

KSU Distinguished Course Repository

Volume 2
Issue 3 *Featuring Excellence in Graduate
Courses*

Article 5

4-26-2023

Advocating for Equity in Teaching and Learning

Marrielle Myers
Kennesaw State University, mmyers22@kennesaw.edu

Follow this and additional works at: <https://digitalcommons.kennesaw.edu/dcr>



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Curriculum and Instruction Commons](#), [Elementary Education Commons](#), and the [Social Justice Commons](#)

Recommended Citation

Myers, Marrielle (2023) "Advocating for Equity in Teaching and Learning," *KSU Distinguished Course Repository*. Vol. 2: Iss. 3, Article 5.

Available at: <https://digitalcommons.kennesaw.edu/dcr/vol2/iss3/5>

This Course Design is brought to you for free and open access by DigitalCommons@Kennesaw State University. It has been accepted for inclusion in KSU Distinguished Course Repository by an authorized editor of DigitalCommons@Kennesaw State University. For more information, please contact digitalcommons@kennesaw.edu.

SYLLABUS

BAGWELL COLLEGE OF EDUCATION
ELEMENTARY AND EARLY CHILDHOOD EDUCATION (EECE)
ECE 7653: ADVOCATING FOR EQUITY IN TEACHING AND LEARNING
SPRING 20XX

Course Information

Modality and Location: Asynchronous in D2L

Instructor Information

Name/Title: Name, (Pronouns), Title

E-mail: Insert Here *Preferred method of communication

Phone: Insert Here

Virtual Office Hours & Location: Office hours available via appointment only. Please schedule via email or calendly.

*Preferred Method of Communication

My preferred method of communication is email. Please use [Insert Email Address Here](#) for all email communication.

Email and Communication Response Times

I will respond to all emails sent M-F within 24 hours. Over the weekend (starting Friday at 2 p.m.), I will respond to emails within 48 hours. Assignments will be returned within 14 days.

Accommodations Statement

Kennesaw State University provides program accessibility and reasonable accommodations for individuals who have a disability defined under Sections 504 and 508 of the Rehabilitation Act and the Americans with Disabilities Act. Students with qualifying disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must register with [Student Disability Services](#) to create an accommodation plan. Faculty will work with Student Disability Services to ensure approved accommodations are implemented appropriately for all course formats (face-to-face, online, hybrid, etc.) and in accordance with the applicable laws.

EECE Department Mission and Vision

The Department of Elementary and Early Childhood Education, as a part of the Bagwell College of Education, is committed to excellence in teaching, service, and scholarship. The department, through collaboration with university colleagues, local school districts, community agencies and partners, and accrediting agencies strives for the preparation of professionals (undergraduate and graduate) to work with children and youth in the 21st century.



Mission: The primary mission of the Department of Elementary and Early Childhood Education is to provide quality teacher education programs with an emphasis on both content knowledge and pedagogical practices. Our program is committed to developing excellence in teaching for culturally, linguistically, and economically diverse learners (birth through five and pre-kindergarten through fifth grade) through programs of scholarship, research, and service, as well as locally and globally engaged partnerships.

Vision: The Department of Elementary and Early Childhood Education will be a widely-recognized leader in transformative programs that prepare highly effective and socially-just educators to meet the needs of culturally, linguistically, and economically diverse learners and communities.

Course Description & Purpose

Prerequisites: Admission to the Graduate Program
ECE 7651 (Social Foundations and Perspectives in Urban Education)
ECE 7652 (Partnering with Urban Families and Communities)

Credit Hours: 3-0-3 Hours

Course Description: Learners in this course will use a critical lens to examine the challenges and opportunities that students, teachers, families, and leaders in urban contexts face related to opportunity gaps, classroom management, assessment, special education, gifted education, and retention. Learners will complete field-based assignments and will think analytically about and develop a research-based advocacy plan to advocate for change regarding a critical issue in urban schools.

