



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

Department of Education
MATTC Program
EDUC 252 Social Foundations of Education (3 units)
Spring 20XX

Professor: Claudia Rodriguez-Mojica
Office: Guadalupe Hall, Rm
Phone:
Email:

Course meeting:
Classroom: ESH TBD
Office Hours: 60 min before class or by appointment

Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus.
2. Engage continuously in reflective and scholarly practice.
3. Value diversity.
4. Become leaders who model ethical conduct and a commitment to social justice.
5. Seek collaboration with others in reaching these goals.

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring that each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

The goal of this course is to examine the historical, social, philosophical, and legal foundations of American education. We explore the impact of these various influences on the current state of education for students with disabilities, as well as consider the future of education in a diverse society. This course provides an opportunity to reflect on our roles as

educators and the manner in which we will work to improve the educational experience for all students, particularly students with disabilities.

Course Objectives

This course will develop students' knowledge of or skills with...		DG #	PGL#	TPEs	MMSN TPE #
1	Analyze the historical, social, cultural foundations that shape education in the US	2	1	1.1, 1.3, 6.7	
2	Collaboratively synthesize and critique legislation (e.g., proposition 227, Every Student Success Act [ESSA]) and policies that affect schools and teaching conditions	5	4	1.1, 1.3, 1.5, 6.7	
3	Explain and interpret various structural (e.g., systemic racism) and organizational issues (e.g., assessment practices) impact schooling and educational opportunities.	4	4	1.1, 1.3,	4.1
4	Examine educational inequities based on race, class, gender and identified learning disabilities, and evaluate the impact on student achievement and opportunities both in and out of school, particularly English Learners (ELs), students of color, and students with dis/abilities.	3	1, 2	3.5, 3.6, 4.3	1.5, 5.1, 5.4, 5.5, 6.3, 6.4, 6.5
5	Identify pedagogical practices that appropriately provide access to rigorous learning opportunities, foster high expectations of achievement for <i>all</i> students, particularly for ELs, students of color, and students with dis/abilities, and cultivate relationships with community resources within and outside of school (especially social service agencies that provide support for students with social, emotional, and/or mental health needs)	1, 3	5	2.1, 2.2, 3.5, 3.6	1.5, 2.7, 2.9, 4.1, 4.6, 5.4
6	Examine, analyze and reflect on personal beliefs and attitudes around gender, class, race, dis/abilities and language issues	2	6	2.3; 4.3, 6.1	

Required Texts

All texts will be made available via Camino.

Recommended Texts

Ladson-Billings, G. (2009). *The Dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass.

Noguera, P. A. (2008). *The trouble with black boys...and other reflection on race, equity, and the future of public education*. San Francisco, CA: Jossey-Bass.

Suggested Texts for Writing Improvement:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Strunk, W. & White, E. B. (2000). *The elements of style* (4th ed.). New York, NY: Longman.

Additional required readings will be placed on the EDUC 252/277 *Social Foundations of Education K-12 Learning Management System: Camino/Canvas* (<https://camino.instructure.com/courses>) in topical Modules.

Course Standards and Grading Policy

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. Attendance and participation in all class meetings is required. If you are going to be absent from class, you must email or call the instructor to inform her of your absence before the absence unless it is an emergency (e.g, death of immediate family member, serious illness or accident). In the case of an emergency, please contact the instructor within 24 hours to tell him/her the reason for your absence. You will still be responsible for all missed content and in-class work but will not receive credit for class participation.
3. Letter grades are assigned on the standard scale based upon a possible total of 200 points.

A	94-100%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D+	67-69%
B-	80-83%	D	63-66%

4. With regard to assignments that are completed in groups, all members of the group will receive the same grade, unless otherwise stated.
5. Final grades will reflect students' contributions (e.g., attendance, class participation, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
6. All assignments are expected to be submitted by the due date through the Camino Assignment portal. Assignments will not be accepted through any other format or means. Unless special arrangements have been made beforehand, late assignments will not be accepted. For any assignment that you receive less than a 'B' grade, you are welcome to resubmit the assignment based on the instructor's feedback. Resubmissions of assignments are due by a date agreed upon by the student and instructor and must be clearly identified as a resubmission of an assignment.

