



COURSE SYLLABUS

- I. Division:** Teacher Education Division
Program Area: Elementary and Secondary Education
Course # and Title: TED 2250 Becoming an Urban Educator
Section #: 008
Term/Year: Winter 2017
Location: Room 169 College of Education
Day: Thursdays **Time:** 11:30a.m-2:00p.m.
- II. Instructor:** Dr. Leah van Belle, Director of School Partnerships and Clinical Practice
Office Location: 221 COE
Traditional Office Hours: Thursdays, 2:00p.m. and by appointment
Digital Office Hours: I am available by FaceTime or Skype as well
Office Phone: (313) 577-1644
Email: vanbelle@wayne.edu
- Peer Mentor:** Edward Cunningham cj5987@wayne.edu
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Office Hours: Thursdays before class and appointment, 2 Northwest, COE
- III. COURSE DESCRIPTION**
An examination of issues surrounding social justice in urban schools and society through the exploration of the historical, political and social trends that influence education. Course includes a 40-hour service learning field experience.
- IV. COURSE OUTCOMES**
1. Students will investigate and discuss the historical, psychological, philosophical, and sociological approaches that influence education and explain how these approaches influence their personal emerging approach to teaching. (*evidenced by assignments A, B, D, E*)
 2. Students will explore pedagogical and curricular approaches that influence education and explain how these approaches influence their personal emerging approach to teaching. (*evidenced by assignments A, B, D, E*)
 3. Students will engage with diverse communities and explore their social and cultural resources. (*evidenced by assignment C, D*)
 4. Students will develop understandings about achieving social justice through the process of education. (*evidenced by assignments A, B, C, D, E*)
 5. Students will explore the quality of education in urban schools. (*evidenced by assignments A, B, C*)
 6. Students will examine the causes and consequences of prejudices and inequalities (e.g. racism, sexism, ableism, and classism). (*evidenced by assignments A, B, C*)
 7. Students will develop understandings of additive education models that build on the local expertise of families, communities, and cultures. (*evidenced by assignments A, B, D*)
 8. Students will explore and develop a sense of personal voice in becoming a teacher advocate. (*evidenced by assignments A, B, D, E*)

V. COURSE AS A COMMUNITY OF LEARNERS

The methods of instruction in this class are informed by theories of social constructivist teaching and learning. Students in this course are not positioned as passive learners, or “sponges,” who simply “soak up” knowledge from lectures. The instructor is not positioned as the sole source of knowledge. Instead, we will be a community of learners who construct knowledge through shared commitment to teaching, collaboration in purposeful activities, shared inquiry, dialogue, and a commitment to improving our teaching practice. In order to support students’ active construction of deep understanding, this course is structured as an interactive seminar with hands-on field-based experiences. Discussion, both as a whole class and in small groups, will play a major role in our community of learners.

VI. COURSE TEXTS AND TOOLS

Required Texts

Required texts and multimedia will be made available through the course Blackboard site and links in the course syllabus.

Digital Tools & Technology Support

- If you’re able to bring a laptop or tablet to bring to class weekly, it will be a helpful tool for in-class activities and discussions. We will also have two carts of MacBook Air laptops in class that you can check out. You will need your ID to check them out.
- You will need to gather digital artifacts for various assignments; these may include digital photographs, videos, and/or audio files. You may do this with a smart phone, iPad, tablet, etc. If you need support with these technologies, please contact Computing & Information Technology (C&IT) Help Desk via their website <http://computing.wayne.edu/helpdesk/> or by phone (313) 577-4778.
- You will need a membership to website hosting platform of your choice for your College of Education e-portfolio. Many sites offer free memberships; examples include, but are not limited to, www.weebly.com, www.wix.com, www.googlesites.com, and www.wordpress.com.
- You will need to create a profile on www.Linkedin.com to begin your professional resume. Membership is free.
- Students will be expected to use Blackboard (www.blackboard.wayne.edu) in order to access course documents, assignments, and announcements.

VII. ATTENDANCE AND ACTIVE PARTICIPATION IN A COMMUNITY OF LEARNERS

We need to be here every week engaging with, supporting, and challenging each other’s thinking in order to have a vibrant classroom community. Attendance is important because dialogue, group activities, and shared inquiry are powerful tools for learning throughout the course. It is expected that we will all come to class having read the weekly texts and ready to actively participate with responses to the readings, questions, and critical thinking.

Important Note on Class Absences

Every absence or tardy means that you will be unable to earn full participation points for the class; this will result in the lowering of your grade for the course, as will lack of participation during class. **Please note that three (3) or more absences during the semester will result in failure of the course.** This is not about a policy to play “gotcha,” but because the course is taught as an interactive seminar, not a lecture. Excessive absences indicate that you need to take the course another semester when you’re able to engage more fully in it.

University Course Attendance Policy

Because you are an undergraduate or graduate student enrolled in classes this semester, we want to alert you to a University policy on the verification of course participation. This is mandatory for all students and it is required that all instructors assist in this process within the first two weeks of the semester. Verification of course participation is a federal requirement that the University must enact in order for Wayne State to continue to distribute federal financial aid. The faculty must confirm your participation within two weeks or an automatic administrative withdrawal (forced drop) will occur for the courses in which you are registered but for which the instructor has no indication of your participation in the first two weeks.

The positive aspect of this new policy is that it provides us with an opportunity to respond early to any student problems that we can assist in resolving. We will make every effort to initiate contact by the faculty member, or other advisor, to see if some assistance is needed or to see if there is anything we can do to keep you in the courses/programs.

