

**University of San Diego
School of Leadership and Education Sciences
Department of Learning and Teaching
EDUC 381/581**

**Philosophical and Multicultural Foundations of Education in a Global Society
(3 units)
Summer 2014**

4:00-7:15 (MTW & TH) MRH-145

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MRH-247
Office Hours: MTW & TH
1:30-3:30**

Course Description

The intent of the course is to enable candidate's to acquire the background knowledge and skills necessary to adjust their teaching techniques and strategies to promote academic success for all students in a culturally (i.e., race, ethnicity, language, gender, sexual orientation, socio-economic status, exceptionality, privilege, religion, etc) diverse classroom. Through service learning or teaching practicum field experience and various explorations. This course will address issues that develop sensitivity and skill development for effective cross-cultural and second language educational practices, including challenging deficit perspectives that view students' backgrounds as the explanation for the achievement gap. The course will investigate the influence teachers have on student outcomes.

This course is designed to help students analyze the history of the development of the American educational system as it relates to students' professional teacher responsibilities as multi-culturally competent advocates for all children. Candidates will examine the historical, philosophical, cultural, political, and legal dimensions of current U.S. educational issues, particularly as these relate to the civil rights of linguistically and culturally diverse students. Students will also examine education from a global perspective and conduct comparative investigations of educational systems.

Field Experience Requirement

Field Experience: Students will be involved in a Service Learning project or Teaching Practicum with a school or community-based program. Ten hours of practicum are required for undergraduates for this class (For MCC Students the ten hours are part of the 75 hours of a three course sequence). Dr. Helene Mandell, Field Experience Manager for SOLES, will provide details for undergraduates. Students will be expected to journal about their experiences and pay particular attention to integrating class material with this field experience.

Course Objectives/Candidate Outcomes

Outcome I. Academic Excellence, Critical Inquiry and Reflection

1. Understand the historical, philosophical, political and sociological perspectives and approaches to educational reform. (TPE 7, 8, 12) (K, D)
2. Examine the philosophical and political perspectives that created fundamental issues, theories, and trends in the educational practices for children locally and globally. (TPE 7, 8, 12) (K, S)
3. Demonstrate basic technological literacy via web use and e-mail. (TPE 9) (S)
4. Analyze societal and educational practices (e.g., tracking) that determine success or failure of the school system as it relates to different groups in the U.S. and throughout the world. (TPE 7, 8, 11, 12) (K, D)
5. Analyze how teachers and schools (and sometimes the media) contribute to and perpetuate stereotyping and discrimination related to race, ethnicity, language, gender, sexual orientation, socio-economic status, exceptionality, privilege, religion, and ability and how these effect learning. (TPE 5, 7, 8, 11, 12) (K, D)
6. Developing a global perspective on the diverse world cultures and its people.

Outcome II. Community and Service

7. Explore effective approaches for creating culturally relevant classrooms. (TPE 9, 11, 12) (K, S)
8. Participate in a project designed to support an effective community based program (e.g., Bayside Community Center, Salvation Army, family shelters, Monarch High School), with approximately 10 hours of involvement over the course of the summer/semester in a particular school for teaching practicum or a service learning site, the experience of which integrates class material in the context of promoting and assessing candidates' multicultural competency development. (TPE 11, 12) (D).

Outcome III. Ethics, Values and Diversity

9. Analyze the legal responsibilities and ethical and professional commitments expected of a classroom teacher and the motivations involved in pursuing a career in the teaching field. (TPE 12) (K)
10. Develop a personal educational philosophy statement based upon a reflective view of her/himself as a practitioner. (TPE 12, TPE 13) (K, D)
11. Learn about the value and historical roots of service learning in a democratic society. (TPE 11, 12) (K).
12. Develop a greater appreciation and respect for cultural variations as well as group and individual differences: Black, Latinos, Native American, Europeans, Asian, and Middle Eastern and other cultural groups. (TPE 7, 8, 11, 12) (K, D)
13. Understand the socio-historical and legal origins of migration and immigration patterns as they relate to assimilation, accommodation, acculturation, pluralism and intergroup differences. (TPE 7, 8, 11, 12) (K, D)
14. Write an integrative essay about her/ his multicultural competency development. (TPE 13) (K, D)
15. Investigate bilingual research and practices, which support effective teaching practices and the use of the practices among students of diverse cultures, language, gender, ethnicity, race and individuals with special needs. (TPE 7, TPE 8, 9, 11, 13) (K, S, D)
16. Develop an international perspective on educational struggles of equity and social justice.