Course Assessments

Grades are based on a 200-point total. The distribution of points across assignments is as follows:

Assignment (Attendance & Participation = 50% of grade; other assignments = 50% of grade)		Points	TPE Alignment	MMSN TPE Alignment
1	Attendance & Participation	100	1.1, 1.3, 1.5, 2.1, 2.2, 4.3, 6.1, 6.7	
2	Literature Circles	30	1.1, 1.3, 1.5, 2.1, 2.2, 2.3, 4.3, 6.1, 6.7	1.5, 4.1, 5.1, 5.4, 5.5, 6.3, 6.4, 6.5

3	Reflection Paper	30	1.1, 1.3, 2.1, 2.2, 3.5, 3.6, 4.3, 6.1,	1.5, 4.1, 5.1, 5.4, 5.5, 6.3, 6.4, 6.5
4	Collaborative Community Study (signature assignment)	40	2.1, 2.2, 3.5, 3.6, 4.3, 6.1, 6.7	1.5, 2.7, 4.1, 4.6 5.1, 5.4, 5.5, 6.3, 6.4, 6.5

1. Attendance and Participation

Being present in class, participating in class, and being on time to class is vital to your learning and to the learning of others. For that reason, please make arrangements to attend all classes as scheduled for the quarter and to be on time for class. You are required to sign in for class on the sign in sheet at the beginning of class and complete a critical incident at the end of each class that will be available from the instructor. Your signature on the sign in sheet and completion of the critical incident at the end of class will ensure that you receive credit for the class periods that you attend and in which you participate. Extenuating circumstances (e.g., severe illness, death of a close family member) may result in the need for a class absence or being late. Please contact the course instructor prior to the absence via an email or a phone call so that your absence will be noted. If there is an emergency and it is not possible to contact the instructor prior to class, you are responsible to contact the instructor within 24 hours by email or phone to let her know why you were absent from class. Please be sure to review the course materials in the Module for the missed class in Camino for the date of the class.

Please Note:

Data documenting your adherence to the policies listed here are gathered by your instructor through ongoing observation and documentation.

If an instructor has reason to feel you are not meeting all the expectations spelled out below, s/he will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer his/her support in helping you reach those expectations. If your instructor does not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact your instructor at any time and s/he will be glad to share his/her assessment with you.

As we will read about and study in this course, everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pair work is essential for the success of this course.

While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact your instructor for further information.

2. Literature Circles (LC) (Practice and Assess MMSN TPEs 1.5, 4.1, 5.1, 5.4, 5.5, 6.3, 6.4, 6.5; UTPES Introduce/Practice/Assess 1.1, 1.3, 1.5, 2.1, 2.2, 4.3, 6.1, 6.7)

A common book discussion routine used in reading programs is the *Literature Circle*-an instructional approach where students come together in small temporary groups formed by book choice that meet on a regular and predictable schedule to (re)read and discuss readings. Students use notes to guide both their reading and discussion and this discussion is generated by students. The teacher's role in literature circles is that of facilitator.

Each student will be responsible to lead 1 Literature Circle on the readings. Your handout should outline the assigned readings with the asterisked headings listed below under the Handout Components heading. You should collaborate with LC group on the LC handout, and you will be responsible for facilitating a LC and for uploading the handout under Assignments in Camino (to receive credit). The Literature Circle Discussion Format outlines how the literature circle

would unfold. Please bring 6 copies of your LC handout so you can share them with your LC discussion group. **Be creative on how you want to facilitate the discussion around the main ideas of the article.**

<i>Handout Components</i>	<i>Literature Circle Discussion Format</i>
* <u>Author's Message</u> . To zero in on the topic for discussion, write down your version of the author's main message. Include 1 quote that was memorable for you.	<u>Allocation of Time</u> . Budget time taking into consideration the number of themes from the reading that must be discussed.
* <u>Definition of terms</u> . List all the words of which you are unsure and define them in your own words (include examples where appropriate)	<u>Discussion of Major Themes and Subtopics</u> . During discussion of text recall that you are discussing what the author had to say (e.g., what influences can be attributed to his/her thoughts? what does the author say are limitations or strengths?) <i>Be creative on how your group wants to facilitate the discussion on the assigned reading.</i>
* <u>Integration of Material with other Knowledge</u> . It is a well-documented fact of learning theory that unassociated facts are difficult to recall. Make connections of the learning in the assignment to ideas/concepts acquired in previous meetings or other learning situations. How do these ideas parallel or contradict other theories or readings you have done?	As a group create an image, quote or other form that captures your group's understanding of the reading. <i>Feel free to be creative on how you want to present/share/engage around the main ideas.</i>
* <u>Application of the Material</u> . Make a conscious effort to assess the possible applications and implications of the material to learning settings. How might these notions help shape your pedagogy? Bring to class a tangible instructional connection (e.g., book, lesson from curricula, video).	

