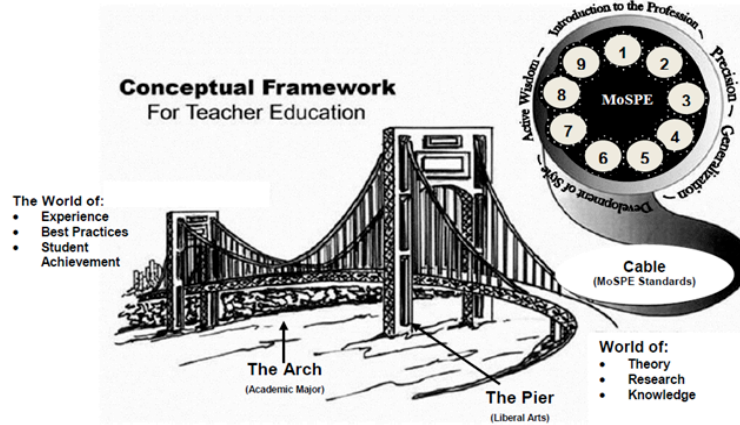




DRURY
UNIVERSITY

SCHOOL OF EDUCATION
AND CHILD
DEVELOPMENT



**Course Syllabus: EDUC 203
The American Classroom
Rebecca Denton, PhD**

Drury University Mission: Drury is an independent University, church-related, grounded in the liberal arts tradition and committed to personalized education in a community of scholars who value the arts of teaching and learning. Education at Drury seeks: to cultivate spiritual sensibilities and imaginative faculties as well as ethical insight and critical thought, to liberate persons to participate responsibly in and contribute to life in a global community, to foster the integration of theoretical and practical knowledge.

School of Education and Child Development Mission:

The mission of professional education at Drury University is to:

1. Develop liberally educated professionals who are highly effective teachers and instructional leaders within their respective disciplines and who are knowledgeable and skilled in the areas of child and adolescent development.
2. Prepare educators who are proficient in the use of data collection and analysis techniques to ensure that all students, regardless of ability, diversity of background, or other individual differences, will reach their learning potential.
3. Add value to the lives of children of all ages and their families in rural and urban communities throughout the Ozarks' region and beyond.

<i>Course Title:</i>	The American Classroom
<i>Course Number:</i>	EDUC 203 (3 Credit Hours)
<i>Course Schedule:</i>	Tuesday & Thursday: 9:30 a. – 10:50 a. OR Wednesday: 5:20 p. – 8:00 p.
<i>Course Location:</i>	Lay Hall, Room 206
<i>Instructor's Name:</i>	Dr. Rebecca A. Denton
<i>Instructor's Biography</i>	Associate Professor of Education and Child Development PhD: Saint Louis University MED: Drury University MBA & BS Business Administration: Missouri State University
<i>Contact Information:</i>	Office: 203 Lay Hall – Phone: 873.7377 – Cell Phone: 860.2604 Email: rdenton@drury.edu - The most effective means of contacting me is via email. I will check email ONCE per evening by 6:00 pm. Office Hours: Mondays: By Appointment Tuesdays: 9:00 a. – 9:30 a.; 11:00 a. – 12:00 p.; 1:30 p. – 2:00 p. Wednesdays: 2:00 p. – 5:00 p. Thursdays: 9:00 a. – 9:30 a.; 11:00 a. – 12:00 p.; 1:30 p. – 2:00 p. Please Note: There may be times when meetings are called during office hours; for important issues, including scheduling, please schedule office visits with me in advance.
<i>Required Text/Materials</i>	Required Text (1): Johnson & Hall: Foundations of American Education: Perspectives on Education in a Changing World , 16 th Edition, Pearson Publishing. ISBN-13: 978—0-13-283672-2 Required Materials *We will be using electronic materials throughout the semester! You will need internet access and access to a printer/copier on a regular basis. You will be expected to check the class Black Board account daily. If you use a personal printer, you will need at least one printer cartridge for this course – also, stock up on copy paper. (1): Multicultural Literature: Every student will purchase multicultural literature based on their future plans. Booklists will be distributed before midterm. (2): Various FREE Electronic Resources Will Be Utilized – You will be making copies – expect to use 200+ sheets of paper . (3): You will need a stapler – no loose papers will be accepted under any circumstances – even if they are in folders ---(4): Four blue or purple two pocket folders . All homework assignments must be turned in using a blue or purple folder. The instructor retains the right to add companion texts as necessary. Students are responsible for downloading and printing all assigned e-materials.
<i>Technology Requirements</i>	Students will regularly be required to search for, access, download, print, and read materials provided electronically. Students are required to check their Drury email accounts and class Black Board site once daily.
<i>Course Description</i>	Examines principle influences on the foundations of American education with a strong focus on the impact of culture on education and schooling in the United States. In this course, students will (1) explore the historical context of diversity in the American classroom; (2) explore knowledge, skills, and dispositions necessary for working successfully with students and families from diverse backgrounds; and (3) relate readings and class discussions to the required initial internship in an educational setting serving a diverse student population (EDUC 201 Internship 1: Teaching in the American Classroom taken concurrently with EDUC 203 – 2 education majors only). Special emphasis will be placed on ethnic, racial, socioeconomic, linguistic, and gender diversity.

