**Middle School Equity & Inclusion—Beaverton Instructor: Sam Gioia MSW**

**Summer 2018 Email:** **gioia@pdx.edu**

**UNST 421-512 #817673 Phone: 503-725-8470**

**Office Hours: M, T, Th (By Arrangement) Preferred Pronouns: He, him, his**

**Community Partner: Beaverton School District**

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***It is easier to raise a strong child than to fix a broken adult.***

***Frederick Douglass***

**Land Acknowledgement:**

Portland State University is located in the heart of downtown Portland in Multnomah County. We honor the indigenous people whose ancestral lands we occupy: The Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook, the Tualatin Kalapuya, and many other indigenous nations of the region. Much of what we call Washington County was home to the Atfalati or Tualatin tribes. More can be found about them at: <https://en.wikipedia.org/wiki/Atfalati>.

It is important to acknowledge the land, her people, and the impact of settler colonialism. We recognize that we are here because of burdens forced upon them. In remembering these communities we honor their legacy, their lives, and their descendants.

**Pronouns:**

In order to respect the human right to be acknowledged by the gender we identify with, we will state our gender preference at the beginning of this class and ask that we be referred to by that gender throughout the class. We ask that misnaming and misgendering be kindly corrected.

**Terminology:**

The identity of “bilingual” or “multilingual” will be preferred to “English Language Learners (ELL)” or “English for Students of Other Languages (ESOL)” or “English as a Second Language”. The designation of “multilingual” affirms heritage language as a strength rather than a deficit to be overcome. The term “multilingual” also critiques the dominance of English as a primary language, proposing language equity as the preferred construct.

The term “undocumented” is preferred to “illegal” since “illegal” accepts social sanctions without analyzing the ideological underpinnings of how human migration becomes selectively problematized and punished rather than recognized as a natural human response to social conditions. The term “alien” which replaced earlier pejorative terms has since become synonymous with those terms. In this class we will use strength-based and person-first terminology. It is natural to make mistakes or feel awkward with this at first. Please kindly correct each other and accept correction for these mistakes.

**Course Description:**

*Middle School Equity and Inclusion is a hybridized capstone offered each summer.  Through text and community engagement PSU students will observe and reflect on race, language, and class privilege as they are encountered by multilingual children, children from migrant families, and Native American children.* *Online reading and discussion will orient students to the context of language, culture, and English language learning.  The classroom discussion will explore the role of race in each of our lives along with reflections on the role of race in education.  Students should expect to talk personally in class about their experiences of their own race and construct a racial autobiography by the end of the term.*

*The community-based learning will be classroom assistance in Beaverton School District' s summer program for multilingual youth.  Capstone students will support classroom teachers one day per week  at Meadow Park Middle School one day per week, from 8 to Noon, for four weeks (6/25-7/26, M-Th only, with no summer program 7/2-7/6).  Alternate classroom times later in the afternoons with high school students may be arranged.  Two credits of Reading & Conference will be offered for students who wish to assist a second day per week at the middle school.*

**Learning Objectives:**

-Capstone students will be able to articulate a personal understanding of race and equity

-Capstone students will be able to articulate how their own racial identity affects their role in in the education of children from nondominant cultures

-Capstone students will be able to articulate how multiple social identities impact the academic success of students in the Beaverton Summer Program

**Instructor’s Responsibilities:**
The instructor will develop course materials and stimulate reflection to help students meet course objectives.  The instructor will communicate with the Beaverton School District to ensure an optimal learning experience for students.  The instructor will develop a system of assessment that will ensure students' accountability to each other, the university, and the community partner.

**Community Partner’s Responsibilities:**
The Beaverton School District will provide a meaningful opportunity for students to meet UNST goals and course objectives.  BSD will co-ordinate, monitor, and assist capstone students to facilitate a productive learning experience.  BSD will support the tutoring experience through contact with the instructor.  BSD will provide a fair and through assessment of each student's participation in the service experience and provide opportunity for students to correct any deficiencies.

**Student’s Responsibilities**
-Students will complete all assignments and actively engage in classroom discussions.
-Students will abide by the volunteer policies of Beaverton School District.

-Students will inform the Summer Program immediately of any emergencies that result in lateness or missed tutoring sessions
-Students will report and evaluate their experience with the Instructor and BSD through weekly check-ins in class.