Course Objectives

By the end of this course, you should be able to:

1. Describe the dynamic context of urban settings, contrast how these contexts differ from other settings, explain how advocacy is necessary to create change in urban settings to highlight the brilliance of the students and community, analyze your own identity as it relates to advocacy, and compose strategies (e.g., *Creative Insubordination*) to navigate obstacles that arise in advocacy.
2. Compare and contrast the achievement gap to the opportunity gap, identify factors contributing to the opportunity gap, and generate a personal advocacy plan with SMART goals to address opportunity gaps in your local setting.
3. Identify intersectional factors that lead to disproportionality in school discipline, describe the ways that implicit bias and adultification of students impacts disciplinary decisions, compare and contrast various behavior modification programs, and create more humane classroom contexts for learning by highlighting the assets of urban students.

4. Identify intersectional factors that lead to disproportionality in special education and utilize research-based, equity-focused (instructional and behavioral) strategies aimed at preventing overrepresentation in special education and underrepresentation in gifted education.
5. Evaluate, create, and implement culturally relevant instructional materials (and assessments) that are related to a social justice issue affecting the local, community context. Candidates will also build these instructional plans on anti-racist teaching principles to create inclusive and equitable learning experiences.
6. Use research-based arguments (e.g., critical theories, intersectionality, trauma-informed practice) and strategic partnerships to advocate for changes to classroom curriculum, policies (e.g., discipline, identification and placement for special education), and practices that negatively impact students, families, and schools in urban contexts and environments.

Required Textbook/Supporting Materials

Required Texts: None. Links to articles, blogs, and research briefs will be provided in D2L

Related Reading: [We Want to Do More Than Survive](#), [The Teacher Wars: A History of America's Most Embattled Profession](#), [Troublemakers: Lessons in Freedom from Young Children at School](#)

Required Technology Skills: Students in this class will need to know how use the following technologies to successfully complete this course: D2L, email, MS Word, Zoom, MS Teams, PPT or some equivalent presentation software (e.g., genia.ly, iPresentation), web search engines (e.g., Google), and Chalk & Wire. A list of primers on many of these technologies is available at the [UITS Documentation](#) page.

Accreditation Standards

This course is part of the Educator Preparation Program (EPP) at Kennesaw State University that is guided by or accredited by the following organization and standards:

[Georgia Professional Standards Commission – Education Preparation Providers and Programs Rule](#)

[Georgia Professional Standards Commission – Program Area Rules](#)

[Georgia Professional Standards Commission – Ethics Standards](#)

[Interstate Teacher Assessment and Support Consortium \(InTASC\)](#)

[Candidate Assessment on Performance Standards \(CAPS\)](#)

Professional Organizations & Community Support

Engaging in advocacy work in urban education requires support and community from like-minded colleagues and professional organizations. Please read about the following organizations, join their email lists, and consider securing a professional membership where applicable.

[UnboundED](#)

[Abolitionist Teaching Network](#)

[Institute of Teachers of Color Committed to Racial Justice](#)

[Learning for Justice](#)

[Everyday Advocacy](#) (This organization focuses on advocacy in literacy)

[Educators for Excellence](#)

[Education Reform Now](#) (Provides critical policy updates)

[The Reading and Writing Project](#)

[TODOS Mathematics for All](#)

[National Council of Urban Education Associations](#)

Evaluation & Grading Policies

GRADING SCALE: 1000 Points Total

A: 915 – 1000 points

B: 835 – 914 points

C: 745 – 834 points

F: 744 points or lower

I will round up grades if the decimal is $\geq .5$. For example, 915 points out of 1,000 points equals 91.5. This score will be rounded up to a 92, which is an A. Please note that 914 points out of 1,000 points equals 91.4 and will be rounded down to an 91, which is a B.

Detailed grading criteria (including rubrics) are available in D2L for how Quizzes, Discussions, and Assignments will be graded.