The instructor will confirm your participation in your teaching internship clinical course by taking attendance in class each week. If you do not meet attendance and participation requirements for the first two weeks of class, you will be dropped from the course and your course-related financial aid will not be dispersed. This is in compliance with federal financial aid regulations.

If you have any questions about this policy, you should contact the Financial Aid Office at (313) 577-2111 or studentservice@wayne.edu or the Office of the Registrar at (313) 577-3541 or registration@wayne.edu. OCE directs questions about the University course attendance policy to the Financial Aid Office and the Office of the Registrar.

Religious Observance Policy

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

In the Rare Event You Need to Miss a Class Meeting

We're committed to being here for every class; however, life sometimes intervenes in unexpected ways. It's a good idea to exchange contact information with several classmates at the beginning of the course so that, in the event of an absence, you will have a few people to contact about sharing notes, handouts, updates on homework assignments, etc. Please do not email me asking, "What did I miss in class?" as it is your responsibility to seek out notes, handouts, resources, etc. in order to get yourself caught up. After you have had a chance to read through the class notes and materials, I'll be happy to meet with you to discuss anything you'd like to explore more in-depth.

School-Based Apprenticeship: Attendance and Dependability

Our community of learners is committed to our apprenticeship and service in PK-12 schools as contexts for deepening our understanding of urban education and what it means to be urban educators. We are committed to consistent attendance, punctuality, and dependability at our school partner sites. We know that when teachers plan for us to be there to work with students, it can present a hardship to then when we are absent. However, life sometimes intervenes in unexpected ways and there may be a day where you may not be able to be at the school; this should be an extremely rare occurrence. Just as you will be responsible for a substitute teacher in your classroom when you need to be out of your own classroom as a certified teacher, in the event of an absence from your apprenticeship, you're responsible for making arrangements with your Mentor Teacher, the Site Coordinator, and the course Peer Mentor, and Dr. van Belle. This will mean you need to contact all of these individuals *before* you are expected to be there. It is your responsibility to make sure that the Mentor Teacher has adequate time to make alternate arrangements since you will not be in class to assist. After you have made these arrangements, please contact the Peer Mentor to let him/her that you've taken care of things and made arrangements so that your Mentor Teacher is not left unprepared for your absence. As one school principal told us, "If the apprentice isn't going to be dependable to show up every week on time, then it's better they don't come at all to our school." The key takeaway here is: be dependable, show up every week on the planned day, be prepared, and be on time. This is a professional context: professional behavior and dispositions are expected. The Mentor Teacher and students are counting on you.

VIII. FEEDBACK TO STUDENTS AND EVALUATION OF STUDENT LEARNING

This course emphasizes mastery learning. Assignments will not simply be handed in and returned with a grade. Written work will be developed through a professional writing workshop model, with revision at the heart of this process.

ASSIGNMENTS	Points Possible
A. Active Participation in Our Community of Learners	20
B. In-Class Critical Reflections (10 written reflections x 20 pts. each)	200
C. Teaching Apprenticeship in an Urban School	150
D. Learning in Communities Project and Presentation	150
E. Teaching Candidate e-Portfolio	80
TOTAL POINTS	600

Assignment Scoring Rubrics

Each of the course assignments is described in detail later in the syllabus, including a scoring rubric. Each rubric indicates one overall score, but is broken down into detailed scoring by criteria. The goal is for students to self-evaluate their work meaningfully and to allow the instructor to provide focused feedback.

Teacher Education Division Grading Policy

Teacher Education Division faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course. For undergraduates and post-bachelor students, C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. For graduate students, B grades will be awarded for satisfactory work that satisfies all course requirements; B+, grades will be awarded for very good work, and A grades will be reserved for outstanding performance. Please note that there is a distribution of grades from A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.

Undergraduate Grading Scale Percentages & Letter Grades

A = 93 – 100	B- = 80 – 82	D+ = 69-67
A- = 90 – 92	C+ = 77 – 79	D = 66-64
B+ = 87 – 89	C = 73 – 76	D- = 63-60
B = 83 – 86	C- = 72-70	F = 59 or below

Graduate Grading Scale Percentages & Letter Grades

A = 93 – 100	B+ = 87 – 89	C+ = 77 – 79
A- = 90 – 92	B = 83 – 86	C = 73 – 76
	B- = 80 – 82	F = 72% or below

Note on Incomplete Grades

The mark of "I" (Incomplete) is given when a student has not completed all the work for a class and it is determined by the student and the course instructor that the student will be unable to complete the work prior to the date that semester course grades are due to be submitted to the university. Please note that instructors have the right to make the final decision about awarding an "Incomplete." The use of the grade of Incomplete ("I") is not routine and is limited to only those extreme circumstances that cause disruptions that are beyond the student's control so that s/he could not complete the required course work by the end of the semester.

Withdrawal Grades

- **WP** will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
- **WF** will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
- **WN** will be awarded if no materials have been submitted as a basis for a grade.

