

**Department of Professional and Secondary Education
East Stroudsburg University
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Office Hours: Tues. 9:30 am-11:30 pm; Wed. 3:30-4:30 Thurs. 1:00 pm-3:00 pm

**PSED 161
FOUNDATIONS OF EDUCATION
SPRING 2019**

COLLEGE: Education

DEPARTMENT: Professional and Secondary Education

COURSE DESCRIPTION:

This course is a sustained inquiry into the social, political, economic, and historical foundations of schools with an emphasis on examining problems and issues in the sociocultural study of education. Our inquiry analyzes critical issues in U. S. education, including the structures of schools and schooling, theories of learning and teaching, politics of the American curriculum, student-teacher relationships, inequality, difference and diversity, contemporary youth culture, family and community partnerships, teaching for social justice and educational equity in contemporary school reform policies. As an introduction to the social foundations of education, this course offers students the opportunity to study sociocultural conditions, including social institutions, processes, and ideals, which underlie educational ideas and practices.

In addition to informing the day-to-day practices of teaching, social foundations aims for this nuanced understanding of ideas and contexts to foster a politically and socially conscious stance towards public schooling that enables teachers to act in particular places, such as their classrooms, schools, and communities, as informed and vociferous advocates for democratic decision-making and just social relations. Teaching is serious work. The intellectual press in this class will be high.

COURSE OUTCOMES:

Students will describe the role of the teacher at different organizational levels, analyze their own strengths and interests, and find a match to possible levels.

Students will analyze the impact that history and culture has had on the evolution of formal and informal schooling.

Students will describe the developmental stages of typical students, students with disabilities and English language learners.

Students will articulate how teachers determine what is taught in schools and the impact external and internal factors have on this decision-making.

Students will analyze their own belief systems in order to determine congruence with East Stroudsburg University's mission that teachers need to be willing and prepared to teach all students.

English Language Learning Outcomes | Culture

Students will identify socio-cultural characteristics of English Language Learners including educational background and demographics (PDE, B1)

Students will describe how English Language Learners' cultural communication styles and learning styles affect the learning process (PDE, B2)

Students will describe how English Language Learners' cultural values affect their achievement and language development (PDE, B3)

Identify bias in instruction, materials, and assessments. (PDE, B4)

Demonstrate cross-cultural competence in interactions with colleagues, administrators, school and community specialists, students and their families. (PDE, B5)

English Language Learning Outcomes | Professionalism

Students will describe the legal responsibilities related to serving English Language Learners. (PDE, C1)

Students will demonstrate collaborative co-teaching models for serving ELLs. (PDE, C2)

Students will define common terms associated with English Language Learners. (PDE, C3)

Students will identify professional resources and organizations related to serving English Language Learners. (PDE, C4).

COURSE TEXTBOOKS:

Required:

Canastrari, A (editor) & Marlowe, B. (Editors). (2012). *Educational foundations: An anthology of critical readings (Volume 3)*. Thousand Oaks, CA: SAGE Publishing.

Goldstein, D. (2014) *The teacher wars: A history of America's most embattled profession*. New York, NY: Anchor Books.

COURSE ORGANIZATION AND GUIDING QUESTIONS:

Week(s)	Themes/Essential Questions	Readings and Assignments
1	Why Teach?	1/22 <ul style="list-style-type: none"> • Intro Class – Obtain required materials.
		1/24 <ul style="list-style-type: none"> • Read: Educational Foundations Chapter 2 The Green Monongahala & Chapter 3 Why Teach? • Discussion 1 Post in Class Discussion/Respond to Peers
2	What makes a great teacher? Creating a Welcoming Classroom Culture	1/29 <ul style="list-style-type: none"> • Read: Teacher Wars: Introduction; • Read and Annotate Dewey, J. (1897) My pedagogic creed. <i>The School Journal</i>, 54(3), 77-80. http://dewey.pragmatism.org/creed.htm • Submit Educational History
	Integrating ESL Students into the Classroom	1/31 <ul style="list-style-type: none"> • Read and Annotate: Educational Foundations: Chapter 8 Banking Concept of Education • Read: Educational Foundations Chapter 9 Stir & Serve Recipes & Chapter 10 It Ain't About Tests... • Discussion 2 Post in Class Discussion/Respond to Peers • Submit Draft of Your Pedagogical Creed
3	What is the purpose of public schools? How should we educate English-Learners? A History of ESL Education in the U.S.	2/5 <ul style="list-style-type: none"> • Read: Teacher Wars Chapter 1 Missionary Teachers: The Common Schools Movement and the Feminization of American Teaching • Read: Brackemyre, T. (2015). Education to the masses. <i>U.S. History Scene</i>. Retrieved August 2018. http://ushistoryscene.com/article/rise-of-public-education/ • Discussion 3 Post in Class Discussion/Respond to Peers
	ESL Pull-Out Model ESL Push-In Model ESL Co-Teaching Model Bilingual Programs Translanguaging	2/7 <ul style="list-style-type: none"> • Read: A History of ESL Education in the U.S. • Take Online Quiz 1