Course Policies & Expectations

Attendance

Online courses allow for learning on your “own time,” eliminating the drive time and “seat time” on campus, but all within a framework that is both rigorous and well thought out. It can be easy to get behind if you don’t set aside specific time each day to get work done, so look through the assignments and modules carefully and get a sense of how you will need to apply time management. At a minimum, plan on getting online at least three times a week to work on assignments. **Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.**

Communication Rules/Online Course Etiquette

In any classroom setting there are communication rules in place that encourage students to respect others and their opinions. In an online environment the do's and don'ts of online communication are referred to as **Netiquette**. As a student in this course, you should:

- Be sensitive and reflective to what others are saying.
- **Avoid typing in all capitals** because it is difficult to read and is considered the electronic version of 'shouting'.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional, humor is difficult to convey in an online environment.
- Always **assume good intent** and **respond accordingly**. If you are unsure of or annoyed by a message, wait 24 hours before responding.

Expectations/Class Participation

In Online Discussions:

Much of the work in this class involves online discussion and collaboration. It is important that you actively participate in our discussions. Careful and thoughtful **reading and preparation is necessary** for this to occur. While experiences and common sense are naturally a part of your participation, you need to prove that you also know the material well. Be prepared and willing to engage by sharing your thoughts, ideas, and insights; by carefully reading your colleagues ideas; and by taking risks in probing and asking questions. The goal is that we all will grow as we construct our knowledge and understandings of teaching and learning. Your questions, experiences, and knowledge are valuable to us all.

You are expected to extend your classmates the level of respect you would expect in return. Although you have the right to respectfully agree to disagree, professional courtesy and respect are mandatory at all times. Comments and behaviors considered as rude, offensive, insulting, or as verbal abuse will be promptly addressed and considered as failure to adhere to the professionalism standards stated in this syllabus and subject to the penalties associated with this violation.

In Writing:

As is expected of you as professionals, accuracy of your writing will be assessed. This includes but is not limited to topic sentences and adherence to topic sentences, transitions, grammar, and spelling.

Every written assignment must be in 12-point font, Times New Roman, and double-spaced. All manuscripts should be submitted in APA format. In addition, all resources must be accurately cited (APA citations). **Manuscripts should be proofread to ensure accuracy in spelling, punctuation, and grammar.**

Please note that the Writing Center is available for all KSU students. If I notice early on that a student needs support with their writing, I will make referrals for you to attend the writing center. Their contact information can be found at: <http://www.kennesaw.edu/writingcenter/>

In Electronic Communication:

Most (if not all) of your communication with me will occur via email. Email is an undeniable part of our culture and as such you are required to communicate via email with your administrative team, colleagues, and parents. Please attend to the following rules when engaging in electronic communication:

1. Include a relevant and clear subject/topic line for your message.
2. Use a professional salutation.
3. Use appropriate punctuation.
4. Check spelling.
5. Recognize that people from different cultures may write or speak differently and be sensitive to that.
6. Always reply to emails sent to you (even if it is just to acknowledge receipt).
7. Re-read your email to yourself (prior to sending) to ensure that it flows well and that it does not sound rude or abrupt (e.g., do not use ALL CAPS to type).
8. Please adhere to the appropriate 24-hour response window (as stated earlier in this syllabus) before sending a follow-up/repeat email.

File Name Protocol

Follow this file naming convention **for all submitted documents** in this course and set your file name as indicated below:

- Your last name followed by an underscore ("_") - with **no spaces** - (e.g., Smith_)
- The initials of your first and middle names followed by an underscore ("_") - with **no spaces** - (e.g., SC_)
- The Assignment Title (a concise version - keep it short) and an underscore ("_") - with **no spaces** - (e.g., FinalReflection_)
- The course number (i.e., for this course, 7472)
- Use the order as described above and assemble the 4 elements into a string with **no spaces** (e.g., Smith_SC_FinalReflection_7472.docx).