-Absences from any of the four tutoring days must be addressed by scheduling another day of assistance with the BSD summer program instructor and the classroom instructor

-Students will regularly check their Desire2Learn course site and their PSU email

**Instructional Approach:**

This capstone will involve significant interaction with populations who directly experience the accumulated consequences of inequitable social policies. This class will focus particularly on how the social construct of race impacts our lives and our interactions with children in educational settings. The approach will emphasize race as a pervasive phenomenon and that no one is free from racial constructs. The goal will be for each capstone student to develop awareness of race and its effects on their lives, and to engage in productive conversation with others, resulting in mutual growth.

This class will challenge students to engage in “courageous conversations” about race and education that observe the Four Agreements and the Six Conditions of the *Courageous Conversations* process. We seek to maximize participation of ALL capstone students in equitable discussion, which means both speaking up and listening supporting others. The core Agreements are: Stay Engaged; Speak Your Truth; Be Willing to Experience Discomfort; and Expect Non-closure. From your experience in classroom interactions in higher education, consider how each of these agreements might further our discussion and our knowledge.

As your instructor I will attempt to create and maintain a classroom atmosphere in which you feel free to listen to others and express your views and ask questions to increase your learning, while respecting the rights of others to do the same. Please contact me before or after class or by email if there is anything you want to discuss or any barrier to your learning in this class. I am here to support your learning and growth.

**Confidentiality and Disclosure:**

Written assignments and web tutor notes are subject to review by the community partner unless the student requests and arranges for private communication.

Interactions with students enrolled in the Summer Program will be kept confidential and not discussed outside of the classroom. Classroom and online interactions with other capstone students will also be confidential and not discussed outside of classroom and D2L site.

**Emergency Notification:**
Students shall inform the instructor and the community partner immediately of any circumstances that may affect their completion of the responsibilities associated with the class.  If these circumstances are not discussed in a timely manner the student assumes the responsibility for full completion of the assignments at the specified date.

**Triggers:**

The materials and activities of this course will acquaint the capstone student with populations under stress. This course will introduce students to the social dynamics of oppression and discrimination and ways to address these phenomena. Some of this content may be distressing for some capstone students.

If you find yourself experiencing some form of vicarious stress it is essential to take action right away. Signs of vicarious stress include:

-Recurrent thoughts of the stressful event or material

-Memories of stressful events from one’s past

-Disturbing dreams or difficulties sleeping

-Avoidance of normal activities or interactions that are reminiscent of the stressful situation

If you notice such responses in yourself:

-Discontinue the triggering activity

-Notify your site coordinator if the event occurred at the tutoring site

-Notify the instructor to discuss the occurrence and assess the need for an alternative assignment

-Call PSU Student Health and Counseling at 503-725-2800

**Alt-Abled Students**

This course will make reasonable accommodation for students with disabilities.  Students requesting such accommodation must register with the Disabilities Office at PSU and relay the proper authorization from the office to the instructor.

**References**

Your instructor may serve as a reference for outstanding students only.  These are students who participate fully in all class activities and complete all assignments on time thereby earning an ‘A’ for the class.  Please save electronic copies of all written assignments for the course as these will be necessary to provide a positive reference.

**Text:**

Singleton, Glenn (2014). *Courageous conversations about race: A field guide for achieving equity in schools, 2nd ed.* Sage: Thousand Oaks, CA.**Assignments:**

**Grading:**

Tutoring: 40 pts.

 Tutoring involves ACTIVE engagement in your assigned classroom. At all times you should be observing, keeping students on task, helping students with assignments, and supporting the instructional environment. You will also have opportunity get to know students through your participation in breakfast and lunchtime supervision.

 In order to maximize these opportunities:

 -Keep to the assigned schedule

 -Apprise your teacher and site supervisor of any emergencies that will disrupt your plans

 -Reschedule missed days of classroom support

 -Check in with your teacher before/after/between classes

Online Reading Journal (blog): 20 pts.

Each week, by Sunday evening (11:59pm), you will respond to ONE of the reflection questions of your choice from the assigned chapter in *Courageous Conversations*. This will be an **ongoing** googledoc that you share only with the instructor.

Online Discussions: 20 pts.

Each week by Friday evening (11:59pm) you will post in your group your thoughts on the assigned materials, using the prompt provided. By Sunday evening you will read all of your group postings and respond to the posting of ONE student within your group offering an additional idea, resource, example, or personal experience that pertains to the post.

Classroom Participation: 20 pts.

