/different things?

Session	Focus and Readings	Assignments
WEEK 13 November 24 **Thanksgiving Week** **Asynchronous**	**Gathering Data**	Collect data that will help you describe the extent to which power plays a role in the equitable education of the students in your classroom/school (based on Gutiérrez's definition--see p. 20, as well as the other authors you read). You can look at many aspects of power or focus on one or two.
WEEK 14 December 1 **Asynchronous**	**Sharing Findings**	**Due:** Power Data Discussion Post your data visual and explanation in our Google Classroom stream. It should describe/display what you learned from your data about power and equity in your school/classroom, per the authors you read (including Gutierrez). The data visual and explanation should be posted by 9am December 1. Responses to at least two peers' posts must be completed by 10pm December 3. Shift in practice due December 1. ***NOTE: Shift in practice writing turned in through Google Doc in Google Classroom
WEEK 15 December 8 **Synchronous**	**Closing Thoughts**	

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

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Asynchronous Data Discussions (25 points each x 4= 100 points—see rubric)

For each of Gutiérrez's four conceptions of equity, there will be a data discussion (due Weeks 5, 8, 11, & 14). In order to prepare for the data discussion, there are four parts:

1. **Media chosen in alignment with the particular dimension**. As you read/listen to the assigned readings etc., attend to the ways the authors are aligned with (or not) Gutiérrez's definition of that dimension.
2. **Data collection**. Your next task is to collect data on that particular dimension. So, for example, you will design method(s) for examining the extent to which your students have equitable access, per Gutiérrez's definition.
3. **Data visual and explanation**. Design a way to display your data (keeping in mind the ideas raised in the second class session) so that it clearly communicates what you learned about that particular dimension of equity in your school/classroom. Write up a short (1-2 paragraph) explanation of what your data visual is showing. The visual and explanation should be able to stand on their own, without any oral explanation. These will be posted for the data discussions.
4. **Shifting your practice.** Write a paper of no more than 1-page (double spaced) describing how, given your data, you might shift your practice to better address the lack of equity in this dimension OR to further enhance equity in this dimension. These should be emailed to me.

You will then come together in small assigned groups to discuss your findings. These discussions may be synchronous or asynchronous, as assigned.

Data Discussions (25 points each x 4)	100 points
Access Data Discussion	25 points
Achievement Data Discussion	25 points
Identity Data Discussion	25 points
Power Data Discussion	25 points
Total	**100 points**

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/Late or Missed Work

Due to the dynamic and interactive nature of courses in the School of Education, all course participants are expected to attend all classes and participate actively. At a minimum, course participants must attend more than 80% of class time, they may not receive a passing grade for the course at the discretion of the instructor.

While this is the policy, and few of the course sessions will be synchronous, I also acknowledge that we are living in unprecedented times due to COVID-19. I ask that, as a professional courtesy, you email letting me know if you will be missing class or if you are struggling to meet course deadlines. Communication about

challenges, even those due to extenuating circumstances, must be timely. Please contact me within a week of missing a due date if alternate arrangements are needed.

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

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.

If you SUPPLY another student with a copy of your work, this makes you a part of plagiarism and the same penalties may apply.

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 an online course with some synchronous and some asynchronous meetings.

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**
- 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.

Data Discussions Scoring Outline: EDUC 603 (25 points each)

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

Data Discussions Assignment
For each of Gutiérrez's four conceptions of equity, there will be a data discussion (due Weeks 5, 8, 11, & 14). In order to prepare for the data discussion, there are four parts:

1. **Media chosen in alignment with the particular dimension**. As you read/listen to the assigned readings etc., attend to the ways the authors are aligned with (or not) Gutiérrez's definition of that dimension.
2. **Data collection**. Your next task is to collect data on that particular dimension. So, for example, you will design method(s) for examining the extent to which your students have equitable access, per Gutiérrez's definition.
3. **Data visual and explanation**. Design a way to display your data (keeping in mind the ideas raised in the second class session) so that it clearly communicates what you learned about that particular dimension of equity in your school/classroom. Write up a short (1-2 paragraph) explanation of what your data visual is showing. The visual and explanation should be able to stand on their own, without any oral explanation. These will be posted for the data discussions.
4. **Shifting your practice.** Write a paper of no more than 1-page (double spaced) describing how, given your data, you might shift your practice to better address the lack of equity in this dimension OR to further enhance equity in this dimension. These should be emailed to me.

Data Visual and Explanation (15 points)	
Visual clearly communicates the findings from the data collection (4 points)	
Data displayed is clearly related to the particular equity dimension assigned (4 points)	
Data visual is accompanied by a written explanation of no more than 1-2 paragraphs that clearly and succinctly describes what is shown (4 points)	
Visual and explanation are easily understood by an outside viewer without oral explanation (3 points)	
Shifting Practice (10 points)	
Paper succinctly (no more than one page) describes what the data showed about the assigned equity dimension and compares to/with the readings/media assigned (5 points)	

| Paper succinctly addresses at least one way the author believe they could shift their curriculum and/or instruction to either address the equity dimension (in the cases of it lacking) OR enhance that dimension of equity (in cases of it being well-addressed) (5 points) | |