Late Work Policy

All assignments are due on the date specified on the course calendar. Assignments will be considered turned in on-time if they are submitted to D2L on the due date by the specified time (beginning of class unless otherwise noted). It is extremely important for you to save copies of any

work you submit via D2L. If I don't receive your work, you must have a duplicate copy, indicating the date/time final edits were made, to verify that you completed the assignment on time. Late work will not be accepted without prior approval from me. Students should consult with me directly if they anticipate missing a deadline and will need to make-up work. Please ensure that you contact me in enough time to receive a response about your work. For example, emailing at 11:30 pm to note that you will not be able to submit an assignment by 11:59 will not be accepted. Please adhere to the 24-hour email rule to request exceptions to due dates.

Tips for Effective Online Learning

For an online class, students can really enjoy the benefits of learning at your own pace and in whatever environment that you choose. Below are some tips for effective online learning:

- **Check the D2L course website regularly.** Always be aware of the current status of the course. It might be helpful to subscribe to the RSS feeds within the Announcements Tool, sign up for text message alerts, or subscribe to your posts within the Discussions Tool. By taking advantage of the tools within the environment and the posted learning material, you can maintain an enhanced learning experience.
- **Work closely with your instructor.** If you have any questions, please contact your instructor immediately. The best way to contact me is via email at [Insert email address here](#).
- **Practice good time management.** If you can start a task early, don't start late. Assuming you spend the same amount of time completing the task, starting later will be much more stressful than starting early. Never wait until the last minute to begin an assignment! You'll have no turnaround time if you need help, or something happens.
- **Review course materials frequently.** Study the assigned material, such as virtual lectures, textbook chapters, PPT slides, etc.
- **Track deadlines.** Complete and submit assignments on time. You may choose to program assignment due dates into your phone, calendar, or some other tool. Use reminders to help you remain on top of deadlines.

You can find more helpful information from [Online Learning Support](#).

What is Plagiarism?

Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as one's own. If you are unaware or uncertain on how to properly cite a particular source, please do not neglect to add the citation—that is considered plagiarism. You can learn more about plagiarism by visiting KSU's Student Conduct and Academic Integrity Office statement on cheating and plagiarism [here](#).

Turnitin

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Course Schedule

| Course Objectives | Module Objectives | Readings | Assignments |
|--|---|--|--|
| Module 1: Welcome, Introduction to Advocacy, and Creative Insubordination (Week 1-2: XX.XX-XX.XX) | | | |
| Candidates will describe the dynamic context of urban settings, contrast how these contexts differ from other settings, explain how advocacy is necessary to create change in urban settings to highlight the brilliance of the students and community, analyze their own identity as it relates to advocacy, and compose strategies (e.g., <i>Creative Insubordination</i>) to navigate obstacles that arise in advocacy. (GaPSC Urban Ed 1i, 1iii, 2v, 5i, 5ii; InTASC 1-3, 5, 7, 9-10) | <ol style="list-style-type: none"> 1. Locate the course syllabus. [Assignment #1] 2. Describe the course organization including an overview, assignments, and due dates. [Assignment #1] 3. Define advocacy. [Assignment #2] 4. Describe two to three places and spaces that teachers can advocate in. [Assignment #2] 5. Examine your own identity and intersectionality as it relates to your inclination to or hesitancy in advocacy. [Assignment #2] 6. Define <i>Creative Insubordination</i>. [Assignment #3] 7. List and describe six strategies for <i>Creative Insubordination</i>. [Assignment #3] 8. Apply <i>Creative Insubordination</i> strategies to a scenario. [Assignment #3] | <ul style="list-style-type: none"> • <i>Why Teachers Should be Advocates</i> • <i>How to Become a Teacher Advocate</i> • <i>Advocacy as a Practice of Critical Teacher Leadership</i> • <i>Strategies for Creative Insubordination</i> | <ul style="list-style-type: none"> • Assignment #1—Discussion Board Post • Assignment #2—Written Response (essay) to <i>Advocacy as a Practice of Critical Teacher Leadership</i> • Assignment #3—Written Response (essay) and <i>Creative Insubordination Scenario</i> |
| Module 2: Achievement Gap vs. Opportunity Gap (Weeks 3-5: XX.XX-XX.XX) | | | |
| Candidates will compare and contrast the achievement gap to the opportunity gap, identify factors contributing to the opportunity gap, and generate a personal advocacy plan with SMART goals to address opportunity gaps in their local settings. (GaPSC Urban Ed 1i, 6iv; InTASC 9, 10) | <ol style="list-style-type: none"> 1. Compare and contrast the “achievement gap” to the “opportunity gap” and identify the assumptions that undergird each construct. [Assignment #1] 2. Critique Georgia’s education funding model. [Assignment #2] 3. Use the SCOPE and NEPC recommendations for closing the opportunity gap to construct three personal goals for the semester. [Assignment #3] | <ul style="list-style-type: none"> • <i>Stop Calling it an Achievement Gap</i> • <i>From the Achievement Gap to the Education Debt: Understanding Achievement in US Schools</i> | <ul style="list-style-type: none"> • Assignment #1—Quiz • Assignment #2—Discussion Board Post • Assignment #3—Personal Advocacy Plan with SMART goals |