Textbooks/Readings

Required Books/Websites:

- California Commission on Teacher Credentialing (2013). California Teacher Performance Expectations (<http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2013.pdf>)
- Quezada, L., R. (2013-June) Family, school, community engagement, and partnerships: an imperative for k-12, and colleges of education in the development of twenty-first-century educators. *Teaching Education*. (Free USD Library Journal Access)
- Readings on Blackboard
- Multicultural Education Journal Resources:
 - Annual Editions of Multicultural Education
 - Multicultural Education Perspectives
 - School Community Journal

Course Assessment and Requirements

- 1) Candidates will read, evaluate and critique journal articles in the discipline of multicultural education, equity and social Justice and family-school community partnerships in working with culturally and linguistically diverse families and lead a class discussion in Table Groups. Some journals will be from an international journal or internationally based, as well as from education websites.
- 2) Candidates will write two comprehensive papers covering readings, notes, and in class discussions. A minimum of 1250 words (Minimum of 5 typed pages and no more than 8, excluding references).
- 3) Candidates will complete a comprehensive written Embedded Signature Assignment based on the California Teacher Performance Expectations (TPE's) focusing on text readings, course lectures, and teaching practicum field experience observations.
- 4) Candidates will lead Table Talks by discussing assigned readings.
- 5) Candidates will be involved in 10 hours of teaching practicum (75 for MCC are inclusive) at a local school/school community agency and will complete a 5-8 page written reflection of their practicum experience and relate it to the California Teacher Performance Expectations as well as to the course content of this course.
- 6) Candidates will research and present in teams one assigned ethnic group of students who traditionally have not been successful in our schools and will address how future teachers can assist in making sure students succeed. The presentation will be through a power-point or other multimedia form and using at least five different resources.
- 7) Candidates will attend a SOLES/USD sponsored speaker series or conference. The attendance will substitute one to two class sessions if held in a day other than a class meeting. Candidates will write a short 1-2 page summary of learning outcomes and how the outcomes support Multicultural Education.

Assessment Criteria

CLASS PARTICIPATION: Active, informed, prepared, with materials and assignments. Dressed Appropriately for physical education activities.

ATTENDANCE: Attendance is expected. If one is absent, it is the student's responsibility to get notes, assignments and handouts from a colleagues or instructor. Missing one session will automatically results in deduction of 25 points. Missing more than one class session will automatically drop a grade to a minus. Missing more than two sessions will automatically result in the drop of a full grade. Leaving early/not returning from break is not acceptable.

ASSIGNMENTS: Written assignments are to be typed on 8 1/2" x 11 paper. Criteria for written work will include thoroughness, quality, and being completed on time. No late work will

be accepted (no exceptions). Make sure assignments are printed prior to attending class no e-mailing of assignments will be accepted.

COURSE GRADE: Completion of all course requirements will determine final grade. A grade of an incomplete will only be given in extreme circumstances.

GRADING SCALE

2 WRITTEN CRITIQUES	80 POINTS	700-672	A	4.0
1 TPE PRESENTATION	70 POINTS	671-630	A-	3.7
1 PRACTICUM REFLECT.	75 POINTS	629-602	B+	3.3
1 CULTURAL GRP. PRES	50 POINTS	601-581	B	3.0
1 ROUND TABLE PRES.	75 POINTS	580-560	B-	2.7
		559-532	C+	2.3
		531-511	C	2.0
1 TCHER EXPEC. PAPER	200 POINTS	510-490	C-	1.7
		489-455	D+	1.3
12 CLASS PARTICIPATION & ATTENDANCE DAYS	150 POINTS	454-420	D	1.4

Total Points: 700 POINTS

Course Outline

***THROUGHOUT THE SEMESTER SOLES/USD SPONSORS EXPERTS FROM LOCAL, NATIONAL AND INTERNATIONAL SPEAKERS. A COURSE SESSION WILL BE SET ASIDE TO ATTEND SUCH PRESENTATIONS. A SHORT REFLECTIVE PAPER WILL BE REQUIRED.**

Session 1-Monday July 14th

- Introducing ourselves and the course content
 - Historical Wall Chart
- Reflecting on our educational experience
- **Multicultural Education**
 - What is Multicultural Education? An Overview
 - Understanding the Civil Rights Movement in the United States as it Relates to Schooling (Eyes on the Prize Video Series).
 - Reflective In-class Personal Journaling
- In Class Assignment: All View Brown vs Board of Education cases on YouTube plus one of the local School De-segregation Cases
 - The Lemon Grove Incident (San Diego County-Lemon Grove, Ca.)
 - Westminster Vs. Menendez (Orange County-Westminster, CA)