4	What do good schools look like?	2/12 <ul style="list-style-type: none"> • Read: Educational Foundations: Chapter 11 Summerhill; Chapter 12 East Harlem; • Discussion 4 Post in Class Discussion/Respond to Peers
		2/14 <ul style="list-style-type: none"> • Read: Educational Foundations: Chapter 13 Beyond the Deficit Paradigm • Read and Annotate: Garcia, O. and Klein, T. (Eds). (2016). <i>Translanguaging with multilingual students: Learning from classroom moments</i>. New York and London: Routledge.
5	How is teaching Portrayed to the Public?	2/19 <ul style="list-style-type: none"> • Read and Annotate: Farhi, A. (1999). Hollywood goes to school: Recognizing the superteacher myth in film. <i>Clearing House</i> 72(3), 157-159. • Discussion 5 Post in Class Discussion/Respond to Peers
		2/20 <ul style="list-style-type: none"> • Read: Why Teachers on TV Have to Be Incompetent or Inspiring https://www.nytimes.com/2016/04/10/opinion/sunday/why-teachers-on-tv-have-to-be-incompetent-or-inspiring.html • Read: Perceptions of the Status of Teachers https://www.educationcounts.govt.nz/publications/series/2535/5971 • Submit Proposal for Media Project
6-7	Who are today's students?	2/26 <ul style="list-style-type: none"> • Read: Sociocultural Influences on ELL Students: Identity and Learning • Read: Demographics for ELLs • Read and Annotate: Gandara, P., & Rumberger, R. W. (2009). Immigration, language, and education: How does language policy structure opportunity? <i>Teachers College Record</i>, 111(3), 750-782. • Take Online Quiz 2
		2/28 <ul style="list-style-type: none"> • Read: Teacher Wars Chapter 3 No Shirking, No Skulking: Black Teachers and Racial Uplift After the Civil War • Read: Villegas, A. & Lucas, T. (2007) The culturally responsive teacher. <i>Educational Leadership</i>, 64(6) 28-33. • Take Online Quiz 3

		<p>3/5</p> <ul style="list-style-type: none"> • Read and Annotate assigned Translanguaging Chapter • Complete Discussion and Class Participation Self-Assessments
		<p>3/7</p> <ul style="list-style-type: none"> • Read: Educational Foundations: Chapter 4 What Should Teachers Do? Ebonics and Culturally Responsive Instruction; • Read: Chapter 5 Racism, Discrimination, and Expectations of Students' Achievement; • Discussion 6 Post in Class Discussion/Respond to Peers
8-9	<p>How can schools be more equitable?</p> <p>How does gender affect the teaching profession?</p> <p>De/Re-Segregation of Schools</p>	<p>3/19</p> <ul style="list-style-type: none"> • Read: Teacher Wars: Chapter 6 "The Only Valid Passport from Poverty" The Great Expectations of Great Society Teachers • Take Online Quiz 4 • Submit Media Project – Paper, Outline, or Presentation (Everyone must submit their own copy even if you are working in a group!) <hr/> <p>3/21</p> <ul style="list-style-type: none"> • Read Teacher Wars: Chapter 1: The Common Schools Movement and the Feminization of American Teaching • Read: The Myth of the Culture of Poverty • Discussion 7 Post in Class Discussion/Respond to Peers <hr/> <p>3/26</p> <ul style="list-style-type: none"> • Read and Annotate Assigned Article <p>Reading Groups:</p> <p>Burbules, N. (1997). A grammar of difference: Some ways of rethinking difference and diversity as educational topics. <i>The Australian Educational Researcher</i>, 24(1), 97-116.</p> <p>Oakes, Jeannie, et al., (1997). Detracking: The social construction of ability, cultural politics, and resistance to reform. <i>Teachers College Record</i>, 98(3), 482-510.</p> <p>Orfield,G., Frankenberg, E., Ee, J. & Kuscera, J. (2014). Brown at 60: Great progress, a long retreat and an uncertain future. The Civil Rights Project available at https://civilrightsproject.ucla.edu/research/k-12-education/integration-anddiversity/brown-at-60-great-progress-along-retreat-and-an-uncertain-future/Brownat-60-051814.pdf</p>

