

George Mason University
College of Education and Human Development
[Program Name]

EDUC 874-002: The Achievement Gap
3 Credits, Fall 2019
Wednesday 4:30PM-7:10PM, East 103, Fairfax Campus

Faculty

Instructor: Linda J. Mann, PhD
Office Hours: By Appointment
Office Location: Fairfax Campus
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Prerequisites/Corequisites

Enrollment limited to students in a Doctor of Philosophy degree.

University Catalog Course Description

Focuses on achievement gap in schools. Students research and analyze gaps in student achievement related to race and ethnicity, limited English proficiency, family background, gender, poverty, and ableism, and practices designed to close the gap. Offered by Graduate School of Education. May not be repeated for credit.

Course Overview

EDUC 874. The Achievement Gap. This course will examine the persistent academic achievement gap among different groups of students, with a particular focus on the outcomes of students from different racial and economic backgrounds in K-12 education. In particular, students will explore, through different disciplinary perspectives and theoretical frameworks, the origins and historical context of the gap; its scope and trends, both current and historical; the various in-school and out-of-school factors identified as its causes; as well as strategies, policies, and practices for addressing inequality in educational opportunities and outcomes, improving academic achievement for historically disadvantaged student groups, and thus closing the gap.

Course Delivery Method

This course is a doctoral seminar, and material will be delivered using a seminar/lecture format as well as “learning via dialogue.” It is expected that you will read in advance of class and continue to try to find the bigger picture as you learn to sort through the findings of one study to the next. In addition to classroom attendance and participation, I expect you to participate fully in whole class and small group discussions, group, pair, and individual projects, Internet research, analyses of case studies, and reflections on practice.

Learner Outcomes or Objectives

This course is designed to enable students to:

1. Develop an understanding of the historical origins, development, context and trends of the achievement gap, including landmark events, reports and legislation.
2. Describe and analyze the scope of the achievement gap, including its causes and implications, both for individuals and for society.
3. Examine in-depth an existing achievement gap, including its scope and causes, and recommend an evidence-based strategy for addressing it.
4. Discuss and critique different perspectives and approaches for explaining and addressing the achievement gap.
5. Think critically and communicate effectively about the achievement gap.

Required Texts

Achieve. (2012). *Closing the expectations gap*. Washington, DC: Author.

Aronson, J., Cohen, G., McColskey, W., Montrosse, B., Lewis, K., and Mooney, K. (2009). *Reducing stereotype threat in classrooms: a review of social-psychological intervention studies on improving the achievement of Black students* (Issues & Answers Report, REL 2009–No. 076). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>

Bamat, D. (2012, October 9). Two lives diverged. *Education Week*, 32(7), 22-23.

Barton, P. E., & Coley, R. J. (2010). The Black and White achievement gap: When progress stopped. Princeton, NJ: Educational Testing Service. www.ets.org/research/pic

Berliner, D. C. (2009). Poverty and potential: Out-of-school factors and school success. Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. Retrieved [date] from <http://epicpolicy.org/publication/poverty-and-potential>

Blais, D. (2006). Ivory tower: Lessons for a teacher. *Teaching Tolerance*. Retrieved from <http://www.tolerance.org/magazine/number-30-fall-2006/ivory-tower-lessons-teacher>, on July 8, 2011.

Braun, H., Chapman, L., Vezzu, S. (2010). The Black-White achievement gap revisited. *Education Policy Analysis Archives*, 18(21) Appendix C, 65- 96.

Brunner, H. (2013, January 29) Equal Internet access is a K-12 must-have. *Education Week*, 32(19), 24-25

Burrus, J., & Roberts, R. D. (2012, February). *Dropping out of high school: Prevalence, risk factors and remediation strategies*. Princeton, NJ: Educational Testing Service.