Read Monday Night for Tuesday July 15th class
* Gloria Ladson –Billings , 2006 Presidential Address: From the Achievement Gap to the Education Debt: Understanding Achievement in U. S. Schools. <i>Educational Researcher</i> , Vol. 35(7), 3-12
* Ward H. Goodenough : Multiculturalism as the Normal Human Experience
* De-Cohen, Consentino, C., & Clewell-Chu, B. (2007) . NCLB Putting English Language Learners on the Educational Map
Banks, James A. (2006) “The Dimensions of Multicultural Education” In <i>Cultural Diversity and Education</i> , Boston: Pearson Education (pp 3-21).

Session 2-Tuesday July 15th

Historical Roots of our Educational System

- What is Cultural Proficiency? How Do we Become Culturally Proficient teachers?
 - **Quezada, R., Lindsey, R., & Lindsey, D. (2012)**. Culturally proficient practice-Supporting educators of English learning students. *Corwin Press*.
- What is the Achievement Gap? An Overview
 - Students discussion of: Banks, James A. (2006) “The Dimensions of Multicultural Education” In *Cultural Diversity and Education*, Boston: Pearson Education (pp 3-21).
 - 2006 Presidential Address: From the Achievement Gap to the Education Debt: Understanding Achievement in U. S. Schools. *Educational Researcher*, Vol. 35(7), 3-12
- Table Talk #1, #2 and #3 Lead Discussions

Read Tuesday Night for Wednesday July 16th Class
Tyack, D and Cuban, L. <i>Tinkering Toward Utopia</i> . Chapter 1
Wills, John and Mehan, Hugh (1996) . “Recognizing Diversity within a Common Historical Narrative: The Challenge to Teaching History and Social Studies”. <i>Multicultural Education</i> Fall.
Bourdieu, Pierre . Cultural Reproduction and Social Reproduction. In <i>Knowledge, Education and Cultural Change</i> . London: Tavistock. 71-112.

Session 3-Wednesday July 16th.

- Theoretical Explanations for the Reproduction of Inequality and what Happens *Inside* the Classroom? Characteristics of Multicultural classrooms
- What gets taught and how?

- Table Talk Teams #4, #5 and #6 Lead Discussions

Read Wednesday Night for Thursday July 17th Class
MacLeod, J. “Social Reproduction in Theoretical Perspective” Chap 1
Ladson Billings, Gloria. (2002). I ain’t writin nuttin”: Permission to Fail and Demands to Succeed in Urban Classrooms. In: <i>The Skin That we Speak</i> . Lisa Delpit (Ed). New York: The New Press. (Chapter 7).
Quezada, R. and Romo, J. : Multiculturalism and Peace Education and Social Justice in Teacher Education

Session 4-Thursday July 17th.

- Concept of Assimilation vs Acculturation
- Assimilationist View vs. Cultural Pluralistic View
- Melting Pot vs. Salad Bowl
- Student, Teacher and community voices-Listening to their stories
- Table Talk Teams #7, #8 and #9 Lead Discussions

Read Thursday Night-Sunday for Monday July 21st Class
Fine, Michele: Silencing Student Voices
Fine, Michele: Educators Voices on Being Heard
Green, Paul: The Undocumented: Educating Children of Migran Workers in America.
Recommended Reading: Ladson-Billings, G. (2007). Pushing past the achievement gap: An essay on the language of deficit. <i>The Journal of Negro Education</i> , 76(3), 317-323.

Session 5-Monday July 21

- **Comprehensive Paper #1 is Due (Paper should integrate articles read from the first session up to the end of Week four-meaning anything above this syllabus)**
- How Poverty Affects Educational Achievement
- Table Talk Teams #10, #11, and #12 Lead Discussions
- Cynthia Davalos-Chief Diversity Officers (USD Doctoral Candidate)

Read for Monday Night for Tuesday July 22nd Class
Mehan, Villanueva, Hubbard and Lintz (1996). <i>Constructing School Success.</i> “Supporting Academic Placement” Cambridge University Press (p77-101).
Oakes, Jeannie. “The Reproduction of Inequity: The Content of Secondary School Tracking”. <i>The Urban Review</i> 14(2): 107-120.
Payne, R.K. (1996). Hidden rules among classes; Characteristics of generational poverty.

