

University of Maryland
College of Education
Department of Curriculum and Instruction
Fall Semester 2005

EDCI 788U 1 credit Selected Topics in Teacher Education:
Closing the Achievement Gap in Maryland Schools. Progress and
Possibilities (MIMAUE Colloquium Series)

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Office hours by appointment only

PURPOSE OF THE COURSE

This one-credit seminar is a required part of the new masters and doctoral program in Urban and Minority Education in the Department of Curriculum and Instruction. These degree programs attempt to expose students to a variety of urban education issues through coursework, field experiences, and readings from the research literature. This seminar intends to add to those experiences by providing opportunities to interact with professors outside of the Department of Curriculum and Instruction, K-12 school leaders, educational leaders from the state and professional associations, and the community of educators at large.

This seminar has been developed to build from the semester colloquium series of the Maryland Institute for Minority Achievement and Urban Education (MIMAUE). Each semester, MIMAUE develops a colloquium focusing on current and critical issues related to the schooling of minority children in urban schools. This semester, the topic under discussion is Maryland schools and the progress they are making toward closing academic achievement gaps among the many different subgroups of learners found in our public schools.

COURSE REQUIREMENTS

Colloquium sessions

The MIMAUE Colloquium sessions provides the basic thrust of the seminar. ***During the fall 2005 semester there are five colloquium sessions and students are expected to attend and participate in each of them.*** The dates are October 5, October 19, October 26, November 16 and November 30, 2005. All sessions will be held from 4:30 PM to 6:30 PM in room 0220, College of Education.

The colloquium sessions will be presented by some of our outstanding school systems. Each system has been asked to respond to five statements:

- a) Present an overview of the focus on closing the achievement gap from the system's perspective.
- b) Discuss new policies or policies in place that may have impacted the closing of the achievement gap.
- c) Provide data that support the claim of closing the gap.
- d) Discuss future directions regarding new instructional approaches, new curricula, different testing policies, etc.
- e) Discuss ways the University of Maryland can assist in closing the academic achievement gap.

In the rare case of a student not being able to attend the sessions, the sessions will be videotaped and available for checkout from the Educational Technology Center in the basement of Benjamin two days after the campus session. Any student who is not able to attend should bring this to the attention of Dr. Johnson immediately.

Discussion Sessions

In addition to the five-colloquium sessions, the seminar will meet four times for discussion sessions. The dates of the discussion sessions are September 14, October 12, November 9 and December 7, 2005. All discussion sessions will be held from 4:30 to 6:30 PM in room 0220 Benjamin, except for September 14 in Room 3237 Benjamin.

Summary:

September 14 First class session
October 5 Colloquium Session -- Prince George's County
October 12 Second Class Session
October 19 Colloquium Session -- Howard County
October 26 Colloquium Session -- Anne Arundel County
November 9 Third Class Session
November 16 Colloquium Colloquium Session -- Charles County
November 30 Colloquium Session -- Montgomery County
December 7 Fourth Class Session

Assignments

Much of the work of the course will take place outside of formal class meeting time. There are many articles to be read this semester. At the first session we will assign readings to class members. Some of these will be available for handout but others will require that you find the article. At our discussion sessions, you will be responsible for leading the discussion on the article you were assigned. Others will contribute also because we need to read all articles.

Each student is expected to engage the speakers around the issues they discuss related to the achievement gap and their individual school systems. The final assignment is the development of a research paper focusing on the research needed to help close the academic achievement gap. This paper will be discussed in the discussion sessions.

Final grades will be based on class participation and the research paper.

COURSE OUTLINE

September 14 **First discussion session**
Room 3237 Benjamin Building 4:30 - 6:30 PM

An introduction to the course work of the semester. Overview of the issues related to closing the academic achievement gap. Review of operational procedures, course requirements, and grading procedures. Handouts of reading materials.

Students seeking to begin developing background knowledge of the national scope of the achievement gap issue should consult this website:

<http://www.ncrel.org/policy/pubs/html/pivo113/dec2002b.htm> and also the following
<http://www.knea.org/schools/gapLinks3.htm>

Data from urban schools can be found at www.cgcs.org (Council of the Great City Schools)

October 5, 2005 **First Colloquium Session**
Room 0220 Benjamin Building 4:30 - 6:30 PM

Topic: Closing the "Achievement Gap" in Maryland Schools: Prince George's County, MD: Progress and Possibilities

Session leader: Dr. Leroy Tompkins, Director of Accountability, Prince George's County Public Schools

October 12, 2005 **Second Discussion Session**
Room 0220 Benjamin Building 4:30 - 6:30 PM

Readings:

All Students Reaching the Top: Strategies for Closing the Academic Achievement Gap. A Report of the National Study Group for the Affirmative Development of Academic Ability. 2004

Achievement Gap Task Force. Final report to the Visionary Panel for Better Schools, December 3, 2001.