- Butrymowicz, S. (2012, March 19). The little district that could: How one Kansas district keeps a near-perfect record on state exams. Retrieved from http://hechingerreport.org/content/the-little-district-that-could-how-one-district-keeps-a-near-perfect-record-on-state-exams_8164/
- Cohen, G., Garcia, J., Apfel, N., and Master, A. (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science*, 313, 1307-1310.
- Cole, R., Kemple, J. J., Segeritz, M. D. (2012, June). Assessing the early impact of School of One: Evidence from three school-wide pilots. New York, NY: Research Alliance for New York City Schools, New York University.
- Coleman, J. (1987). Families and schools. *Educational Researcher*, 16(6), 32-38. Cookson, P. (2011). Madison was right: Why we urgently need a national vision for public education. *Teachers College Record*. <http://www.tcrecord.org> ID Number: 16392. Christensen, C., Horn, M., & Johnson, C. (2008). *Disrupting class*. New York, NY: McGraw-Hill.
- Desimone, L., & Long, D. A. (2010). Teacher effects and the achievement gap: Do teacher and teaching quality influence the achievement gap between Black and White and high- and low-SES students in the early grades? *Teachers College Record*, 112(12), 3024-3073.
- Fairclough, A. (2000). "Being in the field of education and also being a ...seems...tragic": Black teachers in the Jim Crow south. *The Journal of American History*, 87(1) 65-91.
- Fairclough, A. (2004). The costs of *Brown*: Black teachers and school integration. *Journal of American History*, 91(1) 1-12.
- Ferguson, R. (2007). Parenting practices, teenage lifestyles, and academic achievement among African American children. *Focus*, 25(1), 18-26.
- Fordham, S., & Ogbu, J. U. (1986). Black students' school success: Coping with the "burden of 'acting white'". *Urban Review*, 18(3), 176-206.
- Fultz, M. (2007). The displacement of Black educator's post-Brown: An overview and analysis. *History of Education Quarterly*, 44(1) 11-45.
- Fryer, R. (2012). *Learning from the successes and failures of charter schools*. Washington, DC: Brookings.
- Galluzzo, G. R. (2011, March 1). For federal turnaround funds, think locally. *Education Week*, 28.
- Greer, C. (August 7, 2012). *10 ways school reformers get it wrong*. Retrieved from <http://newwf.org/blog/2012-08-07-10-ways-school-reformers-get-it-wrong> on August 7, 2012.
- Hagelskamp, C., & DiStasi, C. (2012). *Failure is not an option*. New York, NY: Public Agenda. Hamilton, L., & Mackinnon, A. (2013). *Opportunity by design: New high school models for student success*. New York, NY: Carnegie Corporation of New York.
- Hassel, B.C., & Hassel, E.A. (2010). *Opportunity at the top*. Chapel Hill, NC: Public Impact.

- Headden, S. (2006, February 20). Two guys...and a dream. *U.S. News and World Report*, 140(6), 41-46.
- Henig, J. R. (2008). *What do we know about the outcomes in KIPP schools?* Retrieved from http://greatlakescenter.org/docs/Policy_Briefs/Henig_Kipp.pdf
- Jaschik, S. (2009, August 10). The parent gap. *Inside Higher Education*. Retrieved from <http://www.insidehighered.com/news/2009/08/10/parents>
- Kopp, W. (2005, November 13). Poor kids aren't dolts -- push them harder. Los Angeles, CA: *Los Angeles Times*.
- Kristof, N. D. (2012, January 21). How Mrs. Grady transformed Olly Neal. *New York Times*.
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Association*, 32(3) 465-491.
- Ladson-Billings, G. and Tate, W.F. IV (1995). Toward a critical race theory, *Teachers College Record* 97 (1) 47-68.
- Lareau, A. (2002, Oct). Invisible inequality: Social class and child rearing in black families and white families. *American Sociological Review*, 67(5), 747-776.
- Lee, J. S., & Bowen, N. K. (2006). Parental involvement, cultural capital, and the achievement gap among elementary school children. *American Educational Research Journal*, 43, 193-218.
- Lynn, M., Bacon, J. N., Totten, T. L. Bridges, T. L., and Jennings, M. E., (2010). Examining teachers' beliefs about African American male students in a low-performing high school in an African American school district. *Teachers College Record*, 112(1), 37-51.
- McLester, S. (2011, March). Learning gets personal. *District Administration*. Retrieved from <http://www.districtadministration.com/article/learning-gets-personal>
- National Center for Education Statistics (2013). *The nation's report card: Trends in academic progress 2012* (NCES 2013 456). Washington, DC: Institute of Education Sciences, U.S. Department of Education.
- National Research Council. (2012, July). *Education for life and work*. Washington, DC: Author.
- Nelson, A. (2006, Fall). Overcoming the income gap. *Infobrief*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Neuman, S. B., & Celano, D. C. (2012, Fall). Worlds apart. *American Educator*, 13-23.
- Patterson, J.A., Mickelson, K.A., Hester, M.L. & Wyrick, J. (2010). Remembering teachers in a segregated school: Narrative of womanist pedagogy. *Urban Education*, 46(3) 267- 291. doi: 10.1177/0042085910377511
- Plucker, J. A., Burroughs, N., & Song, R. (2010). *Mind the (other) gap: The growing excellence gap in K-12 education*. Bloomington, IN: Center for Evaluation and Education Policy.