| Course Objectives | Module Objectives | Readings | Assignments |
|---|---|--|--|
| Module 3: Disproportionality in Classroom Management and Discipline (Weeks 6-9 : XX.XX-XX.XX) | | | |
| Candidates will identify intersectional factors that lead to disproportionality in school discipline, describe the ways that implicit bias and adultification of students impacts disciplinary decisions, compare and contrast various behavior modification programs, and create more humane classroom contexts for learning by highlighting the assets of urban students. (GaPSC Urban Ed 1i, 2v, 5i, 6v; InTASC 1-3, 9-10) | <ol style="list-style-type: none"> 1. Define disproportionality in school discipline. [Assignment #1] 2. Describe and analyze trends in suspension rates at your school. [Assignment #1] 3. Summarize and compare three classroom management approaches Positive Behavior Intervention Systems (PBIS), Social and Emotional Learning (SEL), and Restorative Justice (RJ)). [Assignment #2] 4. Critique and revise your own classroom management plan and disciplinary guidelines. [Assignment #3] 5. Create a research-presentation that defines disproportionality, includes relevant data, summarizes different approaches to classroom management, and includes a call to create an action-research team. [Assignment #4] | <ul style="list-style-type: none"> • <i>Black Students are Still More Likely to Face Harsh Discipline</i> • <i>Zero Tolerance Policies</i> • <i>Effective School Discipline Starts with Classroom Culture</i> • <i>What is PBIS?</i> • <i>Social Emotional Learning Educator Toolkit</i> • <i>Restorative Justice Handbook</i> | <ul style="list-style-type: none"> • Assignment #1— Discussion Board Post • Assignment #2— Critical Reading Summary and Comparison of Classroom Management Frameworks • Assignment #3— Classroom Management and Disciplinary Policy Revision • Assignment #4— Advocacy Presentation (Classroom Management) |
| Module 4: Disproportionality in Special Education and Gifted Education (Weeks 10-12: XX.XX-XX.XX) | | | |
| Candidates will identify intersectional factors that lead to disproportionality in special education and utilize research-based, equity-focused (instructional and behavioral) strategies aimed at preventing overrepresentation in special education and underrepresentation in gifted education. (GaPSC Urban Ed 1i, 2v, 5i, 6vi; InTASC 1-10) | <ol style="list-style-type: none"> 1. Describe disproportionality in special education and gifted programs. 2. Explain disproportionality in identification. 3. Explain disproportionality in placement. 4. Describe how implicit bias can manifest is identifying students for special education (identification) and failing to identify historically marginalized students for gifted services. 5. Use critical theories to critique the construct and measurement of giftedness. 6. Compose an argument that uses <i>Creative Insubordination</i> to advocate for reform in teacher preparation related to disproportionality in gifted education. | <ul style="list-style-type: none"> • <i>Significant Disproportionality in Special Education: Current Trends and Actions for Impact</i> • <i>To Be Young Gifted and Black, It Helps to Have a Black Teachers</i> • <i>Teacher Race Affects Black Students Odds of Being Labeled Gifted</i> • <i>America’s Gifted Education Programs Have a Race Problem</i> | <ul style="list-style-type: none"> • Assignment #1—Quiz • Assignment #2— Disproportionality in Identification Case Study Analysis • Assignment #3—Op Ed-Disproportionality in Gifted Education |
| Course Objectives | Module Objectives | Readings | Assignments |