Missouri Standards for Professional Educators (MOSPE) Covered in This Course:

The teacher standards are articulated across nine general areas of professional practice. Quality indicators are provided for each standard that further describe the particular benchmark or criterion of the professional practice. The entire document for teachers can be found at the Department of Elementary and Secondary Education website on the Office of Educator Quality home page (dese.mo.gov/eq/).

QIs in bold print: significant coverage with corresponding assignments

QIs without bold: moderate coverage through readings, class discussions, and examinations

Standard #1: Content Knowledge and Perspectives Aligned with Appropriate Instruction

The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

Quality Indicator 1: Content knowledge and academic language

Quality Indicator 2: Engaging students in subject matter

Quality Indicator 3: Disciplinary research and inquiry methods

Quality Indicator 5: Diverse social and cultural perspective

Standard #2: Understanding and Encouraging Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.

Quality Indicator 1: Cognitive, social, emotional and physical development

Quality Indicator 2: Student goals

Quality Indicator 3: Theory of learning

Quality Indicator 4: Meeting the needs of every student

Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs

Quality Indicator 6: Language, culture, family and knowledge of community

Standard #3: Implementing the Curriculum

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements and evaluates curriculum based upon standards and student needs.

Quality Indicator 1: Implementation of curriculum standards

Quality Indicator 2: Develop lessons for diverse learners

Quality Indicator 3: Analyze instructional goals and differentiated instructional strategies

Standard #4: Teaching for Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including instructional resources.

Quality Indicator 1: Instructional strategies leading to student engagement in problem solving and critical thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Quality Indicator 3: Cooperative learning

Standard #5: Creating a Positive Classroom Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

Quality Indicator 1: Classroom management, motivation and engagement

Quality Indicator 3: Classroom, school and community culture

Standard #6: Utilizing Effective Communication

The teacher models effective verbal, nonverbal and media communication techniques with students and parents to foster active inquiry, collaboration and supportive interaction in the classroom.

Quality Indicator 1: Verbal and nonverbal communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Quality Indicator 3: Learner expression in writing and other media

Standard #7: Use of Student Assessment Data to Analyze and Modify Instruction

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.

Quality Indicator 1: Effective use of assessments

Quality Indicator 2: Assessment data to improve learning

Quality Indicator 3: Student-led assessment strategies

Quality Indicator 4: Effect of instruction on individual/class learning

Quality Indicator 5: Communication of student progress and maintaining records

Standard #8: Professional Practice

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1: Self-assessment and improvement

Quality Indicator 2: Professional learning

Quality Indicator 3: Professional rights, responsibilities and ethical practices

Standard #9: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues and community members.

Quality Indicator 1: Roles, responsibilities, and collegial activities

Quality Indicator 2: Collaborating with historical, cultural, political and social context to meet the needs of students

Quality Indicator 3: Cooperative partnerships in support of student learning

Missouri Special Education (SPED) Cross-Categorical Education Competencies for all General Education Majors: Differentiated Instruction (DI) Covered in This Course:

The beginning (pre-service) general education teacher will demonstrate knowledge of and/or competency in the following Common Core (CC) and Cross-Categorical (CAT) areas:

1. Philosophical, Historical, and Legal Foundations of Special Education
 - a. CC6: Issues: Over identification of AA, NI, and Hispanic students
 - b. CC6: Assessment: Inaccurate placements of at-risk groups
2. Development and Characteristics of Learners
 - a. CC5: Family systems and roles of families in supporting development
 - b. CAT3: Effects of Poverty
4. Instructional Strategies
 - a. CC2: Strategies to teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs
 - b. CC3: Selection, adaptation, and use of research-based instructional strategies and materials based on learning needs of students
 - c. CC5: Procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem
5. Learning Environments and Social Interactions
 - a. CC5: Creating learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage
 - b. CC7: Universal precautions to maintain healthy and safe environments
 - c. CC9: Modifying learning environments to manage behaviors, including those that encourage active participation in individual and group activities, self-advocacy, and increased independence
 - d. CC15: Analyzes communicative intent of behavior (behaviors are messages!)
 - e. CAT1: Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings
7. Instructional Planning
 - a. CAT4: Selecting and using specialized instructional strategies appropriate to the needs and abilities of the individual
8. Assessment, Diagnosis, Evaluation, and Programming
 - a. CAT5: Monitoring behavior changes across subjects and activities
10. Collaborative Partnerships
 - a. CC5: Strategies to address social and emotional issues that impact individuals with disabilities and their families

Student Outcomes/MOSPE Standards/SPED-DI Standards/Related Assignments

Course Objective(s) – Student Outcomes In this course, students will...	MOSPE Standards (QIs) in Bold <i>SPED-DI Standards in Italics</i>	Related Assignment(s)
...examine principle influences on the foundations of American education with a strong focus on the impact of culture on education and schooling in the United States. Topics include educational: law, philosophy, history, governance, and finance.	1.1, 1.3, 1.5, 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.3, 4.1, 4.2, 4.3, 5.1, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.4, 7.5, 8.1, 8.2, 8.3, 9.1, 9.2, 9.3 <i>1.CC6, 2.CC5, 2.CAT3, 4.CC2, 4.CC3, 4.CC5, 5.CC5, 5.CC7, 5.CC9, 5.CC15, 10.CC5</i>	Assigned Readings Quizzes; Midterm and Final Examinations In-Class Discussions Reaction Papers Philosophy of Education Multicultural Literature Information Guides Racial Autobiography
...explore the historical context of diversity in the American classroom.	1.1, 1.3, 1.5, 2.1, 2.3, 2.4, 2.5, 2.6, 3.3, 4.1, 4.2, 4.3, 5.1, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.4, 7.5, 8.1, 8.2, 8.3, 9.1, 9.2, 9.3 <i>1.CC6, 2.CC5, 2.CAT3, 4.CC2, 4.CC3, 4.CC5, 5.CC5, 5.CC7, 5.CC9, 7.CC15, 7.CC7, 7.CAT4, 8.CAT5, 10.CC5</i>	Assigned Readings Quizzes; Midterm and Final Examinations In-Class Discussions Reaction Papers Philosophy of Education Multicultural Literature Racial Autobiography
...explore knowledge, skills, and dispositions necessary for working successfully with students and families from diverse backgrounds.	1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3, 9.1, 9.2, 9.3 <i>1.CC6, 2.CC5, 2.CAT3, 4.CC2, 4.CC3, 4.CC5, 5.CC5, 5.CC7, 5.CC9, 5.CC15, 5.CAT1, 7.CC7, 7.CAT4, 8.CAT5, 10.CC5</i>	Text Readings Quizzes; Midterm and Final Examinations Disposition Assessments In-Class Discussions Student Self- Assessments Working with Parents – Epstein Reaction Papers Cultural Competency Tools M/C Literature Racial Autobiography Information Guides
...relate readings and class discussions to the required initial internship in an educational setting	1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3,	Text Readings Quizzes; Midterm and Final Examinations Disposition Assessments

<p>serving a diverse student population.</p>	<p>7.4, 7.5, 8.1, 8.2, 8.3, 9.1, 9.2, 9.3</p> <p><i>1.CC6, 2.CC5, 2.CAT3, 4.CC2, 4.CC3, 4.CC5, 5.CC5, 5.CC7, 5.CC9, 5.CC15, 5.CAT1, 7.CC7, 7.CAT4, 8.CAT5, 10.CC5</i></p>	<p>In-Class Discussions Student Self- Assessments Working with Parents – Epstein Reaction Papers Cultural Competency Tools Information Guides Racial Autobiography M/C Literature</p>
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Course Requirements

All requirements are aligned with MOSPE & SPED-DI Standards

1. Examinations: (Covers all previously correlated MOSPE & DI Standards)

There will be a midterm and final examination covering all reading materials, lectures and related external sources. The final examination will cover diversity-specific content. Question format will vary and include multiple choice, short answer, and short essay.

