

UNIVERSITY OF CALIFORNIA, SAN DIEGO  
EDUCATION STUDIES

EDS 138/139  
Winter 2009

INTRODUCTION TO ACADEMIC TUTORING AT CHARTER SCHOOLS

**Lecture:** Wednesdays, 2:00-3:20 PM

**Instructor:** Luz Chung  
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**Office Hours:**  
Wednesdays, 10:30-12:00 PM  
(or by appointment)

**Sections:**  
Wednesdays,  
3:30-4:20 PM  
(1) PCYNH 302  
(2) PCYNH 304

**Instructional Assistants:**  
Tracy Seiler  
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Chelsea Maxwell  
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This course focuses on effects of the Charter School movement on public education; the role of research universities in K-12 education; the cultural, philosophical, political, and sociological issues which relate to the teaching and learning; and the academic achievement of K-12 students. The complementary EDS 139 course will provide a practicum in tutoring and mentoring by allowing EDS 138 students to work with students traditionally underrepresented at UCSD, and in higher education overall.

**READINGS**

1. EDS 138 Course Reader (available through University Readers)
2. Some online resources
3. Book: Michie, G. (1999). *Holler if you hear me: The education of a teacher and his students*. New York: Teachers College Press.

COURSE EXPECTATIONS	Due Dates	Points
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<p><b>Attendance and Participation</b> Your ongoing contribution to the EDS 138 class, through regular and punctual attendance, participation and contribution to class activities and discussions. Please also note that <b>section attendance is mandatory</b>.</p>	Weekly	30
<p><b>Weekly Reflections</b> Your thoughtful weekly written responses to the weekly readings, class discussions, and tutoring experiences. All Reflections must be typed.</p>	Weekly in section	90
<p><b>Culminating Assignment: <u>Tutor-Tutee Collaborative Project</u></b> The purpose of this project is for UCSD tutors to work with their tutees <u>collaboratively</u> to produce a tangible <i>artifact</i> (e.g. resource guide, Math problem set, vocabulary list, children’s book, etc.) that reflects their work together throughout the quarter. This should be a <u>joint</u> effort between the UCSD tutors and their tutees. The artifact should be something that would be useful and meaningful to the tutee and to his/her classroom/school.</p> <p><b>Project Proposal</b> To be submitted in writing in class.</p> <p><b>Culminating Assignment <u>Analytic Narrative and Exhibition</u></b></p> <ul style="list-style-type: none"> <li>• Project Exhibitions in class</li> <li>• Analytic Narrative due by noon</li> </ul>	Wedn. 2/4	20
<p><b>Total points</b></p>		<b>200</b>

**COURSE OUTLINE AND READINGS**

Week 1

**Wednesday, January 7, 2009** Introduction and overview

In class reading:

- Amanda Ripley, “Rhee Tackles Classroom Challenge,” *Times Magazine*, November 26, 2008.

Week 2

**Wednesday, January 14, 2009** What do we know about charter schools?

Readings due:

- Finn, C.E. et al. (2000). *Charter schools in action: Renewing public education*. Princeton, NJ: Princeton University Press.
  - pp. 13-22
- May, J. J. (2006). The charter school allure: Can traditional schools measure up? *Education and urban society*, 39(1), 19-45.
- McDermott, P. et al. (2006). Lessons learned from the first year of an urban charter school. *The Educational Forum*, 70(4), 352-362.
- EdSource, (June 2008). *California's charter schools: 2008 performance update (Executive Summary)*.
- Rose, L. & Mehan, H. (2003). Reconstructing equality on new political ground: The politics of representation in the charter school debate at the University of California, San Diego. *American Educational Research Journal*, 40(3), 655-682.
- Mehan, H. (2007). Inter-organizational collaboration: A strategy to improve diversity and college access for underrepresented minority students. *Actio*, 1-28.
- Rabow, J. et al. (1999). *Tutoring matters: Everything you always wanted to know about how to tutor*. Philadelphia: Temple University Press.
  - pp. 1-29

Assignments due in section:

- Reading Reflection #1

Week 3

**Wednesday, January 21, 2009** No Child Left Behind (NCLB)

Guest speaker: Allison Kenda, Chief of Staff, Gompers Charter Middle School

Readings due:

- Guilfoyle, C. (2006). NCLB: Is there life beyond testing? *Educational Leadership*, 64(3), 8-13.
- The Education Trust, (Fall 2003). *Improving your schools: A parent and community guide to No Child Left Behind*. Washington, DC, The Education Trust (pp. 1-12).
- Duffet, A., Farkas, S. & Loveless, T. (2008). *High-achieving students in the era of No Child Left Behind (Executive Summary)*. Thomas B. Fordham Institute.
  - [http://www.edexcellence.net/doc/20080618\\_high\\_achievers\\_exec.pdf](http://www.edexcellence.net/doc/20080618_high_achievers_exec.pdf)
- Darling-Hammond, L. (2004). From "separate but equal" to "No Child Left Behind": The collision of new standards and old inequalities. In D. Meier & G. Wood (Eds.) *Many children left behind: How the No Child Left Behind Act is damaging our children and our schools* (pp. 3-32). Boston: Beacon Press.
- Crawford, J. (2006). A diminished vision of civil rights. *Education Week*, 26(39), 31-40.
- Russell, R. (2007). Promoting social and emotional learning through service-learning art projects. *Art Education*, 60(3), 6-11.
- Michie, G. (1999). *Holler if you hear me: The education of a teacher and his students*. New York: Teachers College Press.

- Introduction, pp. xix-xxii
- Chapter 1: pp. 1-19

Assignments due in section:

- Reading Reflection #2
- Tutoring Journal #1

Week 4

**Wednesday, January 28, 2009** Ability grouping: A curricular dilemma

Readings due:

- Loveless, T. (1998). The tracking and ability grouping debate. Thomas B. Fordham Institute.
  - Read the Executive Summary only: [http://www.edexcellence.net/detail/news.cfm?news\\_id=127&id=](http://www.edexcellence.net/detail/news.cfm?news_id=127&id=)
- Rubin, B.C. (2006). **Tracking and detracking: Debates, evidence and best practices for a heterogeneous world.** *Theory into Practice*, 45(1), 4-14.
- Yonezawa S. & Jones, M. (2006). Students' perspectives on tracking and detracking. *Theory into Practice*, 45(1), 15-23.
- Alvarez, D. & Mehan, H. (2006). Whole-school detracking: A strategy for equity and excellence. *Theory into Practice*, 45(1), 82-89.
- Moran, S. et al. (2006). Orchestrating multiple intelligences. *Educational Leadership*, 64(1), 22-27.
- Michie, G. (1999). *Holler if you hear me: The education of a teacher and his students*. New York: Teachers College Press.
  - Chapters 2-3: pp. 20-54

Assignments due in section:

- Reading Reflection #3
- Tutoring Journal #2

Week 5

**Wednesday, February 4, 2009** Culturally Responsive Teaching

Readings due:

- Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom* (2<sup>nd</sup> ed.). New York: The New Press.
  - Pgs. 167-183
- Banks, J. et al. (2005). Teaching diverse learners. In L. Darling-Hammond & J. Bransford (Eds.) *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: Jossey-Bass.

- Pgs. 232-242
- Banks, J. et al. (2005). Teaching diverse learners. In L. Darling-Hammond & J. Bransford (Eds.) *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: Jossey-Bass.
  - Pgs. 255-262
- Nieto, S. (2004). *Affirming diversity: The sociopolitical context of multicultural education* (4<sup>th</sup> ed.). Boston: Pearson Education, Inc.
  - pp. 209-229
- Thompson, G. (2007). A mind-set is a difficult thing to change: Why reforming low-performing schools requires eradicating negative beliefs about students. *The Claremont Letter*, 3(2), 1-6.
- Yu, T. (2006). **Challenging the politics of the "Model Minority" stereotype: A case for educational equality.** *Equity & Excellence in Education*, 39(4), 325-333.
- Bransford, J. D., Brown, A. L., & Cocking, R.R. (Eds.). (2000). **How people learn: Brain, mind, experience, and school.** Washington, D.C.: National Academy Press (pp. 131-154).