3. Reflection Research Paper. (Practice and Assess **MMSN TPEs 1.5, 4.1, 5.1, 5.4, 5.5, 6.3, 6.4, 6.5; UTPEs Practice/Assess 1.1, 1.3, 2.1, 2.2, 3.5, 3.6, 4.3, 6.1**)

This **5-page** reflection and research paper requires you to consider your own experiences as a student. How do you think class, gender, language, race, religion, sexual orientation, immigrant status, and/or disability have influenced your experience as an elementary, middle or high school student? Choose two of the above aspects of your identity to write about in depth (with concrete examples), and integrate readings (i.e., literature/research) from class and other classes to consider how school has shaped/influenced these identity markers. In writing your paper, consider the privileges and/or disadvantages of each aspect you choose. Privileges can serve to distance you from your students or can be used to empower them. Keep in mind that this is a graduate level paper and the expectations for writing are to follow APA (2010) and Strunk and White (2000).

4. Collaborative Community Study. (Practice and Assess **MMSN TPEs 1.5, 2.7, 4.1, 4.6 5.1, 5.4, 5.5, 6.3, 6.4, 6.5; UTPE Introduce/Practice 1.1 Practice/Assess 2.1, 2.2, 3.5, 3.6, 4.3, 6.1, 6.7**)

Enacting Culturally Responsive Pedagogy requires an understanding of the communities where the students of teachers live and make their curricula relevant to students' lives outside of school. This community study will allow you to better understand the communities around you. In groups and in lieu of the week 8 regularly scheduled meeting time, you will speak with members of the school community (e.g., students, families of students, staff, etc.), visit with a member of one external community organization (e.g., minister at a house of worship, director of YMCA, local shop owners, etc.), and connect with a member of a social service agency that provides support for students (particularly those with exceptionalities) with social, emotional, and/or mental health needs.

While you will have some input into the community you will visit, challenge yourself to move beyond your comfort zone to explore a community you are unfamiliar with. When you conduct the community visit, please exercise caution, traveling in groups and walking around the neighborhood during daylight hours whenever possible.

The questions to guide your community study include:

- Where is this neighborhood? What are the demographics of this neighborhood? Language(s) spoken?
- What are the community's assets that support and enhance the healthy development of the youth that live there?
- What community resources exist to meet students'/ families' social, emotional, psychological, and/or spiritual needs?
- What are the community's concerns regarding the development (academic, social, emotional) of youth from the community?
- What do members of this urban community expect teachers to do in their classrooms to be effective, thoughtful practitioners?
- What are the implications of your findings on what you will do as a teacher in the classroom? What will you take away from this experience?
- Based on your interactions with community members, describe the structural inequalities that appear in the community and threaten the opportunities of youth from the community? Pay particular attention to inequalities relate to race, gender, identified dis/ability, sexual orientation, and language.

Your small group will present your findings on the last day of class. Think creatively about how you will present this information. A few ideas: Power point presentation, film, digital story. In your 10-minute multi-media presentation address the questions detailed above and ensure every group member participates. Your grade for the collaborative community study will be based on a group grade for the presentation.

Rubric for Collaborative Community Study

Criteria	Meets or Exceeds Expectations	Approaches Expectations	Shows Emerging Understanding
Neighborhood Demographics	Clearly and thoroughly identifies the racial, socioeconomic, and linguistic demographics of the neighborhood.	Somewhat clearly identifies the racial, socioeconomic, and linguistic demographics of the neighborhood.	Vaguely identifies the racial, socioeconomic, or linguistic demographics of the neighborhood.
Community Assets	Clearly and thoroughly identifies multiple various community assets that support the healthy development of youth.	Clearly identifies 1-2 community assets that support the healthy development of youth.	Vaguely identifies (or omits mention of) a community asset that supports the healthy development of youth.
Community Social Services	Clearly and thoroughly identifies multiple social services that provide support for students (particularly those with exceptionalities) with social, emotional, and/or mental health needs	Clearly identifies 1-2 social services that provide support for students (particularly those with exceptionalities) with social, emotional, and/or mental health needs	Vaguely identifies (or omits mention of) a social service that provide support for students (particularly those with exceptionalities) with social, emotional, and/or mental health needs
Community Concern	Clearly and thoroughly discusses any concerns that community members have regarding the academic, social, and/or emotional development of youth	Discusses in fair detail any concerns that community members have regarding the academic, social, or emotional development of youth	Vaguely discusses (or omits discussion of) any concerns that community members have regarding the academic, social, or emotional development of youth
Expectations for Teaching	Clearly and thoroughly discusses community	Discusses in fair detail community members'	Vaguely discusses (or omits discussion of) community