2. Professionalism & Disposition: (Emphasis on MOSPE Standards 6.1 – 6.2; 8.1 – 8.3; 9.1)

Demonstrating professional behavior is a key skill for success in college as well as in the K-12 schools. Over the course of the semester, students will need to demonstrate their **professionalism** and **disposition**: attendance, punctuality, respectful and meaningful engagement, self-motivation, organization/prioritizing, high quality work & other elements found on the SECD Disposition Form); **critical thinking** (creativity, openness to new ideas, logic) and **personal skills** (seeking assistance when necessary; being a productive group member; displaying appropriate verbal and nonverbal language). **This component can affect your grade positively or negatively.** Students will complete self-assessments throughout the semester. Please see the Professionalism/Disposition Checklist.

3. Attendance and Assignments: (Covers all previously correlated MoSPE & DI Standards)

We will cover a substantial amount of material; therefore, attending each class session, participating in class discussions, and completing course assignments will be essential. **Students are required to turn in their assignments by the beginning of the class period on the designated dates. Late assignments may be accepted, but with a penalty.** For each day the assignment is late, **one letter grade will be automatically deducted, no exceptions. All assignments must follow the guidelines provided – content and technical writing will be assessed – only hardcopies of assignments will be accepted unless otherwise specified.**

4. Technology Requirements: (Materials cover all previously aligned MoSPE & DI Standards)

As stated previously under **Electronic Resources**, students will regularly be required to access, download, print, and read materials provided electronically. Electronic materials will be delivered via Blackboard and email. **Students are required to check their Drury issued email accounts and the class Black Board site once per weekday for updates.** In addition, in case of bad weather or other emergencies, information will be sent to DU accounts. Please understand – I will assign specific readings throughout the semester. Take special care to save all work in multiple formats (hard-drive, disks, paper copies, email, etc.) as **technological ‘failures’** are not acceptable excuses for late or incomplete work.

*******FolioTek:** All **Education majors** must upload their Autobiographies, Philosophies of Education, TWS, and Disposition Self-Evaluations to Foliotek by the end of the semester. Failure to do so results in an automatic grade of F in the course.

5. Quizzes and In-Class Work: (Covers all previously correlated MoSPE & DI Standards):

Students are responsible for reading the assigned textbook materials weekly.

Quizzes, other assessments and in-class activities will be utilized weekly and will cover assigned textbook readings. **We will not spend a great deal of time reviewing assigned text readings** – our class time is too valuable for that! We will be applying real-life materials during class time; I want to get you ready for the classroom!! Be prepared for some sort of assessment or activities each class period. **In-class work may not be made up in the event of an unexcused absence. All absences are considered ‘unexcused’ except for emergency medical or family situations (which require supporting documentation) and university-sponsored events. All students participating in university-sponsored events must alert the professor of the scheduled absence at least one class period prior to the absence in order for work to be made up.** There shall be no exceptions to this rule. It is the responsibility of the student, not professor, to make arrangements for planned absences. (Trips to visit families, working off campus, and the like do not constitute emergency situations).

6. Course Assignments: (Covers all previously correlated MoSPE & DI Standards):

In order to understand diversity, one must first learn about the history, philosophy, governance and law that have influenced it. The next step is look into the mirror and being to understand our own individual experiences with diversity. After we begin to understand our own feelings and beliefs, we can begin working toward creating a more culturally competent environment. This is not easy work, therefore, we will be engaging in many activities to move us toward this goal.

Study guides and/or rubrics (scoring guides) will be provided for assignments. It will be YOUR responsibility to clarify any assignment or element thereof that you don't understand. A partial list of assignments follows (additional assignments can be added at the professor's discretion).

- **Autobiography:** You will write a brief Autobiography, which discusses your personal and academic journey up to this point. You will also discuss your future plans – (1) – Education majors must upload to Foliotek
- **Philosophy of Education:** Using examples provided, you will create your unique Philosophy of Education. (1) – Education majors must upload to Foliotek
- **Reaction/Critique Papers:** You will be writing Reaction Papers/Critiques throughout the semester on various topics. (1-2)
- **Information Sheets/Guides:** You will create brief information sheets/guides for a variety of topics throughout the semester. The guides will have different audiences: general public – educators – parents of students in the schools – students themselves. (1-2)

- **M/C Literature:** Students will purchase multicultural literature appropriate for their future plans. TBA assignments will be given. Resource lists will be provided on March 7th. (2)
- **Racial Autobiography:** After we learn about racial issues in the US, particularly factors dealing with education, you will write your own Racial Autobiography. (2)
- **Final Project:** You will create and present a final project, which will include comprehensive supporting materials for the multicultural literature you purchase.
- **Other** assignments may be added as determined by the professor.