Closing the Achievement Gap: Improving Educational Outcomes for African American Children. National Black Caucus of State Legislators, November 2001.

Discussion of other selected readings

October 19, 2005 **Second Colloquium Session**
Room 0220, Benjamin Building 4:30 - 6:30 PM

Topic: Closing the "Achievement Gap" in Maryland Schools: Howard County County Public Schools, MD: Progress and Possibilities.

Session leader: Dr. Mark Stout, Curriculum Coordinator of Social Studies, Howard County Public Schools.

October 26, 2005 **Third Colloquium Session**
Room 0220, Benjamin Building 4:30 - 6:30 PM

Topic: Closing the "Achievement Gap" in Maryland Schools: Anne Arundel County Public Schools, MD: Progress and Possibilities

Session leaders: TBD

November 9, 2005: **Third Discussion Session**
Room 0220 Benjamin Building 4:30 - 6:30 PM

Discussion of two school system presentations and their data, Discussion of readings from reading list.

November 16, 2005

Third Colloquium Session

Room 0220 Benjamin Building 4:30 - 6:30 PM

Topic: Closing the "Achievement Gap" in Maryland Schools: Charles County Public School System, MD: Progress and Possibilities

Session Leader: Dr. John Cox, Assistant Superintendent of Instruction, Charles County Public Schools.

November 30, 2005

Fourth Colloquium Session

Room 0220 Benjamin Building 4:30 - 6:30 PM

Topic: Closing the "Achievement Gap" in Maryland Schools: Montgomery County Public Schools: Progress and Possibilities

Session leader: Ms. Janine Bacquie, Director, Division of Early Childhood Programs and Services

December 7, 2005

Final discussion session

Room 0220 Benjamin Building 4:30 - 6:30 PM

Discussion of progress made from different school systems Discussion of factors that have impacted progress Discussion of final paper for the course.

**Readings
Books and Reports**

Taylor, Kay Lovelace. (2004) Through Their Eyes; A Strategic Response to the National Achievement Gap. Research for Better Schools

Ladson-Billings, G. (1994). The Dreamkeepers: Successful teachers of African American children.. San Francisco: Josey Bass

Jencks, C. & Phillip, M. (Eds). The Black White Test Score Gap. Washington, DC: The Brookings Institution.

National Black Caucus of State Legislators. Closing the Achievement Gap: Improving Educational Outcomes for African American Children, November 2001.

Minority Achievement. David T. Gordon, Editor. The Harvard Education Letter, Focus Series No. 7. Cambridge, MA. 2002

Anne Lewis. (2001) Add it Up: Using Research to Improve Education for Low -, Income and Minority Students. Poverty and Race Research Action Council: Washington,DC.

James, Donna W.,Jurich, Sonia, & Estes, Steve. (2001). Raising Minority Academic Achievement: A compendium of Education Programs and Practices. American Youth Policy Forum: Washington, DC.

Articles

Darling-Hammond, L. (2000). Teacher Quality and student achievement: A review of state policy evidence. Educational Policy Analysis Archives, 8 (1), 1068-2341

Ferguson, R. (1998). Teachers' perceptions and expectations and the black-white test score gap. In C. Jencks & M. Phillips (Eds.), The Black White Test Score Gap. Washington, DC: The Brookings Institution

Steele, C. M. (1999) Thin ice: "Stereotype threat" and black college students. The Atlantic Monthly, 284 (2), 44

Haycock, K. (2001). Closing the achievement gap. Educational Leadership, 58 (6), 611

Becker, Bronwyn E. & Luthar, Suniya. (2002). Social-Emotional Factors Affecting Achievement Outcomes Among Disadvantaged Students: Closing the Achievement Gap. Educational Psychologist, 37(4) 197-214

Compilations of Articles

Lead article by Fine

Websites

www.msanetwork.org/research.asp www.nul.org/publications/index.htm

www.sedl.org/connections/resources/evidence.pdf

www.lab.brown.edu/tdl/diversitykit.shtml www.ncpie.org

www.knea.org/schools/gapLinks3.htm

nces.ed.gov/programs/coe/2002/section2/indicatorO8.asp

COURSE POLICIES AND GUIDELINES

HONOR CODE PLEDGE: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

ACCOMMODATIONS FOR STUDENTS WITH DOCUMENTED DISABILITIES

Students who have documented disabilities should contact the course instructor the first week of classes to discuss academic accommodations. Students requesting an accommodation may also contact the Office of Support Services, (301) 314-7682. DS will assist in determination and implementation of appropriate academic accommodations.

RELIGIOUS OBSERVANCES

The University System of Maryland provides that students should not be penalized because of the observance of their religious beliefs; students enrolled in EDCI 788Z shall be given the opportunity, whenever feasible, to make up within a reasonable time, any academic assignment that is missed due to individual participation in religious observations.