	members' expectations for effective teaching in the school	expectations for effective teaching in the school	members' expectations for effective teaching in the school
Application	Clearly and thoroughly identifies multiple ways that the newly gained knowledge will be leveraged for culturally sustaining and/or SEL supportive teaching	Clearly identifies 1-2 ways that the newly gained knowledge will be leveraged for culturally sustaining and/or SEL supportive teaching	Vaguely identifies (or omits mention of) how newly gained knowledge will be leveraged for culturally sustaining and/or SEL supportive teaching
Structural Inequities	Clearly and thoroughly describes the structural inequalities that appear in the community and threaten the opportunities of youth from the community	Describes in fair detail structural inequalities that appear in the community and threaten the opportunities of youth from the community	Vaguely describes (or omits discussion of) structural inequalities that appear in the community and threaten the opportunities of youth from the community

Academic Integrity

Academic Integrity Pledge

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code. Students are expected to uphold the principles of this pledge for all work in this class.

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use according to the rules for citation in the 6th Edition of the *Publication Manual of the American Psychological Association* (APA, 2010). A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (SECP Graduate Bulletin, 2016-2017).

Additional Information

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043), bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Course Meeting	Course Topics	Course Readings	Course Assignments
1	<p>Introductions Purpose of Schooling (Part 1)</p> <p>Online Class</p>	<p>ONLINE COURSE – SEE CAMINO SITE</p> <p><i>Before Reading, jot down your thoughts about what you think the purpose of schooling should be. Return to your response after you read the chapters.</i></p> <p>Oaks, J., Lipton, M., Anderson, L. & Stillman J. (2013). Teaching to change the World. Chapter 2. History & Culture: How Expanding Expectations and Powerful Ideologies Shape Schooling in the US. (Access via SCU library: https://sculib.scu.edu/record=b2824785)</p>	<p>Due by 11:00pm Sunday 4/7/19 pm on Camino: Answer Questions on Discussion Post and Respond to One of Your Classmates</p>
2	<p>Purpose of Schooling (Part 2) & Structural Variables Impacting Education: Historical, Economic, Sociopolitical</p> <p>UTPE Introduce/Practice 2.1, 2.3</p>	<p>ESSENTIAL QUESTIONS: What systemic issues influence students’ experiences in school?</p> <p>Editorial Projects in Education Research Center. (2011, July 7). Issues A-Z: Achievement Gap. <i>Education Week</i>. http://www.edweek.org/ew/issues/achievement-gap/</p> <p>Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. <i>Educational Researcher</i>; 35(7), 3-12.</p> <p>Gutierrez, R. (2008). Gap Gazing Fetish. <i>Journal for Research in Mathematics Education</i>, 38(4), 357-364.</p> <p>Pak, K., & Parsons, A. (2020). Equity gaps for students with disabilities. <i>Penn GSE Perspectives on Urban Education</i>, 17. Introduce & Practice MMSN TPE 5.1, 6.3, 6.4, 6.5;</p>	
3	<p>Legislations and Policies of Education</p>	<p><i>Before Reading, jot down the education policies, legislations you are familiar with (e.g., NCLB; Brown v. Board of Education). Return to your response after you read. Prepare to share with the Literature Circle Group.</i></p> <p>Oaks, J., Lipton, M., Anderson, L. & Stillman J. (2013). Teaching to change the World. Chapter 4. Policy and Law: Rules That Schools Live By (Access via SCU library: https://sculib.scu.edu/record=b2824785)</p> <p>National Council on Disability. (2018). IDEA series: The segregation of students with disabilities. Washington, D.C. https://ncd.gov/sites/default/files/NCD_Segregation-SWD_508.pdf Introduce & Practice MMSN TPE 5.1, 6.3, 6.4, 6.5; UTPE Introduce/Practice 2.1, 2.3</p>	