In *A framework for understanding poverty* (pp. 38-62). Highlands, TX: aha! Process Inc.

Session 6-Tuesday July 22

- Why certain ethnic groups “make it:” while others are trying to catch up
- Table Talk Teams #13, #14 and #15 Lead Discussions

Read Tuesday Night for Wednesday July 23 Class

Tianlong Yu (2007): Challenging the Politics of the “Model Minority” Stereotype

Angelica Castagno: I don’t want to her that: Legitimizing Whiteness through Silence in Schools

Ogbu, J. (1987). Variability in minority school performance: A problem in search of an explanation. *Anthropology and Education Quarterly*, 18(4), 312-334.

Session 7-Wednesday July 23

- Ethnic minority school experiences and their performance in schools
- Table Talk Teams #16, 17 and #18 Lead Discussions
- Cristina Acosta, Coordinator and USD Upward Bound High School Students-Voices From the Field

Read Wednesday Night for Thursday July 24th Class

Reeves, D. High performing in high poverty schools: 90/90/90 and beyond.

Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. New York: State University of New York Press.

Jun Li: ‘My Home and my School’: Examining Immigrant Adolescent Narratives from a Sociocultural Experience

Oakes, J. (1985). The distribution of knowledge. In: *Keeping track: How schools structure inequality*. New Haven: Yale University Press.

Session 8-Thursday July 24

- School and classroom practices. What are teachers really teaching?
- Table Talks #19, 20, and #21
- Brittani Siracusa-San Diego Summer Bridge-Non Profit Student Support Programs that Work with Low Income Students

Read Thursday Night-Sunday for Monday July 28th Class

Anyon, J. (2007). From *Social Class and the Hidden Curriculum of Work*. In Colombo,

Cullen, & Lisle (Eds.), <i>Rereading America: Cultural Contexts for Critical Thinking and Writing</i>
Hirsch Jr., E.D. Excerpts from <i>Cultural Literacy: What Every American Needs to Know</i> , pp. 1-32. Houghton Mifflin, 1987.
Gutierrez, D. <i>Kris and Rogoff, Barbara: Cultural Ways of Learning: Individual Traits or Repertoires of Practice</i>

Session 9-Monday July 28th

- **Comprehensive Paper #2 is Due (Paper should integrate articles read from the fifth session up to the end of Week 8-meaning anything above this syllabus up to week five)**
- Educating students through an international perspective
- How are U.S. students faring in comparison to other nations
- Table Talks #22, 23, and #24

Read Monday Night for Tuesday July 29th Class
Sleeter, Christine E. “An Analysis of the Critiques of Multicultural Education” from <i>Handbook of Research on Multicultural Education</i> (J. Banks, ed.), pp. 81-94. Jossey-Bass, 2001 (Group B)
Crain Soudien: <i>The A Factor: Coming to Terms with the Question of Legacy in South African Education</i>
Camhil Nakhid: <i>Ethics and the Obstruction of Social Justice for Maori and Pasifika Students in Tertiary Institutions in Aetearoa.</i>

Session 10-Tuesday July 29th

- Family-School and Community Partnerships: Working With Diverse Families
 - Dr. Angela Louque, CSUSB Professor
- Table Talks #25, 26, and #27
- Cultural Proficiency in Special Operations and Radio Literacy in Afghanistan-LTC Tomas De La Garza (SDSU-Claremont Ph. D Candidate)

Video: Trading Places

Read Tuesday Night for Wednesday July 30th Class
Quezada, R.: <i>Going for the Gold: Field Reports on Effective Home-School and Community Partnerships</i>
Quezada, R.: <i>Teaching Education Special Theme Issue on Family-School Community Partnerships</i>
Article: On your own research articles and read at least 2 articles in your content area

that offer strategies to address issues that have been raised in this class, specifically educational equity, attending to diversity in the classroom, adopting multicultural pedagogies etc. Briefly outline the articles, analyze their contributions and possible shortcomings and discuss how these articles, in combination with the other course readings and discussions during this class have helped you conceptualize your role as a teacher and the pedagogical approach you intend to adopt. Utilize list from Required Reading Section and be prepared to discuss them in class next session.

Session 11-Wednesday July 30th

- **Ethnic/Community Group Presentations**

Read Wednesday Night for Thursday July 31st Class

Cummins, J. (2008). Total Immersion or Bilingual Education: Findings of International Research on Promoting Immigrant Children’s Achievement in the Primary School. In *Ursachen und Wege aus der Krise*, p. 45-55. VS Verlag für Sozialwissenschaften.