IX. ASSIGNMENTS & SCORING RUBRICS

A. Active Participation in Our Community of Learners

Aligned with course objectives 1, 2, 4, 5, 6, 7, 8

Aligned with InTASC standard 9

We need to be here every week engaging with, supporting, and challenging one another in order to have a vibrant classroom community. Attendance is important because dialogue, group activities, and shared inquiry are powerful tools for learning throughout the course. It is expected

that we will all come to class having read the weekly texts and ready to actively participate with discussions, questions, and critical thinking. This kind of participation is often evidenced by the following behaviors:

- Being active and contributing members of discussions and activities, whole class and small group
- Sharing our experiences/perspectives relevant to course content and discussion topics
- Asking for assistance and/or clarification when we need it
- Following up on others' questions/comments with probing questions for deeper understanding and critical thinking
- Engaging in respectful, civil dialogue, even when we disagree with one another
- Taking notes on important information
- Contributing to the lesson/discussion/activity at hand, not side conversations that distract classmates from learning
- Using personal computers, electronic devices, and smart phones to **engage** in the class, not disengage

Criteria	Distinguished 20-18 points	Proficient 17-14 points	Basic 13-12 points	Unsatisfactory 11-0 points
Critical Thinking	Is actively engaged in class meetings. Contributes consistently to class dialogue and activities with substantial critical thinking.	Is actively engaged in class meetings. Contributes often to class dialogue and activities, sometimes at critical thinking levels.	Is sometimes engaged in class meetings. Contributes infrequently to class dialogue and activities, rarely at critical thinking levels.	Is disengaged from class meetings. Does not contribute to dialogue and activities.
Collaboration	Contributes consistently and in-depth in small group activities and/or work with partner.	Contributes consistently in small group activities and/or work with partner.	Contributes minimally in small group activities and/or work with partner.	Does not contribute to small group activities and/or work with partner.
Preparation	Comes prepared with readings, written work, and materials.	Comes prepared with readings, written work, and materials.	Comes partially prepared with readings, written work, and/or materials.	Not prepared with readings, written work, and/or materials.

B. In-Class Critical Reflections

Aligned with course outcomes 1, 2, 4 5, 6, 7, 8

Throughout the course, we will engage with texts about issues surrounding social justice in urban schools and society through the exploration of historical, political and social trends that influence education. One tool for constructing richer meaning from the readings will be in-class written critical reflections. These reflections will not be mere summaries of the readings. The goals are to: a) evidence your engagement with and critical thinking about the ideas presented in the texts; b) make connections to your service learning projects in urban schools; and c) make connections to your developing teaching practice as an urban educator. Hold onto to these graded entries when you get them back, as you will select 10 of them to hand it at the end of the course for a final grade. Entries are completed as part of in-class discussions and activities; therefore, they may not be “made up” in the event of an absence. The rubric below will be used to assess each entry. Note that spelling, grammar, and mechanics are not graded for these entries because they are a form of “quick writes” to stimulate and evidence understanding; they do not serve as formal pieces of academic writing.

Criteria	Distinguished 20-18 points	Proficient 17-14 points	Basic 13-12 points	Unsatisfactory 11-0 points
Critical Thinking	Evidences substantial critical thinking and substantial engagement with ideas suggested by the readings	Evidences critical thinking and engagement with ideas suggested by the readings	Evidences critical thinking in some portions and very limited engagement with ideas suggested by the readings	Does not evidences critical thinking or engagement with ideas suggested by the readings
Connections	Draws rigorously upon specific examples from the readings Connects extensively to service learning projects in urban schools, urban education, and/or becoming an urban educator with specific examples	Draws upon examples from the readings Connects to service learning projects in urban schools, urban education, and/or becoming an urban educator with specific examples	Draws upon readings vaguely, without examples Connects to service learning projects in urban schools, urban education, and/or becoming an urban educator with specific examples	Does not draw upon readings Does not connect to service learning projects in urban schools, urban education, and/or becoming an urban educator with specific examples
Professional Writing	Because in-class critical responses are a form of quick-writes to engage and evidence thinking informally for in-class discussions and activities, the focus is on the content. Grammar, mechanics, and spelling will not be scored for these entries. However, careful attention will be paid to other forms of writing in the course.			

C. Learning in Communities Project and Presentation

Aligned with course outcomes 3, 4, 5, 6

Aligned with InTASC Standard 2

Throughout the project, consider the overarching guiding question to help you focus your work: *As an educator, what does this understanding about the community mean for your classroom teaching and student learning? How can you engage with the community as partner in education? How can you serve the community?*

You will use a variety of observational research tools to help you better understand the value of considering the community as a strong factor that affects student learning, motivation and curriculum choices. This assignment will contribute to your own professional growth as you prepare to be a culturally responsive educator.

You may begin your journey using digital tools; however, you also need to engage in an in-person exploration of the community. Remember you are not a tourist. Be respectful of the community and its residents. The starting point for this project is to explore the assets/affordances in the community and consider how these resources might serve as resources for schools. You will need to consider the community challenges/constraints that might impact student learning.

1. Explore Community Assets & Challenges; Explore Relationship Between School & Community

Throughout the project, consider the overarching guiding question to help you focus your work: *As an educator, what does this understanding about the community mean for your classroom teaching and student learning? How can you engage with the community as partner in education? How can you serve the community?*

Questions to help guide your inquiry and research could include:

- Who are the people who live and work in this community?
- Where and how do people live? (e.g., single residence, duplexes, apartment complexes, housing units)
- What kinds of schools and educational organizations serve the community? How do they engage with and reflect the community?
- What supports are available to serve diverse community members? (e.g., curb cuts, museums that highlight a particular ethnic group, etc.)
- What public institutions serve this community? How do they engage with the community? (e.g., churches, schools, libraries).
- What kinds of protective services are available to support the community? (e.g., police, fire)
- What health and social service agencies are available to this community? (e.g., hospitals, community centers, etc.) What are the roles of these resources in the community?
- What cultural resources serve this community? (e.g., museums, theatres, music venues) How do they engage with the community?
- What commercial uses of land do you see? (e.g., restaurants, grocery stores, gas stations, convenience stores) How do they serve the community?
- What transportation is available in the community? (e.g., buses, taxis, cars, etc.) What impact does this have on the community?
- What recreation is available to community members? How does this serve and impact the community?
- What kinds of industry employ and serve the community? (e.g., manufacturing, other businesses) What impact does this have on the community?
- What other community environmental factors that do you notice, and how do they serve and reflect the community? (e.g., a library close to the school, new buildings, empty buildings, safety issues like traffic flow, etc.).
- Explore the history of this community (library, online sources, residents, etc.) What's new in this community? Explore changes over time in this community. What is its history? What is its trajectory?

2. Reflect On Your Learning and Consider Implications for Teaching and Learning

Throughout the project, consider the overarching guiding question to help you focus your work:
As an educator, what does this understanding about the community mean for your classroom teaching and student learning? How can you engage with the community as partner in education? How can you serve the community?

Reflect on what you have learned about this community and its relationship with the school. Reflect on what this will mean for culturally responsive teaching and learning in your own classroom. Questions to consider include:

- What have you learned about the community that might impact your actions as a teacher?
- How can you use the assets of a community to plan for culturally responsive teaching and learning?
- What could your role be as a teacher in this community?
- How will you use what you learned from your project to be a more effective urban educator?
- How has this project impacted your commitment to teaching diverse students?

Distinguished 150-135 points	Proficient 134-120 points	Basic 119-90 points	Unsatisfactory 89-0 points
<p>Critical Thinking Evidences substantial critical thinking and substantial engagement with ideas suggested by course readings and discussions Information is accurate and thorough throughout</p>	<p>Critical Thinking Evidences critical thinking and engagement with ideas suggested by course readings and discussions Information is accurate and thorough throughout</p>	<p>Critical Thinking Evidences critical thinking in some portions and very limited engagement with ideas suggested by course readings and discussions Information is accurate throughout</p>	<p>Critical Thinking Does not evidence critical thinking or engagement with ideas suggested by course readings and discussions Information is inaccurate</p>
<p>Culturally Responsive Teaching Moves beyond an “inventory” of a community to a rich, in-depth exploration of the assets, resources, and challenges of the community Strongly emphasizes an assets-based approach to urban education throughout</p>	<p>Culturally Responsive Teaching Moves beyond an “inventory” of a community to an exploration of the assets, resources, and challenges of the community Emphasizes an assets-based approach to urban education throughout</p>	<p>Culturally Responsive Teaching Some portions reflect an “inventory” of a community; some parts reflect an exploration of the assets, resources, and challenges of the community Emphasizes an assets-based approach to urban education in most parts</p>	<p>Culturally Responsive Teaching Reflects an “inventory” of a community Emphasizes an deficits approach to urban education</p>
<p>Concepts & Connections Draws rigorously upon specific examples from course readings and discussions</p> <p>Connects extensively to service learning projects in urban schools, urban education, AND becoming an urban educator with specific examples</p> <p>Connects extensively to culturally responsive teaching and curriculum with specific examples</p> <p>Connects extensively to key concepts in social justice and urban education with specific examples, terms, and concepts</p>	<p>Concepts & Connections Draws upon examples from course readings and discussions</p> <p>Connects to service learning projects in urban schools, urban education, AND becoming an urban educator with specific examples</p> <p>Connects to culturally responsive teaching and curriculum with specific examples</p> <p>Connects to key concepts in social justice and urban education with specific examples, terms, and concepts</p>	<p>Concepts & Connections Draws upon course readings and discussions vaguely, without examples</p> <p>Connects vaguely to service learning projects in urban schools, urban education, AND becoming an urban educator, without specific examples</p> <p>Connects to culturally responsive teaching and curriculum with vague examples</p> <p>Connects to key concepts in social justice and urban education with vague examples, terms, and concepts</p>	<p>Concepts & Connections Does not draw upon course readings and discussions Does not connect to service learning projects in urban schools, urban education, AND becoming an urban educator</p> <p>Does not connect to culturally responsive teaching and curriculum Does not connect to key concepts in social justice and urban education</p>
<p>Professional Writing</p>	<p>It is expected that the writing throughout the assignment will follow the conventions of spelling, grammar, and mechanics appropriate for the academic English required of teachers. Points may be deducted for these errors. However, if the assignment needs substantial improvement in these areas, it will not be accepted for grading.</p>		

D. Teaching Apprenticeship in an Urban School

Aligned with course outcomes 1, 2, 4 5, 6, 7, 8
Aligned with InTASC Standards 2, 9

This course engages teaching candidates in 40 hours of teaching apprenticeship alongside a Mentor Teacher in a PK-12 classroom. This meaningful service within the community will “intentionally prepare you for active civic participation in a diverse democratic society” (Howard, 2001). Apprentices will sign in and out of the school site weekly in a WSU log kept at the school’s front desk; they will also keep a personal log of apprenticeship hours to submit at the end of the course.