		<p>Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: A.k.a. the remix. <i>Harvard Educational Review</i>, 84(1), 74.</p> <p>Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. <i>Harvard Educational Review</i>, 84(1), 85. *</p> <p>Saltman, K. J. (2015). The austerity school: Grit, character, and the privatization of public education. <i>Symplek</i>, 22(1/2), 41. *</p> <p>Labaree, D. F. (2011). Consuming the public school. <i>Educational Theory</i>, 61(4), 381-394. doi:10.1111/j.1741-5446.2011.00410.x *</p> <hr/> <p>3/28</p> <ul style="list-style-type: none"> • Read: Teacher Wars: Chapter 7 “We Both Got Militant” Union Teachers Versus Black Power During the Era of Community Control • Listen to: The Problem we all Live With • Discussion 8 Post in Class Discussion/Respond to Peers
10	What rights should be protected for students and teachers?	<p>4/2</p> <ul style="list-style-type: none"> • Read: Teacher Wars: Chapter 4 School Ma’ams as Lobbyists: The Birth of Teachers Unions and the Battle Between Progressive Pedagogy and School Efficiency • Read: Jacobs, T. (2008). 10 Supreme Court cases every teen should know. <i>The New York Times</i>. Retrieved August 2018: Link • Discussion 9 Post in Class Discussion/Respond to Peers <hr/> <p>4/4</p> <ul style="list-style-type: none"> • Read: ELL Legal Rights/Court Cases • Take Online Quiz 5
11-12	What are the ethical responsibilities of teachers?	<p>4/9 (Online Class – Complete Online Assignments - No Face to Face Meeting)</p> <ul style="list-style-type: none"> • Read: Teacher Wars: Chapter 5 “An Orgy of Investigation” Witch Hunts and Social Movement Unionism During the Wars • Read: Rodkin, P.C. (2011) White House report: Bullying and the power of peers. <i>Education Leadership</i>, 69(1), 10-16. http://www.ascd.org/publications/educational-

		leadership/sept11/vol69/num01/Bullying%E2%80%94And-the-Power-of-Peers.aspx <ul style="list-style-type: none"> • Discussion 10 Post in Class Discussion/Respond to Peers
		4/11 <ul style="list-style-type: none"> • Read Code of Professional Practice and Conduct for Educators https://www.pacode.com/secure/data/022/chapter235/chap235toc.html • Discussion 11 Post in Class Discussion/Respond to Peers
		4/16 (Online Class – Complete Online Activity – No Face to Face Class) <ul style="list-style-type: none"> • Complete Ethics Activity Part 1
		4/18 <ul style="list-style-type: none"> • Complete Ethics Activity Part 2
13-14	What is Worth Learning? Bloom, Webb, Hess How should we assess student learning?	4/23 <ul style="list-style-type: none"> • Read Strategies for Teaching ELL Students • Read Introduction to SIOP/WIDA Can-Do Standards • Read: Teacher Wars Chapter 8 “Very Disillusioned” How Teacher Accountability Displaced Desegregation and Local Control • Take Online Quiz 6
		4/25 <ul style="list-style-type: none"> • Read: Teacher Wars: Chapter 9 “Big Measurable Goals” A Data-Driven Vision for Millennial Teaching • Read: Assessing ELL Students • Take Online Quiz 7
15	What does the future look like?	4/30 <ul style="list-style-type: none"> • Read Educational Foundations: Chapter 14 A Mania for Rubrics; Chapter 15 Grading: The Issue is Not How But Why; Chapter 16 Confessions of a “Bad” Teacher; • Submit Final Pedagogical Creed
		5/2 <ul style="list-style-type: none"> • Read: Teacher Wars: Chapter 10 “Let me Use What I Know” Reforming Education by Empowering Teachers • Read: Teacher Wars: Epilogue Lessons from History for Improving Teaching Today • Submit Discussion and Class Participation Self-Assessments

COURSE ASSIGNMENTS:

Class Participation and Attendance (15%)

Students will actively participate in weekly class discussions and textual analysis of course textbook and other media. You cannot actively participate if you do not attend class. Fifty percent of this grade is attendance. Class Absences should be made up.