Evaluation and Grades: Additions and/or changes may be made throughout the semester by the professor. Remember, professionalism/dispositions may affect your final grade.

Fixed Points:

Autobiography	25 points
Philosophy of Education	40 points
Racial Autobiography	25 points
Midterm Examination	50 points
Final Examination	50 points
Final Project	100 points

- Multicultural Literature
- Information Sheets/Guides
- Parent Materials
- Classroom Materials
- Hands-On Presentation

Non-Fixed Points:

Quizzes	5 – 15 points
Reaction Papers/Critiques	5 – 20 points
Information Guides	5 – 20 points
In-Class Work	5 – 20 points
TWS: Learner Content I	Pass/Fail
Other TBA Assignments	Varies

The instructor reserves the right to add, change, or delete assignments throughout the semester.

Grading Scale (if taking this class for admission into the Teacher Education Program, you must earn a grade of C or higher or you will have to retake the course):

95-100%	A	74-76%	C
90-94%	A-	70-73%	C-
87-89%	B+	67-69%	D+
84-86%	B	64-66%	D
80-83%	B-	60-63%	D-
77-79%	C+	0-59%	F

<u>Grade:</u>	<u>Criteria and Guidelines</u>
A	A grade of A involves a level of performance that is conspicuously excellent in the factors indicated in the definition of B. You must go above and beyond the call of duty to receive an A in this course. Doing ‘really good work’ will most likely result in a grade of B; while simply doing acceptable work will earn you a C.
B	A grade of B indicates a higher level of performance than the satisfactory standard defined for a grade of C. It involves excellence in some aspect of the work, such as completeness, accuracy, detail of knowledge or effective independent work.
C	A grade of C represents a satisfactory level of performance that can be expected of any Drury student who gives a reasonable amount of time, effort and attention to the work of the course. Such satisfactory performance should include familiarity with the concept of the course as shown by an acceptable mastery of the information, concepts or skills involved and regular participation in the work of the class. This is the grade you will earn if you simply ‘follow the assignment guidelines’ and do nothing more. If you merely follow the guidelines and have multiple errors, you will most likely earn a grade lower than C.
D/F	A grade of D or F indicates an unacceptable level of performance.
I	An I grade is given for incomplete work only if illness or other unavoidable causes prevent the student from completing the course. The student is responsible for contacting the instructor and determining what must be done to remove the I grade. Coursework must be completed and the I grade replaced with a letter grade within six weeks after the beginning of the semester immediately following the semester in which the I grade was received. The instructor granting the incomplete, or the department chair in his or her absence, is required to report to the registrar a grade for the permanent record at the end of that period. A grade of I not removed within the time period allowed will automatically be changed to an F.
Other	Please refer to the academic catalog.
Note: Drury does not give an A+ grade as a final, end of semester, grade.	

Attendance: Students are responsible for all content presented during class periods. Missed work may be made up for excused absences only. An excused absence is granted only for university-sponsored events or major health/family emergencies. All excused absences must be documented. In the case of university-sponsored events, it is the student’s responsibility to inform the instructor BEFORE the absence so alternate arrangements can be made. Your professionalism score will be negatively affected by unexcused absences. * **Evening Section** – remember, one absence is the same as missing an entire week of classes – **more than two absences is unacceptable and will likely result in a grade lower than C.**

Assignments: The instructor reserves the right to change the listed assignments. Students will be given at least one week’s notice and a revised syllabus if the listing of course assignments change significantly.

Cell phones and pagers: Prior to the start of class, please turn your cell phones off, or to silent mode, to avoid unnecessary classroom disruptions. Texting and/or talking on the phone during class are not permitted and will result in a grade reduction for each occurrence (see Professionalism CL) If you need to keep your phone in view for emergencies, you must let me know before.