Section Headings	Distinguished 150-135 pts.	Proficient 134-120pts.	Basic 119-90 pts.	Unsatisfactory 89-0pts.
Engagement with P-12 learners	Highly engaged with learners and effectively supported the work of the teacher at every visit	Engaged with learners and effectively supported the work of the teacher on most visits	Not always engaged with learners; supported work of the teacher, but lacking effectiveness for multiple visits	Did not engage with learners and/or effectively support the work of the teacher
Professionalism	Consistently exhibited extremely high level of professionalism in all areas: <ul style="list-style-type: none"> • dress • dispositions • interactions with children/youth • interactions with teacher • interactions with school staff • interactions with families (if relevant) 	Consistently exhibited high level of professionalism in all areas: <ul style="list-style-type: none"> • dress • dispositions • interactions with children/youth • interactions with teacher • interactions with school staff • interactions with families (if relevant) 	On most visits exhibited acceptable level of professionalism in all areas: <ul style="list-style-type: none"> • dress • dispositions • interactions with children/youth • interactions with teacher • interactions with school staff • interactions with families (if relevant) 	Consistently lacked professionalism in any area: <ul style="list-style-type: none"> • dress • dispositions • interactions with children/youth • interactions with teacher • interactions with school staff • interactions with families (if
Length and Time of Service	40+ hours of apprenticeship completed across the span of the semester	40 hours of apprenticeship completed across the span of the semester	40 hours of apprenticeship learning completed across the span of the semester	40 hours of apprenticeship not completed, or completed but compressed into a brief window of time
Attendance and Punctuality	Arrived for every scheduled apprenticeship session; did not reschedule any sessions Arrived early for every scheduled apprenticeship session	Arrived for every scheduled apprenticeship session; did not reschedule any sessions Arrived on time for every scheduled apprenticeship session	Arrived for vast majority of scheduled apprenticeship session; rescheduled 1-2 sessions; made up those days Arrived on time for vast majority of scheduled apprenticeship session; may have been no more than 5 minutes late for 1-2 sessions	Did not arrive for every scheduled apprenticeship session; did not reschedule missed sessions Arrived more than no more than 5 minutes late for than 3+ sessions; OR arrived more than 15 minutes late for 1-2 sessions

E. Teaching Candidate e-Portfolio

Aligned with course outcomes 1, 2, 3, 8

Aligned with InTASC Standards 2, 9

All teacher candidates create e-portfolios as part of their program requirements. These e-portfolios are used as authentic resources for job seeking and interviewing, but also serve as tools for artifacts of candidates' learning and growth. Each candidate uses his/her e-portfolio as a tool for Capstone Conversation, a day of group interview-style dialogue about teaching and learning.

GOALS OF THE E-PORTFOLIO:

- Engage you in thinking deeply about teaching and your teaching practice
- Evidence this rich thinking to share with others as you job search and interview
- Serve as evidence that you are **an urban educator who is reflective, innovative, and committed to diversity** (the College of Education theme)
- Serve as evidence for Capstone Conversation reviewers and for the group dialogue
- Serve as accreditation data for the College of Education to show that we are preparing effective urban educators
- Serve your own professional goals

GUIDELINES: In the hosting platform of your choice you will need to create the pages/tabs/sections listed below in your e-portfolio. (If you choose Weebly.com, you will need to upgrade to the paid version since the free version is blocked by the University.) If you choose to add more sections to your e-portfolio, that's fine; however, but you need the ones listed below as minimum for TED 2250.

1. HOMEPAGE: Think of the homepage as your first impression. There are three parts: A professionally appropriate photo, your professional information, and an autobiographical sketch that shares who you are as a unique educator. Read below to help you put the Homepage of your portfolio presentation together.

Add a professional-looking photo.

- Clear image, not blurry

Add your professional information under your photo.

- Your name
- A link so that readers can contact you, if you don't want to post your email address.
- Certification area(s)- any endorsements/specializations

Include an About Me, discussing the following areas. It may be helpful to use these as headings:

- Why I Chose to Become a Teacher
- My Professional Attributes
- My Long-Term Goals and Ambitions
- Other information you want to include

2. Separate TAB titled Effective Urban Educator. Make this a main tab, accessible from the home page so that Capstone Conversations reviewers can find it quickly and easily.

- Tab/section for **Reflective Practitioner** (completed during pre-student teaching)
- Tab/section for **Innovative Practitioner** (completed during student teaching)
- Tab/section for **Committed to Diversity** (completed during TED 2250 Becoming an Urban Educator)

Copy and paste the following: Effective urban educators are committed to meet the needs of a diverse population.

Provide a summary / discussion of how you are committed to diversity.

- Discuss how you think about diversity and what it means to you as an effective urban educator.
- Discuss ways in which you have grown in your understanding of serving the needs of a diverse population of students and community, and what your goals are for continued growth in this area.
- Discuss some of the areas related to diversity in which you want to continue growing your teaching practice to further support students' learning and academic achievement.

Provide evidence that shows you are committed to diversity.

- Include artifacts of your teaching practice that evidence this, such as digital video clips, journal entries, reflections on your lessons, screenshots, photos, student work samples, etc.
3. **Hyperlink to LinkedIn digital résumé:** www.Linkedin.com
 4. **Other sections/content you want to include:** For example, art education students may choose to include a link to their art portfolios. What are other sections that you want to include so that your e-portfolio reflects YOU and your teaching practice?