Au, K. (1980). Participation structures in a reading lesson with Hawaiian children: Analysis of a culturally appropriate instructional event. *Anthropology & Education Quarterly*, 11(2), 91-115.

Delpit, L. (2012). *“Multiplication is for White People”*: Raising expectations for other people’s children. NY: New York Press.

Session 12-Thursday July 31st

- **Ethnic/Community Group Presentations**
- Lori Lapointe, Parent Academic Liaison-San Diego Unified School District: Family School Community Partnerships (Meet at the Harold Ballard Parent Center-Old Town)
- **Saturday August 2nd. Practicum/Fieldwork Reflection paper is Due**
- **Sunday August 3rd: TPE Paper to Be Uploaded on TaskStream**

**Roundtable discussion Guidelines
(75 points)**

We will utilize a roundtable format, which is a typical conference format that teacher candidates should begin to prepare for. They are standard at all national and international educational

conferences. Each student will be responsible for presenting several articles. All students will read articles and chapters, since your contribution to the discussion following the roundtables will be essential.

- Each student will present their article by describing: 1) Title, author 2) Main argument 3) Brief description of Research Methods 4) Theoretical grounding 5) Findings 6) Conclusions and Implications as they relate to our overall discussion on educational equity/inequity. Presenters will construct unanswered questions to be presented to the audience.
 - The participants in the roundtable will also be prepared to tie all the articles or chapters together using analytical themes and to come with several thought provoking questions for discussion.
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EMBEDDED SIGNATURE ASSESSMENT

Due Sunday August 3, 7 :00 pm via Email

Purpose of the Embedded Signature Assessment

Each Multiple Subject and Single Subject credential course contains an Embedded Signature Assessment (ESA). These ESAs are intended to assess important candidate skills and abilities, identify areas of strength and challenge, and contribute to successfully completing the Teaching Event during student teaching. The Teaching Event assesses your ability to plan, implement and assess an instructional unit within the specific context of your student teaching classroom, and reflect on the outcome.

Embedded Signature Assessment for EDUC 381/581

Reflective Essay: Philosophy of Education

Drawing from the course content, your own experiences, and your field experiences, write an 8-10 page reflective essay that addresses the following question:

What is your philosophy of education? How has it changed as a result of what you have learned in this class as well as in your community service experience?

- Incorporate your understanding of your site experiences and class topics (cite the readings, lectures, fieldnotes, speakers) as you speak directly to changes in your knowledge, beliefs, skills, and dispositions. Be specific. It is essential that you discuss the changes that resulted from this class and from your service learning.
- Be sure to engage in a discussion about how beliefs, values, traditions, etc. may continue to get in your way of multicultural competency development.
- This assignment is an essential component to successfully completing your portfolio and your teacher credential and should be written in a way that responds directly to the demands of the TPEs. Refer to the TPEs as you complete the assignment.

Tips:

In order to directly address the TPEs through your own reflections on course content and experiences, you may want to consider the following suggestions:

1. Arrange your reflection around the TPEs: Learning about Students; Social Environment; Professional, Legal, and Ethical Obligations
2. Identify ideas from the readings, lectures, guest speakers, discussions, and service learning field notes that you will include in each section.
3. Use the rubric to guide you.
4. Have someone else read your paper and provide feedback before submitting to instructor.

Teaching Performance Expectations (TPEs)

Each candidate needs to document learning in EACH of the TPEs. For this class, that means TPE 8, 11, and 12 (described below).

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about students

Candidates draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. **They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the**

connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities or health status require instructional adaptations, and students who are gifted.

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
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TPE 11: Social Environment

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. **The candidates promote student effort and engagement and create a positive climate for learning.** They know how to write and implement a student discipline plan. **They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness.** **Candidates respond appropriately to sensitive issues and classroom discussions.** They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

TPE 12: Professional, Legal and Ethical Obligations

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. **They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance.** Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. **They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students and individuals with disabilities, including implications for their placement in classrooms.** Candidates can identify suspected cases of child abuse, neglect or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families and other school professionals. **They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.**

Resource List

APA

- USD: http://www.sandiego.edu/cas/english/writing_center/apa_quick_reference_guide.php
- OWL- Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/01/>
- APA Website: <http://www.apastyle.org>

USD Writing Center: http://www.sandiego.edu/cas/english/writing_center/

USD Transfer Support Center @ Center for Student Success:

<http://www.sandiego.edu/usdcss/programs/transfer.php>

National Education Association: <http://www.nea.org/tools/ClassroomManagement.html>

The National Education Association (NEA), the nation's largest professional employee organization, is committed to advancing the cause of public education. NEA's 3 million members work at every level of education—from pre-school to university graduate programs. NEA has affiliate organizations in every state and in more than 14,000 communities across the United States.