- Pratt, R. A. (1991). A promise unfulfilled: school desegregation in Richmond, Virginia, 1956- 1986, *The Virginia Magazine of History and Biography*, 99(4) 415- 448.
- Public Agenda. (2013). *Failure is not an option*. New York, NY: Author.
- Putman, H., Hansen, M., Walsh, K. and Quintero, D. (2016). High hopes and harsh realities: The real challenges to building a diverse workforce. Brown Center on Education Policy at Brookings. Washington, DC: Brookings Institution.
- Ramirez, G., & Beilock, S. (2011). Writing about testing worries boosts exam performance in the classroom. *Science*, 331, 211-213. DOI: 10.1126/science.1199427
- Reardon, S. F. (2011). The widening academic achievement gap between the rich and the poor: New evidence and possible explanations. In G.J. Duncan & R.J. Murnane (Eds). *Whither opportunity? Rising inequality, schools, and children's life chances*. New York, NY: Russell Sage Foundation.
- Schechter, S., & Sherri, D. (2009). Value added? Teachers' investments in and orientations toward parent involvement in education. *Urban Education*, 44(1), 59-87.
- Sparks, S. (July 2013). Drop out indicators for 1st graders. *Education Week*, 32(22), 37.
- Strauss, V. (2013, August 1). The problem with “the problem with problem teachers”. *Washington Post*. Retrieved from <http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/08/01/the-problem-with-the-problem-with-teachers/>
- Tanenbaum, C., Le Floch, K., & Boyle, A. (2013). *Are personalized learning environments the next wave of K–12 education reform?* Washington, DC: American Institutes for Research. The New Teacher Project. (2012). *The irreplaceables*. Retrieved from <http://tntp.org/irreplaceables>
- Theoharis, G. (2010). Disrupting injustice: Principals narrate the strategies they use to improve their schools and advance social justice. *Teachers College Record*, 112, 331-373
- Tough, P. (2013). Teachers aren't the problem. *Salon*, Retrieved from http://www.salon.com/2012/09/05/teachers_arent_the_problem/singleton/
- Turner, K. M. (2003). “Getting it straight”: Southern black school patrons and the struggle for equal education in the pre- and post- civil rights eras. *The Journal of Negro Education*, 72(2), 217-229.
- Tuttle, C. C., Gill, B., Gleason, P., Knechtel, V., Nichols-Barrer, I., Resch, A. (2013, February). *KIPP middle schools: Impacts on achievement and other outcomes*. Princeton, NJ: Mathematica.
- Silva, E., & Headden, S. (2011). *Reimagining the school day: More time for learning*. New York, NY: The Wallace Foundation.

- von Zastrow, C. (2009, September 30). *Parents as turnaround specialists: Ricardo LeBlanc-Esparza tells us how it's done*. Retrieved from <http://www.learningfirst.org/parents-turnaround-specialists-ricardo-leblanc-esparza-tells-us-how-it-s-done>
- Ware, M., & Patel, R. (2012, March). *Does more money matter?* New York, NY: MDRC.
- Welsh, P. (2009, October 18). *Making the grade isn't about Race. it's about parents*. Retrieved from http://www.washingtonpost.com/wp-dyn/content/article/2009/10/15/AR2009101503477_pf.html
- Welsh, P. (2010, March 21). *At T.C. Williams High School, a 'low achieving' label is a wake-up call*. Retrieved from <http://www.washingtonpost.com/wp-dyn/content/article/2010/03/19/AR2010031901362.html>
- Wildhagen, T. (2012). How teachers and schools contribute to racial differences in the realization of academic potential. *Teachers College Record*, 114, 1810-1831.
- Yatvin, J. (2009, October 23). Rediscovering the 'Pygmalion Effect'. *Education Week*, 29(9), 24- 25.
- Young, E. Y. (2011). The four personae of racism: Educators' (mis)understanding of individual vs. systemic racism. *Urban Education*, 46, 1433-1460.
- Zeller, T. (2012, March 1). *For America's least fortunate, the grip of poverty spans generations*. http://www.huffingtonpost.com/2012/03/01/american-poverty-rate_n_1304269.html

Suggested Readings (and many more on blackboard “documents” and “weblinks”)

- Barton, P. (2003). *Parsing the achievement gap*. Princeton: Educational Testing Service.
- Borman, G., Hewes, C., Overman, L., Brown, S. (2003). *Comprehensive school reform and student achievement*. Baltimore, MD: CRESPAR, Johns Hopkins University.
- Brunner, H. (January 31, 2013). Equal internet access is a K-12 must-have. *Education Week*, pp. 24-25. Retrieved from <http://www.edweek.org/ew/articles/2013/01/30/19brunner.h32.html>.
- Carter, P. (2007). *Keepin' it real*. New York, NY: Oxford University Press.
- Chenoweth, K. (2007). *It's being done*. Cambridge, MA: Harvard Education Press.
- Chenoweth, K. (2009). *How it's being done*. Cambridge, MA: Harvard Education Press.
- Contreras, F. (2011). *Achieving equity for Latino students*. New York: Teachers College Press.
- Education Commission of the States. (August, 2003). *Research sheds new light on Hispanic-White achievement gap*. Denver, CO: Author.
- Education Trust. (2005). *Stalled in secondary*. Washington, DC: Author.