Teaching Candidate e-Portfolio in TED 2250 Rubric

Section Headings	Distinguished 40-36 pts.	Proficient 35-32pts.	Basic 31-28pts.	Unsatisfactory 27-0pts.
Effective Urban Educator Tab	Clearly labeled tab on the homepage identifies the Effective Urban Educator section of the e-portfolio so Capstone Reviewers can find it easily. This is not part of the score for the page, but this criterion must be met in order for the e-portfolio page to be evaluated.			No tab on homepage clearly labeled for Effective Urban Educator.
Committed to Diversity Section	Clearly labeled Committed to Diversity heading, section, or tab on the Effective Urban Educator section of the e-portfolio so Capstone Reviewers can find it easily. This is not part of the score for the page, but this criterion must be met in order for the e-portfolio page to be evaluated.			No section clearly labeled for Committed to Diversity.
Homepage & About Me	<p>Homepage concisely and clearly frames the purpose of the site in a way that engages reader</p> <p>About me section shares richly and clearly who candidate is as an educator – including content areas, credentials, and commitment to teaching and professional growth.</p> <p>Clear and professionally appropriate photo of candidate</p>	<p>Homepage concisely and clearly frames the purpose of the site</p> <p>About me section shares clearly who candidate is as an educator – including content areas, credentials, and commitment to teaching and professional growth.</p> <p>Clear and professionally appropriate photo of candidate</p>	<p>Homepage frames the purpose of the site, but may lack clarity and/or wander in focus</p> <p>About me section shares who candidate is as an educator – may not include content areas, credentials, and/or commitment to teaching and professional growth.</p> <p>Clear and professionally appropriate photo of candidate</p>	<p>Homepage does not frame the purpose of the site</p> <p>About me section does not share who candidate is as an educator – missing multiple elements: content areas, credentials, and commitment to teaching and/or professional growth.</p> <p>Photo of candidate is unclear or inappropriate for a professional e-portfolio</p>
Committed to Diversity: Discussion	<p>Evidences substantial critical thinking and self-reflection related to teaching to serve multiple kinds of diverse learners and communities.</p> <p>Evidences substantial critical thinking related to own teaching practice and professional growth goals to teaching to serve multiple kinds of diverse learners and communities.</p>	<p>Evidences critical thinking and self-reflection related to teaching to serve multiple kinds of diverse learners and communities.</p> <p>Evidences critical thinking related to own teaching practice and professional growth goals to teaching to serve multiple kinds of diverse learners and communities.</p>	<p>Evidences very limited critical thinking and self-reflection related to teaching to diverse learners, but not multiple kinds of diverse learners communities.</p> <p>Evidences very limited critical thinking related to own teaching practice and professional growth goals, but not multiple kinds of diverse learners communities.</p>	<p>Does not evidence critical thinking and self-reflection related to aspects of teaching to serve diverse learners and communities.</p> <p>Does not evidence critical thinking related to own teaching practice and professional growth goals to teaching to serve multiple kinds of diverse learners and communities.</p>
Artifacts as Evidence	Artifact is of very good quality and is directly connected to how the candidate is committed to serving diverse learners.	Artifact is of good quality and is directly connected to how the candidate is committed to serving diverse learners.	Artifact is of poor quality and is partially connected to how the candidate is committed to serving diverse learners.	Artifact is of very poor quality and is not connected to how the candidate is committed to serving diverse learners.
Professional Writing	It is expected that the writing throughout the assignment will follow the conventions of spelling, grammar, and mechanics appropriate for the academic English required of teachers. Points may be deducted for these errors. However, if the assignment needs substantial improvement in these areas, it will not be accepted for grading.			

Note on Use of Photos, Videos, and Student Work Samples in e-Portfolios:

All photos and videos of students, teachers, classrooms used in your e-portfolio must be used with the appropriate consent. Discuss this with your mentor teachers, field instructors, and building administrators before taking and/or using photos. Photos and videos greatly enrich e-portfolios because they can *show* you teaching and students engaged in learning, instead of you just writing about these things. Student work samples should be used with the appropriate consent and with all identifying information, such as students' names removed or blacked out.

X. ADDITIONAL COURSE INFORMATION**Supporting You as a Learner in This Course**

It is my hope that all students will be successful in this course, and I will work hard to both challenge and support you as a learner. If you require special support, please discuss this with me at the beginning of the course. Please feel free to set up a time to meet with me and discuss this in private. If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. SDS' mission is to assist the University in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience. SDS will work with you to complete official paperwork you need for course accommodations. Their office is located in room 1600 of the Undergraduate Library. You can reach them at (313) 577-1851 or (313) 577-3365 (TDD only), or find them online at <http://studentdisability.wayne.edu>. Please be aware that a delay in getting an official accommodation letter may hinder the availability or facilitation of accommodations in a timely manner; it is in your best interest to meet with SDS as early in the semester as possible.

Support for Academic Writing

Writing Center: The Wayne State University Writing Center is a wonderful resource for students who would like some additional support with their academic writing. If you would like more information about scheduling a writing tutor, you can reach the center at (313) 577-2544, or make an appointment online at: <http://clas.wayne.edu/writing/OnlineSchedulingInstructions>

The Warrior Writing Research and Technology Zone: The WRT Zone (2nd floor, Undergraduate Library) provides individual tutoring consultations, research assistance from librarians, and technology consultants, all free of charge for graduate and undergraduate students at WSU. The WRT Zone serves as a resource for writers, researchers, and students' technology projects. Sessions are run by undergraduate and graduate tutors, last up to 50 minutes, and tutors will work with students from initial idea development for an assignment all the way to the final draft of the assignment. Tutoring sessions focus on a range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The WRT Zone is not an editing or proofreading service; rather, tutors work collaboratively with students to support them in developing relevant skills and knowledge, from developing an idea to editing for grammar and mechanics.