 Classroom participation is both active listening and speaking. Active listening is listening without distractions, using eye contact and nonverbal affirmation, as well as verbal response and engagement. Speaking means speaking your truth about your own personal experience without imposing your truth as a universal lesson on others. Your truth should not involve attack, criticism, or stereotyping. *All communication in class and online involves the use of the Four Agreements and the Six Conditions. This is not easy, so you will be asked to monitor your own practice and remind the class of these practices periodically.*

**Proposed Schedule:**

**June 28**

Introductions; The Four Agreements; Syllabus

Reading Journal (7/1): Getting Personal (CC Ch. 5)

Online Discussion: Supporting Multilingual Students. Post 6/29; Respond 7/1

 ELL Proficiencies

 ELL Best Practices: http://ell.nwresd.org/node/100

 Tutoring Tips

 10 Things Mainstream Teachers Can Do Today

**July 5**

Orientation to Summer Program: John Engel

Reading Journal (7/8): Race (CC Ch. 6)

Online Discussion: The Oregon Story: Agricultural Workers (1 hr).

Post: 7/6; Respond: 7/8

**July 12**

Tutoring Check-in

Reading Journal (7/15): Multiple Racial Perspectives (CC Ch. 7)

Online Discussion: Latinos in Oregon.

Post: 7/13; Respond: 7/15

**July 19**

Tutoring Check-in

Reading Journal (7/22): Keeping Us All Together (CC Ch. 8)

Online Discussion: Legal Rights of Multilingual Students

 Plyler v. Doe

 Lau v. Nichols

 Legal Responsibilities of Agencies Serving Language Minority Students

Post: 7/20; Respond: 7/22

**July 26**

Tutoring Check-In

Reading Journal (7/29): Defining Race (CC Ch. 9)

Online Reading and Discussion:

 Communities of Color Report: Washington County

 *Select ONE section of this report according to your interest and post.*

Poste: 7/27; Respond: 7/29

**August 2**

Work Session to Organize Feedback on Final Project

**August 9**

Wrap Up and Review of Class; Presentation of Feedback.

Reading Journal (8/6): Whiteness in Our Lives (CC Ch. 9)

Online Discussion: Conclusions

**August 12**

Final Reflections Due:

Reading Journal (8/12): Racial Autobiography

Review the models of racial autobiography in *Courageous* Conversations. Discuss several formative moments in your own life and how they shape your own racial identity. Discuss how this affects your own interactions with communities of color and what you feel that your “work” might be in anti-racist practice.

**MIGRANT CAPSTONE SELF-GRADING**

Please write a reflection on the following points to conclude this course. Consider all aspects of the course—Summer Program assistance, PSU classroom participation, online assignments, and personal journaling. Due 8/12, 11:59pm.

1. What was the most useful or meaningful thing you learned from this course?

2. What did you do to challenge your comfort zone? What were the risks and benefits for you?

3. Describe one thing you learned about yourself from this experience?

4. Describe the ways in which your perspective on the world has been changed by this experience.

5. Describe what the implications of your learning from this course might be for your future identity and interactions.

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**Now please grade yourself on the different aspects of the course with a brief explanation. Be sure that your final score fully represents what you have contributed and learned from this capstone. The result should neither leave you feeling that you have underrepresented your work nor that you have “gotten away” with something. My concern is less for your grade than for the integrity of your review process. If I feel that the result does not fully represent what you have accomplished this term I may ask to meet with you for further discussion. This may mean leaving the grade blank, resulting in an M that will turn to an X after the end of the next term. An X cannot be reversed. Be sure to use your D2L to review your progress on your grade for a quantitative accounting of some of your work.**

**Summer Program Assistance**

40 Outstanding. Consistently did your best work and made best effort for four sessions in their entirety

30 Good. Regularly did your best work and made best effort throughout the summer program

20 Average. Occasionally did your best work and made best effort in the summer program

10 Below average. Rarely went beyond the minimum required work/effort

**Classroom Attendance and Participation, including Final Class Feedback Project**

 20 Outstanding

 15 Good. Regularly did your best work and made best effort in most of the classes

 10 Average. Occasionally did your best work and made your best effort

 5 Below average. Rarely went beyond the minimum required work/effort

**Online Participation: Posting on time, responding to at least one classmate, and reading all group posts.**

 20 Outstanding. Consistently did your best work and made your best effort

 15 Good. Regularly did your best work and made your best effort

 10 Average. Occasionally did your best work and made your best effort

 5 Below Average. Rarely went beyond the minimum work/effort

**Weekly Blog: Timeliness and Depth of Reflection.**

 20 Outstanding. Consistently did your best work and made your best effort.

 15 Good. Regularly did your best work and made your best effort.

 10 Average. Occasionally did your best work and made your best effort.

 5 Below Average. Rarely went beyond the minimum work and effort.