| <i>Module 5: Curriculum, Content, and Assessment (Weeks 13-14: XX.XX-XX.XX)</i> | | | |
|--|---|--|--|
| <p>Candidates will evaluate, create, and implement culturally relevant instructional materials (and assessments) that are related to a social justice issue affecting the local, community context. Candidates will also build these instructional plans on anti-racist teaching principles to create inclusive and equitable learning experiences.</p> <p>(GaPSC Urban Ed 1i, 2ii, 2iii, 5iii; InTASC 1-10)</p> | <ol style="list-style-type: none"> 1. Evaluate ELA books and teacher’s materials using the <i>Culturally Responsive Curriculum Scorecard</i> (CRCS). 2. Revise and teach an ELA read-aloud lesson that centers a historically marginalized population or addresses a social injustice using culturally responsive pedagogy. 3. Identify connections between using CRCS and Melody Arabo’s five steps for advocating for better curriculum. | <ul style="list-style-type: none"> • <i>Five Ways Teachers Can Advocate for Better Materials</i> • <i>Culturally Responsive Curriculum Scorecard</i> | <ul style="list-style-type: none"> • Assignment #1— Discussion Board Post • Assignment #2— Lesson Plan Activity (Critique, Revision, Implementation, and Reflection) |
| <i>Module 6: Reflecting and Preparing for a Future of Advocacy (Week 15: XX.XX-XX.XX)</i> | | | |
| <p>Candidates will use research-based arguments (e.g., critical theories, intersectionality, trauma-informed practice) and strategic partnerships to advocate for changes to classroom curriculum, policies (e.g., discipline, identification and placement for special education), and practices that negatively impact students, families, and schools in urban contexts and environments. (GaPSC Urban Ed 1i, 2v, 5iii, 6v, 6vi; InTASC 1-10)</p> | <ol style="list-style-type: none"> 1. Assess and amend your personal advocacy plan with SMART goals to include three goals. You must pick three from the following five options: <ol style="list-style-type: none"> a. Opportunity gaps**, b. Classroom Management, c. Special Education, d. Gifted Education, and e. Curriculum <p>**You can use an existing goal from Module 2 for option (a—opportunity gaps) listed above.</p> | | <ul style="list-style-type: none"> • Assignment #1— Personal Advocacy Plan with SMART goals (Version 2.0) |

Assignments/Requirements

NOTE: All requirements for assignments will be explicated within modules and assignment guides.

1. Written Response (Advocacy as a Practice of Critical Teacher Leadership) **(100 points)**

In this assignment, you will read an article written by Dr. Jill Bradley-Levine titled, *Advocacy as a Practice of Critical Teacher Leadership*. In your written response, you will identify commitments of teacher advocates, explain the “political” nature of advocacy, share an example of a time when you advocated, and assess how your areas of expertise position you to advocate.

Due: **January XX, 20XX**

2. Written Response (Creative Insubordination Scenario) **(100 points)**

In this assignment, you will read Dr. Rochelle Gutiérrez (2016) article focused on Creative Insubordination. You will define and explain each of the six strategies in the article. You will then apply three of the strategies to a scenario.

Due: **January XX, 20XX**

3. Personal Advocacy Plan with SMART goals **(60 points)**

After reading a co-authored report focused on addressing opportunity gaps, you will create a Personal Advocacy Plan (PAP) with SMART goals to address three of their recommendations.