Dream Activist: Undocumented Youth and Action Resource Network:

<http://www.dreamactivist.org>

DreamActivist.org is a multicultural, migrant youth-led, social media hub for the movement to pass the DREAM Act and pursue the enactment of other forms of legislation that aim to mend the broken immigration system.

Rethinking Schools: www.rethinkingschools.org

Rethinking Schools began as a local effort to address problems such as basal readers, standardized testing, and textbook-dominated curriculum. Since its founding, it has grown into a nationally prominent publisher of educational materials, with subscribers in all 50 states, all 10 Canadian provinces, and many other countries. While the scope and influence of Rethinking Schools has changed, its basic orientation has not. Most importantly, it remains firmly committed to equity and to the vision that public education is central to the creation of a humane, caring, multiracial democracy. While writing for a broad audience, Rethinking Schools emphasizes problems facing urban schools, particularly issues of race. Throughout its history, Rethinking Schools has tried to balance classroom practice and educational theory. It is an activist publication, with articles written by and for teachers, parents, and students. Yet it also addresses key policy issues, such as vouchers and marketplace-oriented reforms, funding equity, and school-to-work.

What Kids Can Do: www.whatkidscando.org

Based in Providence, R.I., What Kids Can Do (WKCD) is a national nonprofit founded in 2001 by an educator and a journalist with more than 60 years combined experience supporting adolescent learning in and out of school. Using digital, print, and broadcast media, WKCD presses before the broadest audience possible a dual message: the power of what young people can accomplish when given the opportunities and supports they need and what they can

contribute when we take their voices and ideas seriously. The youth who concern WKCD most are those marginalized by poverty, race, and language, ages 12 to 22.

[Teachers Domain: Digital Media for the Classroom and Professional Development:](http://www.teachersdomain.org)
www.teachersdomain.org

Teachers' Domain is a free digital media service for educational use from public broadcasting and its partners. You'll find thousands of media resources, support materials, and tools for classroom lessons, individualized learning programs, and teacher professional learning communities.

[Teaching Tolerance: A Project of the Southern Poverty Law Center:](http://www.TeachingTolerance.org)
www.TeachingTolerance.org

Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for our nation's children. We provide free educational materials to teachers and other school practitioners in the U.S. and Canada.

[Association for Middle Level Education:](http://www.amle.org/Home.aspx) <http://www.amle.org/Home.aspx>

The Association for Middle Level Education (AMLE) is the leading international organization advancing the education of all students ages 10 to 15, helping them succeed as learners and make positive contributions to their communities and to the world. AMLE is committed to helping middle grades educators: reach every student, grow professionally, and create great schools.

[Achievement Gap Initiative:](http://www.agi.harvard.edu) <http://www.agi.harvard.edu>

The Achievement Gap Initiative (AGI) is a university-wide effort initiated by the Harvard Graduate School of Education (HGSE) to focus academic research, public education, and innovative outreach activities toward eliminating achievement gaps.

[National Council of Teachers of English:](http://www.ncte.org) www.ncte.org

The National Council of Teachers of English is devoted to improving the teaching and learning of English and the language arts at all levels of education.

[National Council of Teachers of Math:](http://www.nctm.org) <http://www.nctm.org>

The National Council of Teachers of Mathematics is the public voice of mathematics education, supporting teachers to ensure equitable mathematics learning of the highest quality for all students through vision, leadership, professional development, and research.

[National Council for the Social Studies](http://www.ncaap.org)

Social studies educators teach students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. The mission of National Council for the Social Studies is to provide leadership, service, and support for all social studies educators.

[National Science Teachers Association:](http://www.nsta.org) <http://www.nsta.org>



The National Science Teachers Association (NSTA), founded in 1944 and headquartered in Arlington, Virginia, is the largest organization in the world committed to promoting excellence and innovation in science teaching and learning for all. NSTA's current **membership** of 60,000 includes science teachers, science supervisors, administrators, scientists, business and industry representatives, and others involved in and committed to science education.