Support for Written Academic English

There are many dialects of spoken and written English, and no particular dialect should be considered more valid than another. However, as future teachers, you will be responsible for supporting all of your students in developing skills in reading and writing academic English, sometimes called Standard American English (SAE). As teachers, we must be fluent in oral and written SAE ourselves. In order to support this, all assignments for this course must be written in SAE, with careful attention to grammar, mechanics, and spelling. If you need any help writing in this dialect, the Writing Center resources (listed paragraphs) are places for additional support.

Plagiarism

Wayne State University's Libraries have created a helpful resource for understanding and avoiding plagiarism: <http://library.wayne.edu/blog/instruction/tag/plagiarism/>

The official University policy regarding plagiarism can be found on the Dean of Student's website: <http://www.doso.wayne.edu/academic-integrity.html>. Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct. Students are expected to be honest and forthright in their academic studies. Students who commit or assist in committing dishonest acts are subject to downgrading and/or additional sanctions as described in the Student Code of Conduct. Faculty and students are responsible for knowing the different forms of academic dishonesty as well as for being aware of the Student Code of Conduct.

Support for Professional Electronic Communication

There are a variety of discourses (ways of using language and symbols) for electronic communications, and each is appropriate for its context and purpose. For example, the spelling, capitalization, and punctuation of texting is not "bad" English. Writing without the use of standard spelling, capitalization, or punctuation is completely appropriate for texting. Things like "ttyl" or "brb" are the norm in that context and for its purposes. In fact, writing out "Talk to you later" or "I'll be right back" would be odd in a text message. With that being said, it is important to realize the differences between informal written discourse and professional written discourse. This course is a professional setting, and in professional settings, like P-12 schools, people are expected to use a professional writing style. This means that e-mails written to your professors and mentor teachers should not resemble text messages. They should be similar in style, format, and content to the kinds of e-mails that you will send in your professional career as an educator. This doesn't mean that e-mails need to be excessively formal, but they do need to be professional. Consider this helpful practice for your future professional communications as a teacher.

Other Support

Pursuing a university education is an exciting time in one's life, but it can also be stressful. If you would like support, the University's Counseling and Psychological Services (CAPS) provides free and confidential counseling for registered students. You can reach them during daytime hours at (313) 577-3398, and through their CAPS After Hours Crisis Line at (313) 577-9982 during evenings, weekends, and holidays. They are located at 5221 Gullen Mall, Room 552 Student Center Building. Their website is <http://www.caps.wayne.edu>. Their motto is "We are here if you need to talk... about anything."

XI. COURSE CALENDAR

The goal of the course is not to simply “cover” material in a textbook. Effective teachers know that students *construct* understanding. The goal is to facilitate critical thinking, problem solving, and deep content understanding as related to the effective teaching and learning of language arts. Given this goal, it is important that the course instructor is responsive to students’ ongoing understandings and instructional needs; this may mean slight modifications to the course calendar throughout the semester.

Date	Readings, Digital Media, & Assignments to Complete Before This Class Meeting	Guiding Questions & Topics for In-Class Discussions, Activities, Readings, Texts, Digital Media (Texts or media listed in this column will be read/viewed in-class.)
Wk. 1 Jan. 12	Information sheets	Class introductions Course overview and syllabus Guiding Questions: What kinds of narratives are often constructed about teaching in high poverty and/or urban schools? What impact do these have on public support for urban education? What are charter schools and how do they impact public and urban education?
Wk. 2 Jan. 19	<i>Savage Inequalities</i> Ch. 2 “Other People’s Children” North Lawndale and the South Side of Chicago” <i>How Do We Talk About Poverty in Schools?</i> from Edutopia http://www.edutopia.org/blog/educators-need-understand-about-poverty-william-parrett-kathleen-budge?utm_source=twitter&utm_medium=socialflow%20 ‘The legacy of separate and unequal school systems is alive and well in America’ http://time.com/4521385/america-divided/?xid	Visit from COE Academic Services Guiding Questions: What are issues of equity and access in American education? What are privilege and oppression? What are reproduction and resistance? How are race, ethnicity, culture, and class factors in American educational opportunity and achievement? What are implications of this for children, communities, and society? How did we get to this place in urban education? We will listen to together <i>IN CLASS</i> : <i>Coming Out As Poor</i> podcast from NPR’s State of Opportunity http://stateofopportunity.michiganradio.org/post/coming-out-poor-elite-university <i>What kind of Education do you get?</i> From NPR’s State of Opportunity http://stateofopportunity.michiganradio.org/post/what-kind-education-do-you-get-if-you-spend-12000-student Jesse Williams and Amir Whitaker: Brown v. Board of Education Is a Broken Promise
Wk. 3 Jan. 26	Education Gap podcast from NPR’s <i>State of Opportunity</i> http://stateofopportunity.michiganradio.org/post/education-gap-transcript-and-audio?nopop=1	Check on teaching internship commitments Guiding Questions: What are issues of equity and access in American education? How do schools serve and engage communities or marginalize and exclude communities? What are implications of this for children, communities, and society?