Due: **February XX, 20XX**

4. Critical Reading Summary and Comparison of Classroom Management Frameworks **(100 points)**

You will engage in four sets of substantive reading for this assignment. The first reading offers a general overview of classroom culture. The second set focuses on PBIS. The third set of reading addresses Social-Emotional Learning (SEL). The final set of reading is about Restorative Justice (RJ). You will then summarize the tenets of PBIS, SEL, and RJ. You will also compare and contrast similarities and differences across the three frameworks.

Due: **February XX, 20XX**



5. Classroom Management and Disciplinary Policy Revision **(60 points)**

For this assignment, you will watch a video about classroom behavior management and disciplinary policies. You will then reflect on, analyze, and revise your classroom management plan. A key component of this assignment is assessing your own identity and implicit bias.

Due: March XX, 20XX

6. Advocacy Presentation (Classroom Management) **(100 points)**

A key component of advocacy is sharing what you've learned, supporting that knowledge with research-based practices, and making a pitch to advocate for change to support historically marginalized populations. In this assignment, you will combine what you've learned from other assignments in this module to create a presentation to advocate for larger change around classroom management.

Due: March XX, 20XX

7. Disproportionality in Identification Case Study Analysis **(60 points)**

You will watch a narrated presentation that addresses disproportionality in the identification process for special education. There are three case-studies presented in this presentation. You will respond to one or two questions aligned to each case study.

Due: March XX, 20XX

8. Op Ed-Disproportionality in Gifted Education **(80 points)**

For this assignment, you will read three articles that speak to the underrepresentation of historically marginalized students in gifted education. I provide you with six prompts to facilitate your thinking about these six articles. You will use your responses to these prompts to craft an Opinion Editorial (Op-Ed) piece as a response to these three news articles.

Due: April XX, 20XX

9. Children's Literature Examination, Evaluation, and Implementation **(100 points)**

In this two-part assignment, you will examine and evaluate literacy materials using the *Culturally Responsive Curriculum Scorecard*. You will then write a discussion board post that summarizes the evaluation process. The second part of this assignment requires you to create a new read aloud lesson plan that incorporates culturally responsive practices and implement it in your classroom.

Due: April XX, 20XX

10. Personal Advocacy Plan with SMART goals (Version 2.0) (80 points)

This is the culminating assignment for the course. You will take what you have learned throughout the semester to assess, revise, and add to your personal advocacy plan. The goal for this new plan is to outline longer-term advocacy goals for you to carry out your goals as an advocate, activity, and changemaker.

Due: **May XX, 20XX**

| ASSIGNMENT | POINTS | DUE DATE |
|--|--------------|----------|
| Quizzes | | |
| Quiz #1 | 20 | Module 2 |
| Quiz #2 | 20 | Module 4 |
| Discussion Board Posts | | |
| Discussion Board Post #1 | 30 | Module 1 |
| Discussion Board Post #2 | 30 | Module 2 |
| Discussion Board Post #3 | 30 | Module 3 |
| Discussion Board Post #4 | 30 | Module 5 |
| Other Assignments | | |
| Written Response (Advocacy as a Practice of Critical Teacher Leadership) | 100 | Module 1 |
| Written Response (Creative Insubordination Scenario) | 100 | Module 1 |
| Personal Advocacy Plan with SMART Goals | 60 | Module 2 |
| Critical Reading Summary and Comparison of Classroom Management Frameworks | 100 | Module 3 |
| Classroom Management and Disciplinary Policy Revision | 60 | Module 3 |
| Advocacy Presentation (Classroom Management) | 100 | Module 3 |
| Disproportionality in Identification Case Study Analysis | 60 | Module 4 |
| Op Ed-Disproportionality in Gifted Education | 80 | Module 4 |
| Children's Literature Examination, Evaluation, and Implementation | 100 | Module 5 |
| Personal Advocacy Plan with SMART goals (Version 2.0) | 80 | Module 6 |
| Total Possible Points | | |
| | 1,000 Points | |

Institutional Policies

[Academic Integrity Statement](#)

ADA Position Statement

Kennesaw State University, a member of the University System of Georgia, does not discriminate on the basis of race, color, religion, age, sex, national origin or disability in employment or provision of services. Kennesaw State University does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities.