***If you miss more than 4 classes, you cannot pass the class.

Class Participation Rubric

	Exemplary (90%-100%)	Proficient (80%-90%)	Developing (70%-80%)	Unacceptable (>70%)
Frequency of participation in class	Student initiates contributions more than once in each class session.	Student initiates contribution once in each class.	Student initiates contribution at least in half of the classes.	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Small Group Activities/ Discussions	Student participates actively and regularly in small group discussions and activities. Contributes constructively while allowing others to contribute as well. Is able to follow directions.	Student usually participates in small group discussions and activities, but does not always contribute equally or overly dominates group work. May need support in following instructions.	Students participation in small group discussions and activities is inconsistent and may be distracting or disruptive. The quality of the work is inconsistent. Student often needs support with instructions and needs to be refocused.	Does not participate regularly in small group activities and discussions, is frequently off-task, and detracts from the quality or completion of the work. Has difficulty following instructions and working independently.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from professor of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, wears headphones, completes non-related activities on the computer, etc.

Educational History (15 %)

We know from the research literature that your prior school experiences as a student wield incredible influence on your views of teaching and learning. Therefore, it is essential that we explore your K-12 school experiences so that you are aware of the pre-existing perceptions that you bring to teacher preparation. Your educational history should be 2-4 pages in length (typed) and should be an introspective summary/reflection on your memories of teaching and learning in elementary, middle and high school.

Questions to guide your introspection and reflection can include:

- When was a time that you felt noticed as an individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, etc.)? Why? What did that person see that others did not?
- What strengths and strategies have you employed to be successful in your educational experiences? When was a time these strategies were not successful?
- What challenges have you encountered in your educational experiences? Why do you think you encountered them? What was the outcome?
- When was a time that you felt unseen/misunderstood/overlooked as an individual or as a learner by an educator? Why?

***** Required Question: How might these experiences shape your views about teaching and learning?**

Teacher Beliefs: Developing a Pedagogical Creed (Initial Draft 5 %; Final Draft 20 %)

You will read John Dewey's Pedagogical Creed as an example and then you will identify, develop, and refine your beliefs about education. These beliefs will likely shift, grow, and deepen as you engage with the readings and participate in class, developing your own knowledge of theory and practice. This assignment serves as an initial tool to uncover what you think is best for teaching and learning and how these beliefs might be reflected in your teaching practice to support the acquisition of new knowledge and the reflective examination of your own teaching practice.

Throughout the course you will continue to reflect on the prompts below and consider how they relate to each other in light of what you have learned in the course. We will also take time to consider areas that intersect and sources of tension in your beliefs and preferred practices. You will maintain a "working document" that reflects how your thoughts are changing/evolving and we will revisit this to refine/expand upon your thoughts. A final version will be submitted at the end of the course.

Your pedagogical creed should consider (but is not limited to) the following prompts:

- I believe that learning...
- I believe that teaching...
- I believe the purpose of schooling is...
- I believe students must learn...
- I believe my classroom is...
- I believe my students learn best when **they**...
- I believe my students learn best when **I**...
- I believe community/family is/are...
- I believe collaboration is...
- My professional goals as a teacher are...

Online Discussions (15%)

There is a good deal of reading in the course and it is your responsibility to read the assigned book and article selections every week. Just completing the readings is not enough to maximize your learning opportunities, therefore, we will use discussion groups to frame our weekly conversations about the readings. You will reflect on the readings responding to the prompts provided and engage with your colleagues in an analysis of the readings.

Online Quizzes (15%)

The quizzes focus on the readings. Generally, they are online and open-note/book. You only get one chance to take them so make sure you complete the readings before attempting the quiz. The instructor reserves the right to administer in-class closed book quizzes on the readings as well.