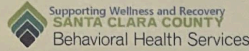
4	<p>Structural Variables Impacting Education: Tracking, School Choice, and Health Care Access UTPE Introduce/Practice 2.1, 2.3</p>	<p><i>Before Reading, think back to your schooling experience. What “track” or group do you recall being placed in? What impact did this have on you? Return to your response after you read. Prepare to share in class.</i></p> <p>Oaks, J., Lipton, M., Anderson, L. & Stillman J. (2013). Teaching to change the World. Chapter 10. School Structure: Sorting Students and Opportunities to Learn (Access via SCU library: https://sculib.scu.edu/record=b2824785)</p> <p>* Ravitch, D. (2016) The Death and Life of the Great American School System. Chapter 7. Choice: The Story of an Idea.</p> <p>American Federation of Teachers. (2009). <i>The medically fragile child: Caring for children with special health care needs in the school setting.</i> Washington, DC: AFT. [Ch. 1] Introduce MMSN TPE 2.7, 5.4, 5.5</p> <p>Handout for Santa Clara County Mental Health Services (see appendix)</p> <p>Center for Disease Control & Prevention. (2021). <i>Improving access to children’s access to mental health services.</i> Accessed from: https://www.cdc.gov/childrensmentalhealth/access.html Introduce MMSN TPE 2.7</p>	<p>Literature Circles Leaders Group A</p>
<p>Course Meeting</p>	<p>Course Topics</p>	<p>Course Readings</p>	<p>Course Assignments</p>
5	<p>Cultural Frames of Reference UTPE Introduce/Practice 1.1, 1.3, 2.1, 2.2, 2.3</p>	<p><i>Before Reading, jot down the knowledge base that exists within your family and/or community. What are the skill sets that exist that you think teachers could use to extend student understanding? Return to your response after you read. Prepare to share in class.</i></p> <p>Pollock, M. (2008). Everyday antiracism: Getting real about race in school. pgs. 293-308</p> <p>*Moll, L. C., Amanti, C., Neff, D. & Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms.</p>	<p>Literature Circle Leaders: Group B</p>
6	<p>Immigration, Language & Education UTPE Introduce/Practice 1.1, 1.3, 2.1, 2.2, 2.3</p>	<p><i>Before you read, think back to the educational (or travel) experiences you have had outside of the US. What was difficult for you? What did you wish you knew before arriving in the host country? Write down your thoughts. Return to your response after you read. Prepare to share in class.</i></p> <p>Pollock, M. (2008). Everyday antiracism: Getting real about race in school. pgs. 97-111</p> <p>* Suárez-Orozco, C., Suárez-Orozco, M. M., & Todorova, I. (2009). Learning a new land. Chapter 2. Networks of Relationships</p>	<p>Literature Circle Leaders: Group C</p> <p>Due: 11pm day before class. Reflection/Research Paper on Camino Bring a hard or electronic copy to share in class</p>

		Counts, J., Katsiyannis, A., & Whitford, D. K. (2018). Culturally and linguistically diverse learners in special education: English learners. <i>NASSP Bulletin</i> , 102(1), 5-21. Introduce & Practice MMSN TPE 2.9, 4.1, 5.4, 5.5	
7	Teaching for Social Justice - Multilingualism & Cultural Diversity UTPE Introduce/Practice 1.1, 1.3, 2.1, 2.2, 2.3	<p><i>Before you read, reflect a bit about what it means to you to teach for social justice? Write down your thoughts. Return to your response after you read. Prepare to share in class.</i></p> <p>Love, Bettina. (2019). Dear White Teachers: You Can't Love Your Black Students If You Don't Know Them. Education Week.</p> <p>Ladson-Billings (2009). Chapter 3.</p> <p>* Ladson-Billings (2009). Chapter 4</p> <p>Annamma, S. A., Connor, D., & Ferri, B. (2013). Dis/ability critical race studies (DisCrit): Theorizing at the intersections of race and dis/ability. <i>Race Ethnicity and Education</i>, 16(1), 1–31. https://doi.org/10.1080/13613324.2012.730511 (excerpts) Introduce MMSN TPE 2.9</p> <p>In preparation for field work interviews: Hollingsworth, H. L. (2001). We need to talk: Communication strategies for effective collaboration. <i>Teaching Exceptional Children</i>, 33(5), 4-8. Introduce & Practice MMSN TPE 2.7, 4.6</p> <p>Sears, J. A., Peters, B. L., Beidler, A. M., & Murawski, W. W. (2021). Using relationships to advocate with, for, and to families. <i>TEACHING Exceptional Children</i>, 53(3), 194-204. Introduce & Practice MMSN TPE 1.5</p>	Literature Circle Leaders: Group D
8 (Week of May 20 th)	Field Work	<i>We will not meet on this day, but you will use this day to interview community members, take pictures and create a plan as to how teachers might team up with the community to optimize learning for all students.</i>	