For more information, visit KSU's [Institutional Policies](#) page.

Diversity Statement

Kennesaw State University prides itself on offering a premiere, personalized educational experience for leadership and engagement within a diverse nation and world. This educational experience is achieved through recognition and appreciation of the differing backgrounds and experiences reflected within the University community. It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit.

[Federal, BOR, & KSU Course Syllabus Policies](#)

Continuous Enrollment Policy

Students enrolled in a graduate degree program must register for, at least, one course in, at least, one semester per academic year in order for the original program requirements for their degree to remain unchanged unless a Leave of Absence has been approved. All students who have registered, at least, once for courses titled thesis, dissertation, or project must be continuously enrolled every semester, thereafter, including the semester of graduation. Students are not eligible to receive thesis, dissertation, or project guidance nor use campus resources during any term for which they are not registered. Graduate students must be registered for, at least, one semester hour in the semester they plan to graduate. Summer registration is not required unless summer is the graduation term. If a student has completed all degree requirements and will no longer require any of the campus resources or faculty time, the student may request an enrollment waiver. See the [Graduate Catalog](#) for more information.

Course Withdrawal Policy

The Drop/Add period ends on **XXXX** at 11:45 PM. The last day to withdraw without academic penalty is **XXXX** at 11:45 PM.

Petition to Graduate

Graduate students should submit a Petition to Graduate during the semester prior to the semester that they plan to graduate. Petition deadlines are firm and are posted on the [KSU Office of the Registrar's Graduation website](#). A Petition to Graduate is valid for two semesters: the semester for which the petition is submitted and the following one. Students who miss their deadline must complete an appeal form and submit it, along with supporting documentation, to the Registrar's Office. To obtain the appeal form, contact the Registrar's Office. For students who miss the petition to graduate deadline and are not granted an appeal by the Registrar's Office, the degree will still be awarded on time, but their commencement ceremony will be delayed until the next semester

KSU & BCOE Student Resources

This link contains information on help and resources, such as technology support and student success support services that are available to students: [KSU Student Support](#).

KSU Libraries

The KSU Library System assists all students, faculty, and staff with their research needs, including using library databases, accessing books and other materials, and for specialized research needs. Librarians are available for in-person walk-up assistance at library help desks, one-on-one research appointments, and 24/7 via library chat. For more information on library locations, hours, and services, please visit the [KSU Library System website](#).

Additionally, each college at KSU has a designated graduate librarian to support the research needs of students, faculty, and staff. Dr. Olga Koz serves as the library liaison for graduate level programs in the BCOE. Dr. Koz may be contacted via email at okoz@kennesaw.edu. Alternatively, students can make an online or face-to-face appointment with Dr. Koz using the [Library Calendar appointment request form](#). Dr. Koz has also created the [KSU Education Library Portal](#) that provides information on library resources, tutorials, guides, and services for graduate students enrolled in BCOE programs.

Chalk & Wire

Chalk & Wire is an online program that allows users to create electronic portfolios. These portfolios can contain a wide variety of information and media, which can then be assessed by other users. All candidates admitted to teacher education will be required to purchase and use Chalk & Wire throughout their program. Your professors will provide an overview of how Chalk & Wire will be used in your program, as well as offer initial training on how to use the Chalk & Wire system within your courses. You are encouraged NOT to purchase a Chalk and Wire account until you are specifically asked to do so within a course.

If you have any problems, visit [Bagwell College of Education's Chalk & Wire website](#) or send a detailed description of your issue to chalkandwirehelp@kennesaw.edu.

Graduate Student Resources

For a list of helpful resources for graduate students, visit the [Graduate Orientation Resources website](#).

Disclaimer

This syllabus is subject to change as the need arises. These changes should be expected and will be clearly communicated.