Assignment due in lecture:

- Project Proposal **(please email a copy to your TA)**

Assignments due in section:

- Reading Reflection #4

Week 6

**Wednesday, February 11, 2009** Teaching for social justice

Guest speaker: K. Wayne Yang, Faculty, Ethnic Studies

Readings due:

- Rogers, C. (2008). Confronting Coyote: Culturally Responsive Pedagogy in an era of standardization. *Democracy & Education*, 17(3), 46-50.
- Lalas, J. (2007). Teaching for social justice in multicultural urban schools: Conceptualization and classroom implication. *Multicultural Education*, 14(3), 17-21.
- Freedman, E B. (2007). Is teaching for social justice undemocratic? *Harvard Educational Review*, 77(4), 442-473.
- Michie, G. (1999). *Holler if you hear me: The education of a teacher and his students*. New York: Teachers College Press.
  - Chapters 4-5: pp. 55-89

Assignments due in section:

- Reading Reflection #5
- Tutoring Journal #3

Week 7

**Wednesday, February 18, 2009** . School life and adolescent identity

Guest speaker: Mary Skrabucha, Coordinator, O'Farrell Family Resource Center

Readings due:

- Nakkula, M. (2008). Identity and possibility: Adolescent development and the potential of schools. In M. Sadowski (Ed.) *Adolescents at school: Perspectives on Youth, identity, and education* (2<sup>nd</sup> ed.). Cambridge, MA: Harvard Education Press.
  - Pgs. 11-22
- Raible, J. & Nieto, S. (2008) Beyond categories: The complex identities of adolescents. In M. Sadowski (Ed.) *Adolescents at school: Perspectives on Youth, identity, and education* (2<sup>nd</sup> ed.). Cambridge, MA: Harvard Education Press.
  - Pgs. 207-224
- Noguera, P A. (2007). How listening to students can help schools to improve. *Theory into Practice*, 46(3), 205-211.
- Michie, G. (1999). *Holler if you hear me: The education of a teacher and his students*. New York: Teachers College Press.
  - Chapters 6-7: pp. 90-125

Assignments due in section:

- Reading Reflection #6
- Tutoring Journal #4

Week 8

**Wednesday, February 25, 2009** Families, communities, and schools

Guest speaker: Kristin Komatsubara, Teacher, High Tech Middle School

Readings due:

- Wadsworth, D. & Remaley, M.H. (2007). What families want. *Educational Leadership* 64(6), 23-27.
- Burke, C. (2007). Neighborhood science stories: Bridging science standards and urban students' lives. *Teaching Education*, 18(4), 357-367.
- Noguera, P A. (2004). Transforming high schools. *Educational Leadership*, 61(8), 26-31.
- Allen, J. (2008). Family partnerships that count. *Educational Leadership*, 66(1), 22-27.
- Michie, G. (1999). *Holler if you hear me: The education of a teacher and his students*. New York: Teachers College Press.
  - Chapters 8-9: pp. 126-162

Assignments due in section:

- Reading Reflection #7
- Tutoring Journal #5

## Week 9

**Wednesday, March 4, 2009** Listening to our students' voices (Student visits from our partner schools)

### Readings due:

- Gibson, M. A. et al. (2004) The role of peers in the schooling of U.S. Mexican youth. In M. Gibson et al. (Eds.) *School connections: U.S. Mexican youth, peers, and school achievement* (pp. 1-17). New York: Teachers College Press.
- Preble, B. & Taylor, L. (2008/2009). School climate through students' eyes. *Educational Leadership* 64(4), 35-40.
- Jones, M. & Yonezawa, S. (2008/2009). Student-driven research. *Educational Leadership* 64(4), 65-69.
- Harmin, M. & Toth, M. (2006). *Inspiring active learning: A complete handbook for today's teachers* (2<sup>nd</sup> ed.). Alexandria, VA: ASCD.
  - Chapter 1: Clarity about what makes a classroom inspiring to students (online version)
- Rabow, J. et al. (1999). *Tutoring matters: Everything you always wanted to know about how to tutor*. Philadelphia: Temple University Press.
  - Chapter 6 (pp. 161-182)
- Michie, G. (1999). *Holler if you hear me: The education of a teacher and his students*. New York: Teachers College Press.
  - Chapters 10-Afterword: pp. 163-182

### Assignments due in section:

- Reading Reflection #8
- Tutoring Journal #6

## Week 10

**Wednesday, March 11, 2009** Project exhibitions

### Assignments due in lecture:

- Reading Reflection #9
- Project Exhibition