Course Standards: Drury University maintains the highest standard for academic honesty and trusts that each student will perform ethically and professionally when preparing required work for this course. Each assignment must represent the student's original work, even for work designated as group work. Although Drury encourages collaboration between students and faculty in the sharing of ideas and experiences, individual work needs to represent the student's original thought and be distinguishably different from other students' work.

Academic Dishonesty: Academic dishonesty undermines the values of Drury University as well as the educational endeavor. Dishonesty and theft of any kind are not to be tolerated, but the act of cheating in academic work is detrimental to the educational process and ultimately cheats both the student involved and the entire community of scholars. All instances of academic dishonesty will be reported to the Dean of the College. Cheating will result in an automatic failure of the assignment and possible class failure.

Written Work: All papers are to be college level papers: typed, spell-checked and grammar-checked, well written with a logical flow of thought.

Late Assignments: [Refer to #3: Attendance and Assignments](#)

Participation: [Refer to #2: Professionalism and Disposition](#)

Students with Disabilities: Drury University is committed to providing a hospitable and supportive environment to qualified students with diagnosed disabilities and to comply fully with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Day Students: Services for students with disabilities are coordinated by the Director of Disability Services. Students are encouraged to present appropriate and current documentation of their disability within the last three years before their first semester of classes. Accommodations will be determined by the Director of Disability Services based on the documentation. Students will be empowered to communicate this disability and classroom learning needs to their faculty each semester. The Director of Disability Services may be contacted by visiting Findlay Student Center, room 114, or by calling (417) 873-7457.

Continuing Studies Students: Services for students with disabilities enrolled in Continuing Studies are coordinated by the Coordinator of Disability Services for CGCS. Students must present appropriate and current documentation well in advance of their first semester of classes. Accommodations will be determined, based on documentation, and communicated to faculty each semester, with the consent of the student. Contact the Coordinator of Disability Services in Bay Hall, room 134 - (417) 873-7502.

Excellent Electronic Sources:

Brookings Institute: The Future of Children: <http://futureofchildren.org/futureofchildren/>

- Policy Briefs: <http://futureofchildren.org/futureofchildren/publications/policy-brief/>

Brown University – The Education Alliance: <http://www.alliance.brown.edu/>

- Teaching Diverse Learners:
<http://www.alliance.brown.edu/tdl/index.shtml>
- High Stakes Assessment:
<http://www.alliance.brown.edu/tdl/assessment/stndrdassess.shtml#stndrd1>
- Initial Assessment:
<http://www.alliance.brown.edu/tdl/assessment/initassess.shtml>
- Ongoing Assessment:
<http://www.alliance.brown.edu/tdl/assessment/perfassess.shtml#perf1>
- Families & Communities
<http://www.alliance.brown.edu/tdl/community/index.shtml>
- Legal Information:
<http://www.alliance.brown.edu/tdl/policy/index.shtml>

Child Trends Data Bank: <http://childtrendsdatbank.org/>

Civil Rights Project: <http://civilrightsproject.ucla.edu/>

Common Sense Media: <http://www.common sense media.org/>

Education Week (free content): <http://www.edweek.org/ew/section/free-content/index.html>

Edutopia: <http://www.edutopia.org/>

NCES: The National Center for Educational Statistics: <http://nces.ed.gov/>

NCELA: The National Clearinghouse for English Language Acquisition:
<http://www.ncela.gwu.edu/>

- Webinars: <http://www.ncela.gwu.edu/webinars/>

NEPC: National Education Policy Center: <http://nepc.colorado.edu/>

Read, Write, Think: <http://www.readwritethink.org/classroom-resources/>

Scholastic: <http://www.scholastic.com/home/>

- Choosing M/Cultural Materials: <http://www.scholastic.com/teachers/article/how-choose-best-multicultural-books>
- Videos: <http://teacher.scholastic.com/products/scholasticprofessional/authors/talkabouts.htm>
- Teachers Homepage: <http://www.scholastic.com/teachers/>

Science Daily Newsletters Login: <http://www.sciencedaily.com/newsletters.htm>

Teaching as Leadership (Teach for America) Materials:

<http://www.teachingasleadership.org/node/404>

- CR Management & Culture
- Diversity, Community & Achievement
- Institutional Planning and Delivery
- Learning Theory
- Literacy

Teaching Channel: <https://www.teachingchannel.org/>

Teaching Tolerance: <http://www.tolerance.org/>

TED Talks: <http://www.ted.com/talks/tags/education>