- Gamoran, A. (ed.) (2007). *Standards-based reform and the poverty gap: Lessons from No Child Left Behind*. Washington, DC: Brookings.
- Gay, G. (2010). *Culturally responsive teaching*. New York, NY: Teachers College Press.
- Harris, A. (2011). *Kids don't want to fail: Oppositional culture and the Black-White achievement gap*. Cambridge, MA: Harvard University Press.
- Howard, T. C. (2010). *Why race and culture matter in schools*. New York, NY: Teachers College Press.
- Jencks, C., & Philips, M. (1998). *The black-white test score gap*. Washington, DC: Brookings.
- Loveless, T., & Chubb, J. (2002). *Bridging the achievement gap*. Washington, DC: Brookings.
- Perry, T., Steele, C. & Hilliard, A. (2004). *Young, gifted, and black*. Boston, MA: Beacon Press.
- Programme for International Student Assessment. (2005). *Learning for tomorrow's world*. Paris, France: Organization for Economic and Co-operation and Development.
- Rothstein, R. (2004). *Class and schools*. Washington, DC: Economic Policy Institute.
- Thernstrom, A., & Thernstrom, S. (2004). *No excuses: Closing the racial gap in learning*. New York, NY: Simon & Shuster.
- Wagner, T. (2010). *The global achievement gap*. New York, NY: Basic Books
- Wiedeman, C. R. (2002). Teacher preparation, social justice, equity: A review of the literature. Recommended Text: Publication of the American Psychological Association. 6th ed. (2009).

Additional Online Resources

The Center for Education Policy. <http://www.cep-dc.org> ; The Center on Education Policy is a national, independent advocate for public education and for more effective public schools. The Center helps Americans better understand the role of public education in a democracy and the need to improve the academic quality of public schools. It does not represent any special interest groups.

Childstats. <http://childstats.gov>; The website of the Federal Interagency Forum on Child and Family Statistics.

Harvard Family Research Project. <http://www.hfrp.org/> ; The Harvard Family Research Project is a very good source for information about “out of school” time and issues related to students and their families.

Kids Count. <http://www.aecf.org/kidscount> ; A report on the condition of children in the US from the Annie E. Casey Foundation.

National Center for Education Statistics. <http://nces.ed.gov> . This website is the home of the nation's report card. Most statistics on the condition of education can be found at NCES.

Great Teachers and Leaders. <http://www.gtlcenter.org/>; A service of the American Institute for Research concerning teacher quality, effectiveness, and evaluation.

REL Midwest: <http://www.relmidwest.org/> ; Formerly the North Central Region Educational Laboratory, this is another very good site for school reform.

Many others are posted on blackboard for your perusal and information.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments and/or Examinations

- You will be expected to complete several assignments that will constitute your course grade. They include a documentary review, chapter summary/critique presentation, course participation, discussion thread, paper proposal and a research paper/project. Each of the following is described briefly below, with more discussion and additional specifics as questions arise in class:

Assignment	Points	Due Date
Documentary Review	10	Sept. 25
Chapter summary	10	ongoing
Course participation	10	ongoing
Discussion Threads	10	ongoing
Paper Proposal	10	Oct. 23
Paper Presentation	10	Nov. 20 or Dec. 4
Final Paper	40	Dec. 4

- **Documentary Review (Sept. 25):** Watch the following two documentaries (access via hyperlinks) and prepare a 4-page review that a) provides a brief summary of each, b) describes the main issues examined, questions raised and perspectives represented, and c) discusses your reaction, thoughts and commentary. (10 points)
 - [Waiting for Superman](#) or [Dropout Nation](#) and
 - [Separate and Unequal](#)
- Chapter summary/critique presentations. As part of this assignment, you will be expected to provide a summary or analysis of assigned book chapters from course readings in the form of a visual presentation to the class during the semester. Chapter summary/critique presentations will constitute 10% of your course grade.
- Course Participation. Course participation is a critical aspect of the course and will be important in maintaining an informed and critical analysis of issues and material that arise in the course. Early in the semester, typically by the second class, we will develop criteria for course participation collectively for consensus agreement by you and your classmates. At the end of

the semester, you will be requested to provide a self-evaluation of your course grade based on criteria determined in class. Course Participation will constitute 10% of your course grade.