Media Analysis Project: Critique of Feature Film's Depiction of Education (15%)

Media literacy is an important skill for educators to develop, as the images that citizens consume shape their opinions (often unconsciously) about the roles of educators and students, the classroom dynamic, and even the subject matter they are teaching. For this assignment, you will develop your skills in film literacy as you critically "read" a feature film as a text and recognize the filmmakers' views about education. You will examine a film's narrative and analyze how and why each director aims to tell a particular story to a particular audience. Assigned readings and film excerpts will help you reflect upon your own understanding of education, both in theory and practice.

You will choose one of the following films (or choose another film with approval from the instructor) and conduct a critical analysis of the depiction of formal education in a feature film.

The following areas should be addressed in narrative form:

- Film Narrative
What story is the filmmaker trying to tell about education and civic engagement?
Who is the intended audience of this film?

- Directorial Assumptions
What assumptions about students does the director make in this film? About teachers? About the relationship between formal education and civic engagement? What viewpoints does the filmmaker take for granted? What viewpoints are challenged?
- Pedagogy
What pedagogical lessons can we take from this film? Are these the lessons intended by the filmmaker? How do these lessons align or conflict with your own beliefs? With what you have learned in class?

You will have several choices for completing the assignment:

1. You can write an individual paper.
2. You can complete a detailed outline and have a 1:1 discussion with your professor during office hours.
3. You can participate in a group presentation (no more than 3 people in a group)

Film Choices:

Stand and Deliver
Freedom Writers
Dead Poets Society
Dangerous Minds
Akeelah and the Bee
Lean on Me
The Ron Clark Story
Precious
Blackboard Jungle
Mr. Holland's Opus
The Great Debaters
The Breakfast Club
To Sir, With Love
Up the Down Staircase
Finding Forrester
The Miracle Worker

Coaching Movies:

Remember the Titans
Coach Carter

CLASS EXPECTATIONS:

Class Preparation

Much of this material is controversial and sure to spark debate. This is good! However, this makes it especially important that we listen to each other, respond to each others arguments (not persons), and try to model the type of democratic discourse we would like

to see thrive in the general public and classrooms attuned to critical thinking. In other words, please be critical and thoughtful. Additionally, there is a considerable amount of reading in this course. In order for class discussions to be evocative and nuanced, it is important for everyone to complete the readings and other assigned material BEFORE class. Always bring copies of the assigned readings to class.

Reading

Reading closely, critically and carefully is difficult. Because of this, we will talk quite a bit about how we read and make meaning out of different kinds of texts (essays, quantitative data, historical documents and historical scholarship, qualitative journal articles, etc.). Always bring copies of the readings to class with your annotations.

Mobile Phone Use

Please do not use cell phones in class. If you are awaiting a call or text for emergency purposes please put your phone on silent and leave the room to respond. If you need special consideration for this, please just let me know at the beginning of class.

Laptops

Laptops and tablets are encouraged, especially if you are using them to read course material or take notes. It is also beneficial to be able to work on Google docs together in class.

Absences

You may miss one class without penalty. Each additional absence will affect your participation grade. If you miss more than 4 total classes you will NOT pass the course. If you are not in class you cannot participate in class discussions, which are central to the course. It is your responsibility to make-up the course content with classmates and know how the syllabus has been revised. In certain situations, it may be possible to “make up” absences.

Late Work

Late assignments are only accepted with prior permission. The assignment drops a letter grade for every day it is late. Assignments will not be accepted more than a week after they are due.

Desire2Learn (D2L)

Students will have access to course information including the syllabus, schedule, assignments as well as supplemental resources and readings via the Internet at: <https://esu.desire2learn.com/>. Students are advised to check D2L on a daily basis throughout the semester.

Syllabus and Schedule Changes

The course syllabus and schedule are subject to change. Students will be notified of any changes: in class, on D2L or by email. Students should check ESU email account and D2L daily.

Academic Integrity

The class will follow ESU policy on academic dishonesty. Anyone suspected of academic dishonesty will be reported to the appropriate administrator.

Students are reminded that they must adhere to East Stroudsburg University's Student Code of Conduct detailed in the *Student Handbook*, including prohibition of plagiarism. Course work must be original to this course for this current semester.

Disability Accommodation

Students with disabilities who are eligible for accommodations should make an appointment to discuss their letter from the Office of Accessible Services Individualized for Students (OASIS) and accommodation requests so that they can participate fully.

Harassment and Discrimination

East Stroudsburg University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University--approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minor's policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: Title IX: Sexual Harassment and Sexual Violence <http://www4.esu.edu/titleix/>.

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