<p>Week 4 Feb. 2</p>	<p>Digital texts related to micro-aggressions:</p> <p>http://news.fordham.edu/education-and-social-services/whats-in-a-slight-more-than-you-might-realize/</p> <p>http://www.microaggressions.com</p> <p>https://www.insidehighered.com/advice/2016/04/13/how-be-ally-someone-experiencing-microaggressions-essay#.Vw8ATBzGvWw.mailto</p> <p>http://archive.aacu.org/ocww/volume39_2/feature.cfm?section=1</p>	<p>Teaching apprenticeships sharing and connecting Learning in Communities Project workshop: brainstorming</p> <p>Guiding Questions: What are forms of micro-aggressions and to whom are they targeted? How might micro-aggressions impact teaching and learning?</p>
<p>Wk. 5 Feb. 9</p>	<p>Research and readings related to history of public and urban education</p> <p>http://www.cnsnews.com/blog/amy-furr/mispronouncing-students-name-now-considered-microaggression</p> <p>Topics: Johnson's War on Poverty; Coleman Report; ESEA & ESSA: Title I, Title II, ; Head Start & Great Start Readiness Program; NCLB & AYP; National School Lunch Program; Brown v. Board of Education</p>	<p>Facilitating dialogues on education and equity research topics Teaching apprenticeships sharing and connecting Learning in Communities Project workshop: begin mapping group plan</p> <p>Guiding Questions: What roles have federal policies played in (in)equity in U.S. education? What is the history of racial categories and schooling in the U.S.? What role has federal law played in equitable education? What is the history of public education in the United States? What does the renewal of ESSA mean?</p>
<p>Wk. 6 Feb. 16</p>	<p>Text to be found in Blackboard</p>	<p>Teaching apprenticeships sharing and connecting</p>
<p>Wk. 7 Feb. 23</p>	<p>Due: e-Portfolio Home Page and About Me drafts</p> <p>Learning in Communities Project examples in Blackboard</p>	<p>Teaching apprenticeships sharing and connecting</p> <p>Learning in Communities Project example in Blackboard & discuss project expectations; small groups brainstorm possibilities for their projects</p> <p>e-Portfolio workshop: feedback on Home Page and About Me</p>

		drafts Make appointment with peer mentors during their office hours for feedback on revisions to e-portfolio revisions
Wk. 8 Mar. 2 AACTE	Team meetings with re. LIC projects plans 1:1 feedback with peer mentors re. e-portfolios	
Wk. 9 Mar. 9	Due: Learning in Communities Project group plan	Workshop: Feedback on Learning in Communities Project group plan Teaching apprenticeships sharing and connecting Self-evaluation of in-class participation in our community of learners
Wk. 10 Mar. 16	WSU Closed for Break: NO CLASS	
Wk. 11 Mar. 23	http://edbuild.org/ http://www.npr.org/sections/ed/2016/08/23/490513305/the-50-most-segregating-school-borders-in-america http://bridgemi.com/2016/09/school-choice-michigans-new-white-flight/	Teaching apprenticeships sharing and connecting Check in on Learning in Communities Projects progress Guiding Questions: What are forms of capital—economic, cultural, social, political, symbolic, and others? How do forms of capital marginalize and oppress some groups, while privileging others? What are the implications for students, schools, and communities? Guiding Questions: To whom are American schools accountable? Who are the students in American schools today? Who will they be in the future? What is social justice and how is it relevant to teaching?
Wk. 12 Mar. 30	Texts to be found in Blackboard Due: e-Portfolio Home Page and About Me revisions	Guiding Questions: Is teaching ethical work? What does it mean for teachers to be advocates for their students? What might culturally responsive teaching look like in the classroom? What might socially-just teaching look like?
Wk. 13 Apr. 6	Due: Learning in Communities Project draft	Writing Workshop: feedback on Learning in Communities draft
Wk. 14 Apr. 13	Texts to be found in Blackboard	Guiding Questions: How is teaching always either reproducing or resisting oppression? What might socially-just teaching look like? Why does context matter for teaching, not just content? How is curriculum relevant to learners? How can we teach in ways that honor and build on our students' home language and culture? How do teachers and schools connect with students, families, and community?
Wk. 15 Apr. 20	Due: Learning in Communities Projects and facilitated dialogues, set 1	Presentation Order: Guiding Questions: What have we learned about teaching and learning in urban schools? What have we learned about ourselves as educators? What have we learned about the relationship between school and community for effective urban education? How can we continue to improve schools, teaching, and learning for all children and youth in American schools?
Wk. 16	Due: Learning in	Presentation Order:

Apr. 27	Communities Projects and facilitated dialogues, set 2 Due: e-portfolio final Due: Teaching Apprenticeship Logs	Guiding Questions: What have we learned about teaching and learning in urban schools? What have we learned about ourselves as educators? What have we learned about the relationship between school and community for effective urban education? How can we continue to improve schools, teaching, and learning for all children and youth in American schools?
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XII. InTASC TEACHING STANDARDS: Those evidenced by this course in bold.

The Learner and Learning

- *Standard #1 Learner Development* : The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- ***Standard #2 Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*** (evidenced by assignments B, C, D, E)
- *Standard #3 Learning Environments* : The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content Knowledge

- *Standard #4:Content Knowledge:* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- *Standard #5 Application of Content* : The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

- *Standard #6 Assessment* : The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- *Standard #7 Planning for Instruction:* The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- *Standard #8 Instructional Strategies* : The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

- ***Standard #9 Professional Learning and Ethical Practice* : The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.** (evidenced by assignments B, D, E)
- *Standard #10 Leadership and Collaboration:* The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Officers. (2011). *Interstate teacher assessment and support consortium (InTASC) model core teaching standards: A resource for state dialogue*. Washington, DC: Author.