- **Discussion Thread.** Discussion threads are designed to capture your developing paper assignment. You are required to post at least two responses to other threads. One thread will include an annotated bibliography. The requirements of the discussion thread are listed below. (10 points)
- **Paper Proposal (Oct. 23):** Prepare a 4-page proposal for your final paper that a) describes an existing achievement gap at any level of education and any geographic unit level within the US (school/university, district, state, national), b) discusses its historical trends and current scope, c) explains its significance, impact, potential causes, and related policy debate, d) identifies the relevant research literature you intend to review, and e) lists key research and policy questions that will guide your analysis. (10 points)
- **Paper Presentation (Nov. 20 or Dec. 4):** Present your achievement gap study and analysis to the class and describe what you researched and learned in preparing your final paper. The purpose is to share the knowledge and understanding you gained about your chosen topic during the semester. The presentation should be no longer than 10 minutes followed by 5 minutes of Q&A and class discussion. Use of presentation software, such as PowerPoint, and handouts are required. Presentations should be emailed to the instructor by 5 p.m. the day prior to your presentation. Students will be assigned to either the Nov. 28 or Dec. 5 presentation days by the instructor. (10 points)
- **Final Paper (Dec. 4):** Building on your proposal, write a 15-page paper on an existing achievement gap at any level of education and any geographic unit level within the US (school/university, district, state, national). The paper should include a) a clear description of the gap, b) data on historical trends and current scope, c) a discussion of its significance and impact, d) a literature review of its causes and strategies for addressing the gap, e) a summary of the policy debate surrounding the gap, and f) an evidence-based analysis and recommendation for closing the gap. (40 points)

Other Requirements

- Students are expected to arrive on time, actively participate in discussions, read assignments prior to class, and meet deadlines. Please notify the instructor in advance if you are unable to meet any of these requirements. Phone/tablet use is not allowed during class.

Evaluation and Grading

- This course is graded on the Graduate Regular scale. See <http://catalog.gmu.edu/policies/academic/grading/>
- Cumulative points corresponding to each grade are as follows:
A+ 97-100 B+ 87-89 C 70-79
A 93-96 B 83-86 F ≤ 69
A- 90-92 B- 80-82
- Highly accomplished (letter grade = A). The paper clearly delineates the nature of the area that the literature suggests, “causes” the achievement gap. The discussion includes research studies in which the data clearly indicate the gap. The student also presents a deep discussion of the policies enacted that are intended to alter practice to close the gap, and lastly, there is a solid presentation

and critique of the promising practices designed to close the gap and a judgment of their strengths and weaknesses.

- Adequate (letter grade = B). The paper describes the nature of the area as a “cause.” The student includes a general and abstract discussion of the research literature to date and identifies some policies enacted to close the gap, and lastly there is some discussion of the promising practices that is more perspective than critique.
- Needs rewriting (letter grade = C). The literature and reads more like a “thought” paper than an analysis of the research literature, the policies enacted, and the effects of those promising practices to date.

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

CLASS SCHEDULE

Date	Readings	Assignment
Aug. 28: Introduction	No readings. Introductions and syllabus review.	
Sept. 4: Historical Perspective and Context	<p>Hill, H. (2015). “50 years ago, one report introduced Americans to the black-white achievement gap. Here’s what we’ve learned since.” <i>Chalkbeat</i> (July 13).</p> <p>Love, B.J. (2004). “Brown plus 50 counter-storytelling: A Critical Race Theory analysis of the “majoritarian achievement gap” story.” <i>Equity & Excellence in Education</i>, 37(3), pp. 227-246.</p> <p>McKinsey & Company Social Sector Office. (2009). The economic impact of the achievement gap in America’s schools: Summary of findings. Washington, DC: Author.</p> <p>Mehta, J. (2015). “Escaping the shadow: A Nation at Risk and its far-reaching influence.” <i>American Educator</i>. Summer.</p> <p>Noltemeyer, A.L., Mujic, J., & McLoughlin, C.S. (2012). The history of inequality in education. In A.L. Noltemeyer & C.S. McLoughlin (Eds.), <i>Disproportionality in Education and Special Education</i> (pp. 3-16). Springfield, IL: Charles C. Thomas Publisher Ltd.</p> <p>Sugimoto, A.T., & Carter, K. (2015). “The story of schools, schooling, and students from the 1960s to the present.” In K. Bosworth (Ed.), <i>Prevention science in school settings: Complex relationships and processes</i> (pp. 1-32). New York, NY: Springer.</p>	