Appendix – Handout of Santa Clara County Mental Health Resources

Course Meeting	Course Topics	Course Readings	Course Assignments
9	Enacting Culturally Responsive and Sustaining Teaching <i>UTPE Introduce/Practice</i> <i>1.1, 1.3, 2.1, 2.2, 2.3</i>	<p><i>Before you read, jot down what you think “culture” means. Revisit your response after you read. Prepare to share in class.</i></p> <p>Pollock, M. (2008). <i>Everyday antiracism: Getting real about race in school.</i> pgs. 217-234</p> <p>* Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. <i>Educational Researcher</i>, 41(3), 93-97. ○</p> <p>* Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. <i>Harvard Educational Review</i>, 84(1), 74-84.</p>	<p>Be prepared to share video and readings in small groups</p> <p>Literature Circles Leaders: Group E</p>
10	Collaborative Community Project Presentations & Course Conclusion		<p>Due: <i>Collaborative Community Project</i></p>

Santa Clara County Behavioral Health Resources



Ethnic and Cultural Communities Advisory Committee (ECCAC)
Family Outreach and Engagement Program

Mental Health	Phone Website	Substance Use Treatment Services (SUTS)	Phone Website
Toll-Free Mental Health Call Center	800-704-0900 www.sccbhsd.org/	Substance Use Treatment - Gateway	1-800-488-9919 www.sccbhsd.org/
Emergency 24 hours/7 days a week Request a Crisis Intervention Team (CIT) officer, trained to assist in a mental health crises	9-1-1	Adults and Older Adults	Phone
Santa Clara County Suicide & Crisis Hotline	1-855-278-4204 www.sccbhsd.org/suicideprevention	Adult & Older Adult Behavioral Health	1-408-885-7575
Trevor Lifeline - 24/7 suicide prevention lifeline for LGBTQ youth	866-488-7386 www.thetrevorproject.org/	Sourcewise Santa Clara County	1-408-350-3200 www.mysourcewise.com/
National Suicide Prevention Lifeline	800-273-8255 www.suicidepreventionlifeline.org	VTA ACCESS Paratransit Service	1-408-436-4860 www.vta.org/paratransit
Emergency Psychiatric Services (EPS)	1-408-885-6100	Meals on Wheels Program	1-408-350-3246 1-408-350-3200, option 4
Mental Health Urgent Care (MHUC) walk-in	1-408-885-7855	Office of Consumer Affairs	1-408-792-3935
Sexual Assault and Domestic Violence Support Line	800-572-2782 www.ywca-sv.org/	Office of Family Affairs	1-408-792-2166
YWCA of Silicon Valley		Transitional Age Youth (TAY)	Phone Website
Survivors of Suicide (S.O.S.) loss support group	1-408-885-6216	(Ages 14 - 25)	
211 United Way Bay Area	2-1-1 or 1-408-248-4636 www.211bayarea.org/	Uplift Family Services	1-408-379-9085 877-412-7474 www.upliftfs.org/
Health & Human Services Information & Referrals		Child & Adolescent Mobile Crisis Program (CACMP)	
NAMI Santa Clara County (National Alliance on Mental Illness)	1-408-453-0400 www.namisanclara.org/	REACH (Raising Early Awareness and Creating Hope) consultation, referrals	855-273-2248 info@reach4scc.org www.reach4scc.org/
Mental Health First Aid (MHFA) training by ECCAC	1-408-792-3921 www.sccbhsd.org/eccac	Bill Wilson Center 24/7 Teen Line	1-888-247-7717 www.billwilsoncenter.org
Eating Disorders Resource Center (EDRC)	1-408-356-1212 http://edrcsv.org/	Bill Wilson Center's Contact Cares' Crisis Line	1-408-850-6125 www.billwilsoncenter.org
Self-Help Centers: Zephyr, Esperanza	Zephyr 1-408-792-2140 Esperanza 1-408-852-2460	LGBTQ Youth Space	1-408-343-7940 www.youthspace.org/
Trans Lifeline	US: 877-565-8860 www.translifeline.org/	Drop in Center	
		Chat 4 Teens	www.chat4teens.org
		M-F 5:00-9:00 p.m.	
Emergency Food & Shelter		Phone/Website	
Homeless Helpline operated by HomeFirst		1-408-510-7600 www.homefirstscc.org/	
Second Harvest Food Bank		1-408-266-8950	
Food Connection Toll-Free Line		1-800-984-3663 www.shfb.org/	
Santa Clara County Behavioral Health Network of Care		http://santaclara.networkofcare.org/mh	