<p>Sept. 11: Examining the Achievement Gap #1</p>	<p>Barton, P. E., & Coley, R. J. (2010). <i>The Black and White achievement gap: When progress stopped</i>. Princeton, NJ: Educational Testing Service.</p> <p>Bohrnstedt, G., Kitmitto, S., Ogut, B., Sherman, D., and Chan, D. (2015). <i>School composition and the Black–White achievement gap</i>. Washington, DC: U.S. Department of Education, National Center for Education Statistics.</p> <p>Miller, C.C., & Quealy, K. (2018). “Where boys outperform girls in math: Rich, white and suburban districts.” <i>New York Times</i> (June 13).</p> <p>Motoko, R., Cox, A., & Bloch, M. (2016). “Money, race and success: How your school district compares.” <i>New York Times</i> (April 29).</p> <p>Musu-Gillette, L., de Brey, C., McFarland, J., Hussar, W., Sonnenberg, W., and Wilkinson-Flicker, S. (2017). <i>Status and trends in the education of racial and ethnic groups 2017</i>. Washington, DC: U.S. Department of Education, National Center for Education Statistics. 6</p> <p>Hansen, M., Levesque, E.M., Quintero, D., & Valant, J. (2018). <i>Have we made progress on achievement gaps? Looking at evidence from the new NAEP results.</i> Washington, DC: Brookings.</p>	<p>Discussion thread 1: Describe an existing achievement gap at any level of education and any geographic unit level within the US (school/university, district, state, national)</p>
<p>Sept. 18: Examining the Achievement Gap #2</p>	<p>Cahalan, M., Perna, L. W., Yamashita, M., Wright, J. & Santillan, S. (2018). <i>2018 Indicators of higher education equity in the United States: Historical trend report.</i> Washington, DC: The Pell Institute for the Study of Opportunity in Higher Education, Council for Opportunity in Education (COE), and Alliance for Higher Education and Democracy of the University of Pennsylvania (PennAHEAD).</p> <p>Carnoy, M., & Garcia, E. (2017). <i>Five key trends in U.S. student performance.</i> Washington, DC: Economic Policy Institute.</p> <p>DePeoli, J.L., Balfanz, R., Atwell, M.N., & Bridgeland, J. (2018). <i>Building a grad nation: Progress and challenge in raising high school graduation rates.</i> Washington, DC: Civic Enterprises and the Everyone Graduates Center at the School of Education at Johns Hopkins University.</p> <p>National Education Association. (2016). <i>Understanding the gaps: Who are we leaving behind – and how far.</i> Washington, DC: Author.</p>	<p>Discussion thread 2: Discuss the historical trends and current scope of the gap of study.</p>

	<p>Reardon, S.F. (2011). The widening academic achievement gap between the rich and the poor: New evidence and possible explanations. In R. Murnane & G. Duncan (Eds.), <i>Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children</i>. New York: Russell Sage Foundation Press.</p> <p>Reardon, S.F., & Portilla, X.A. (2016). “Recent trends in income, racial, and ethnic school readiness gaps at kindergarten entry.” <i>AERA Open</i>, 2 (3), pp. 1–18.</p>	
<p>Sept. 25: Out-of-School Factors #1</p>	<p>Barton, P.E., & Coley, R.J. (2009). Parsing the achievement gap II. Washington, DC: Educational Testing Service. [Only pages 18-31]</p> <p>Berliner, D.C. (2009). Poverty and potential: Out-of-school factors and school success. Boulder, CO and Tempe, AZ: Education and the Public Interest Center & Education Policy Research Unit.</p> <p>Hanson, M.J.; Miller, A.D., Diamond, K., Odom, S., Lieber, J., Butera, G., Horn, E., Palmer, S., & Fleming, K. (2011). “Neighborhood community risk influences on preschool children’s development and school readiness.” <i>Infants & Young Children</i>, 24(1), pp. 87–100.</p> <p>Milner, H.R. (2013). “Analyzing poverty, learning, and teaching through a Critical Race Theory lens.” <i>Review of Research in Education</i>, 37(1), pp. 1-53 [Only pages 1-26]</p> <p>Reeves, R.V., & Howard, K. (2016). The parenting gap. Washington, DC: Brookings.</p> <p>Schneider, D., Hastings, O.P., & LaBriola, J. (2018). “Income inequality and class divides in parental investments.” <i>American Sociological Review</i>, 83(3), pp. 475–507.</p>	<p>Documentary Review Due</p>
<p>Oct. 2: Out-of-School Factors #2</p>	<p>Anderson, M. (2016). “How the stress of racism affects learning.” <i>The Atlantic</i> (Oct. 11).</p> <p>Crowder, K., & South, S.J. (2003). “Neighborhood distress and school dropout: the variable significance of community context.” <i>Social Science Research</i>, 32(4), pp. 659–698.</p> <p>Egalite, A.J. (2016). “How family background influences student achievement.” <i>Education Next</i>, 1(2), pp. 70-78.</p>	<p>Discussion thread 3: Explain its significance, impact, potential causes, and related policy debate.</p>

	<p>Lareau, A. (2002). "Invisible inequality: Social class and childrearing in Black families and White families." <i>American Sociological Review</i>, 67(5), pp. 747-776.</p> <p>Morsy, L., & Rothstein, R. (2015). Parents' non-standard work schedules make adequate childrearing difficult. Washington, DC: Economic Policy Institute.</p> <p>Van Voorhis, F.L., Maier, M.F., Epstein, J.L., & Lloyd, C.M. (2013). The impact of family involvement on the education of children ages 3 to 8. New York: MDRC.</p>	
Oct. 9: In-School Factors #1	<p>Barton, P.E., & Coley, R.J. (2009). Parsing the achievement gap II. Washington, DC: Educational Testing Service. [Only pages 9-17]</p> <p>Goldhaber, D. (2016). "In schools, teacher quality matters most." <i>Education Next</i>, 16(2), pp. 56-62.</p> <p>Max, J., & Glazerman, S. (2014). Do disadvantaged students get less effective teaching? Key findings from recent Institute of Education Sciences studies. Washington, DC: U.S. Department of Education, Institute of Education Sciences.</p> <p>Milner, H.R. (2013). "Analyzing poverty, learning, and teaching through a Critical Race Theory lens." <i>Review of Research in Education</i>, 37(1), pp. 1-53 [Only pages 26-37]</p> <p>Nye, B., Konstantopoulos, S., & Hedges, L.V. (2004). "How large are teacher effects?" <i>Educational Evaluation and Policy Analysis</i>, 26(3), pp. 237-57.</p> <p>Valentino, R. (2018). "Will public pre-K really close achievement gaps? Gaps in prekindergarten quality between students and across states." <i>American Educational Research Journal</i>, 55(1), pp. 79-116. 8</p> <p>Will, M. (2017). "Teachers' low expectations for students of color found to affect students' success." <i>Education Week</i> (May 18).</p>	Discussion thread 4: Identify the relevant research literature you intend to review
Oct. 16: In-School Factors #2	<p>Baker, B.D., Farrie, D., & Sciarra, D.G. (2016). Mind the gap: 20 Years of progress and retrenchment in school funding and achievement gaps. Princeton, NJ: Educational Testing Service.</p> <p>Berkowitz, R., Moore, H., Astor, R.A., & Benbenishty, R. (2016). "A research synthesis of the associations between socioeconomic background, inequality, school climate,</p>	Discussion thread 5: List key research and policy questions that will guide your analysis

	<p>and academic achievement.” <i>Review of Educational Research</i>, 87(2), pp. 425-469.</p> <p>Gregory, A., Skiba, R.J., & Noguera, P.A. (2010). “The achievement gap and the discipline gap two sides of the same coin?” <i>Educational Researcher</i>, 39(1), pp. 59-68.</p> <p>Reardon, S.F. (2016). “School segregation and racial academic achievement gaps.” <i>RSF: The Russell Sage Foundation Journal of the Social Sciences</i>, 2(5), pp. 34-57.</p> <p>U.S. Commission on Civil Rights. (2018). Public education funding inequity in an era of increasing concentration of poverty and resegregation. Washington, DC: Author.</p> <p>Vaught, S.E., & Castagno, A.E. (2008) “I don't think I'm a racist: Critical Race Theory, teacher attitudes, and structural racism.” <i>Race, Ethnicity and Education</i>, 2 (11) pp. 95-113.</p>	
<p>Oct. 23: Strategies for Closing the Gap #1</p>	<p>Chetty, R., Hendren, N., & Katz, L.F. (2015). The Effects of exposure to better neighborhoods on children: New evidence from the Moving to Opportunity experiment (NBER Working Paper No. 21156). Cambridge, MA: National Bureau of Economic Research.</p> <p>Friedman-Krauss, A., Barnett, W.S., and Nores, M. (2016). How much can high-quality universal Pre-K reduce achievement gaps? Washington, DC: Center for American Progress.</p> <p>Heckman, J. J. (2011). “The Economics of Inequality: The value of early childhood education.” <i>American Educator</i>, 35(1), pp. 31-47.</p> <p>Milner, H.R. (2013). “Analyzing poverty, learning, and teaching through a Critical Race Theory lens.” <i>Review of Research in Education</i>, 37(1), pp. 1-53 [Only pages 37-45]</p> <p>Kahlenberg, R.D. (2016). Stories of School Integration. New York: Century Foundation.</p> <p>Zins, J.E., Bloodworth, M.R., Weissberg, R.P., & Walberg, H.J. (2007). “The scientific base linking social and emotional learning to school success.” <i>Journal of Educational and Psychological Consultation</i>, 17(2), pp. 191-210. 9</p>	<p>Paper Proposal Due</p>
<p>Oct. 30: Strategies for Closing the Gap #2</p>	<p>Cohodes, S. (2018). “Charter schools and the achievement gap.” <i>The Future of Children</i>, 28(1), pp. 1-16.</p>	

	<p>Darling-Hammond, L. (2014). “Closing the achievement gap: A systemic view.” In J.V. Clark (Ed.), <i>Closing the achievement gap from an international perspective</i>. New York: Springer.</p> <p>Fryer, R.G. (2013). Injecting successful charter school strategies into traditional public schools: A field experiment in Houston (NBER Working Paper No. 17494). Cambridge, MA: National Bureau of Economic Research.</p> <p>Golan, J.W. (2016). <i>“The paradox of success at a no-excuses school.”</i> <i>Sociology of Education</i>, 88(2), pp. 103–119.</p> <p>Hanover Research. (2014). Improving student achievement and closing the achievement gap. Washington, DC: Author.</p> <p>Leithwood, K. (2010). “Characteristics of school districts that are exceptionally effective in closing the achievement gap.” <i>Leadership and Policy in Schools</i>, 9(3), pp. 245-291.</p> <p>West, M. (2016). “Schools of choice.” <i>Education Next</i>, 16(2), pp. 46-54.</p>	
<p>Nov. 6: Strategies for Closing the Gap #3</p>	<p>Aldeman, C. (2017). “The teacher evaluation revamp, in hindsight.” <i>Education Next</i>, 17(2), pp. 60-68.</p> <p>Benner, M., Roth, E., Johnson, S., & and Bahn, K. (2018). How to give teachers a \$10,000 raise. Washington, DC: Center for American Progress.</p> <p>Carver-Thomas, D. (2018). Diversifying the teaching profession: How to recruit and retain teachers of color. Palo Alto, CA: Learning Policy Institute.</p> <p>Kraft, M.A., & Gilmour, A.F. (2017). “Revisiting the Widget Effect: Teacher evaluation reforms and the distribution of teacher effectiveness.” <i>Educational Researcher</i>, 46 (5), pp. 234–249.</p> <p>Partelow, L., Spong, A., Brown, C., & Johnson, S. (2017). America needs more teachers of color and a more selective teaching profession. Washington, DC: Center for American Progress.</p> <p>Putman, H., Hansen, M., Walsh, K., & Quintero, D. (2016). High hopes and harsh realities: The real challenges to building a diverse workforce. Washington, DC: Brookings.</p>	<p>Draft paper due</p>

	Will, M. (2017). "Study: Black students more likely to graduate if they have one black teacher." <i>Education Week</i> (April 6). 10	
Nov. 13: Looking Forward	<p>Coley, R.J., & Baker, B. (2013). <i>Poverty and education: Finding the way forward</i>. Princeton, NJ: Educational Testing Service. [Only pages 30-46]</p> <p>Garland, S. (2016). "The end of 'no excuses' education reform?" <i>Hechinger Report</i> (March 27).</p> <p>Hanushek, E. (2016). "What matters for student achievement." <i>Education Next</i>, 16(2), pp. 18-26.</p> <p>Howard, T.C., & Navarro, O. (2016). "Critical Race Theory 20 years later: Where do we go from here?" <i>Urban Education</i>, 51(3), pp. 253-273.</p> <p>Kane, T.J. (2016). "Connecting to practice." <i>Education Next</i>, Vol. 16(2), pp. 80-87.</p> <p>McGuinn, P. (2016). "From No Child Left behind to the Every Student Succeeds Act: Federalism and the education legacy of the Obama Administration." <i>Publius: The Journal of Federalism</i>, 46(3), pp. 392-415.</p>	
Nov. 20: Research Paper Presentations #1	No readings.	No readings.
Dec. 4: Research Paper Presentations #2	No readings.	Final Paper Due

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

ASSESSMENT RUBRIC(S):

Class Participation Reflection
(due last day of class)

Name: _____

Number of absences _____ Reason(s) _____

Number of tardies _____ Reason(s) _____

Based on the Class Participation Rubric and instructor expectations for participation, how many points (out of 10 possible) would you grant yourself for class participation and why?

How would you describe the quality and effort associated with your contributions to **in-class interactions and discussions**?

Grading Criteria for Written Assignments

	Levels of Performance			
	Unsatisfactory	Basic (C)	Proficient (B)	Distinguished (A)
Quality of Work	Unacceptable	The literature and reads more like a “thought” paper than an analysis of the research literature, the policies enacted, and the effects of those promising practices to date.	The paper describes the nature of the area as a “cause.” The student includes a general and abstract discussion of the research literature to date and identifies some policies enacted to close the gap, and lastly there is some discussion of the promising practices that is more perspective than critique.	The paper clearly delineates the nature of the area that the literature suggests, “causes” the achievement gap. The discussion includes research studies in which the data clearly indicate the gap. The student also presents a deep discussion of the policies enacted that are intended to alter practice to close the gap, and lastly, there is a solid presentation and critique of the promising practices designed to close the gap and a judgment of
Completeness of Work	Difficult to recognize as the assigned task.	Insufficient evidence of understanding and application; important elements missing or difficult to find. References are not correctly cited. APA is not adhered to.	Moderate shortcomings; minor elements missing that distract the instructor’s ability to see the product as a whole. Evidence of effort, but one or more significant points are missed or not addressed. Some references are missing or APA is not always adhered to.	100 % complete and error free. Accurate and seamless writing; virtually a complete product. Adheres to APA 6 th ed. All references are correctly cited.
Timeliness	Assignments missed or not submitted. Incompletes not made up.	Assignments excessively or repeatedly late.	Assignments late more than once without prior conversation with instructor. Not necessarily chronic.	100% on time. Almost always on time; rare but forgivable tardiness (such a serious or personal family illness). Instructor is notified in advance.

