ANNOTATED BIBLIOGRAPHY
Professional Resource Bibliography: Equity and Social Curriculum
EDS 201

Below is an annotated bibliography made up of nine sources that I found relevant to the Social Curriculum and Equity topics covered in our class. Five of the nine sources are evidence based scholarly research articles and four are pedagogical resources that I found relevant and interesting.

Two resources connected to Equity in the classroom that I selected are, one the proximity of schools to busy roads and second, how teachers are sorted (assigned) to schools, particularly to low income area schools. My topic of choice for Social Curriculum is Aggressive Behavior in schools. I looked at three different evidence based articles that focused on: pairing and comparing aggressive and nonaggressive behaviors in children; school based intervention to reduce aggressive behavior; and, comparing aggressive behavior of athletes and non-atheletes in a rural school. Lastly, the four pedagogical resources that interested me were: a TED talk on how we can use data to reform our schools; a Responsive Classroom blog post on techniques to teach students to self-calm themselves; a New York Times article discussing the use of social media in classrooms; and, a chapter from Charney's book about Logical Consequences.

1. Evidence-Based Research on Equity in our Schools

   a. Proximity of our schools to our busy roads

Green, R. S., Smorodinsky, S., Kim, J. J., McLaughlin, R., & Ostro, B. (2004). Proximity of California public schools to busy roads. *Environmental Health Perspectives*, *112*(1), 61.

This 2004 study (first of its kind the authors claim), was done by researchers associated with California Environmental Protection Agency (EPA) - Office of Environmental Health Hazard Assessment, and California Department of Health Services - Environmental Health Investigations Branch, both in Oakland California. The purpose of this article was to bring forth the issue of proximity of our schools to busy roads; and that the proximity of these schools is related to the race and ethnicity of the students in California. The study found that 2.3% of our schools (173), comprising of 150,323 students were 150 meters from a high traffic road, which is more than or equal to 50,000 vehicles per day. These schools located in high traffic areas comprised of non-Hispanic Black and Hispanic students; making up 78% of student population. The study further noted socioeconomic indicators such as the students being English Language Learners as well as 60.5% of them were eligible for free or reduced-price meal. In summary a disproportionate number of students attending schools near high traffic areas are non white and economically disadvantaged. This study was done by statistical analysis; that is by studying school reports, census data from the year 2000, *geocoding*, which is pinpointing the addresses on the map, a traffic database and finally statistical analysis was done on the data collected, to arrive at the conclusion that 10% of California Public Schools are located in medium to high traffic areas. The students enrolled in these schools are exposed to pollution from the vehicles, effects

of which are poor performance academically relative to students who do not live in high traffic areas and that the characteristic pool of these students is students of color and immigrants.

This was a well done scientific study. The study disclosed the sources used, how the findings were interpreted, what the results were as well as the limitations that the researchers perceived to be present. Limitations such as possible incorrect distance calculations, the *geocode* marker is the administrative building and not where the students spend bulk of their time, and the inability to correctly assess where the fields and classrooms are when assessing the distance from the road to the school. The article clearly stated that there is a lack of studies that compare the effects of vehicle pollutants on people living near high traffic area. Most of the studies have been done in Europe which have found wheezing, dyspnea, asthma and frequent hospitalization of people living near high traffic areas. The article did point out one study done in 1999 in San Diego where asthma related hospital visits tripled when traffic increased in that community.

What was lacking in this article was explicit findings that these schools that are 150m away from a high traffic road, the students are exposed to pollutants that are harmful to the students health as such there is lower attendance, which in turn affects their learning outcome and their future academic and economic success. In a very passive tone in the conclusion the authors' make a suggestion, "Our results suggest that educators and policy makers, particularly those interested in environmental justice and children's health should at least consider local traffic emissions as a factor to be considered in school siting decisions". The article was drawing our attention to an important issue that our policies are discriminatory; we draw district lines based on racial and socioeconomic lines, pushing people of color, immigrants, and low income families in one area, further segregating them by not providing them with equitable funding to improve their livelihoods at par with other neighborhoods. I would have hoped that the study would have been more field oriented than just data oriented.

b. *Teacher Sorting and It's Effect on Urban Schools*

Lankford, H., Loeb, S., & Wyckoff, J. (2002). Teacher sorting and the plight of urban schools: A descriptive analysis. *Educational Evaluation and Policy Analysis*, *24*(1), 37-62.

The case study done in this article was based in New York City and used data that allowed them to follow teacher behavior and competence for the last fifteen years; this large data set allowed the researchers deeper analysis. The focus of this article was three fold: determine differences in teacher quality across schools, how new teachers choose and/or are matched to schools as well as how "attrition and transfer" effects their job prospects, and which schools have the least qualified teachers. What the 2002 study found was that urban schools in general have the least qualified teachers. This particular urban school's student body is non-white, low-income and low-achieving students; students who need a teacher who is mature, experienced and able to satisfy the needs of their students. The study also reported that teachers' salary plays a role in increasing the inequities of teacher resources available in teaching.

The study concluded that teachers' sorting is dependent upon school and district hiring policies. That is some schools or districts require more qualified teachers than others. Secondly,

the study found that in New York State the differences in teacher qualifications are present within schools, districts and regions and not across them. Thirdly, low-income, low-achieving, non-white students in urban areas go to schools that hire less qualified teachers. Fourth, varied teacher qualification has remained consistent over time. Fifth, more qualified teachers tend to leave schools that have difficult working environment to friendlier schools. Lastly, teacher salary structure only exacerbates teacher sorting and distribution, by no means helps it.

The target audience of this study were multitude of stakeholders. This study affects superintendents, principals, policy makers, teachers of course, students, parents, voters and each one of us. This study suggests that if us the stakeholders do not pay attention to our sorting and hiring practice of teachers and their placement in urban schools we will have a large student body which will not pursue higher education. This has a direct impact on our labor force, our economy and our livelihood. This study was published in 2002; a decade has passed, the "echos" (children of baby-boomers) are already in or almost ready to enter the workforce; teaching standards, accountability in schools and reduced class sizes, demands qualified teachers and hopefully these teachers will be hired in low performing schools. Our cohort is an example of the change that the study perceives. The article concludes by asking three questions - first, what factors guide the new teachers' decision on where to teach, second, what role salary plays in where the teacher teaches, and lastly what strategies can we employ to retain qualified teachers in low performing schools. This research paper was comprehensive and conclusive.

2. Evidence-Based Research on Social Curriculum in our Schools - Aggressive Behavior

a. Effects of Pairing Aggressive and Nonaggressive Children

Hektner, J. M., August, G. J., & Realmuto, G. M. (2003). Effects of pairing aggressive and nonaggressive children in strategic peer affiliation. *Journal of abnormal child psychology*, *31*(4), 399-412.

This was a longitudinal study done in 2002 that involved 118 second graders, ages eight to nine years who participated in a six week summer camp. This sample of second graders were chosen when they were in kindergarten, and the group consisted of both aggressive (as identified by their teacher) and non-aggressive students. The primary question the study asked was: Is it possible to shape behavior "unidirectionally" by pairing an aggressive child with a non-aggressive "buddy", where the behavior of the aggressive child is reduced and the behavior of the non-aggressive child does not change? To find an answer the study observed these students while they played competitive foosball. They based their study on three hypotheses: 1) When aggressive and non-aggressive children who are not friends are paired each will influence the other. That is each will try to be like the other - non aggressive will be more aggressive and aggressive will be less aggressive, a *bidirectional influence*. 2) When aggressive and non-aggressive children are paired as buddies there is a *unidirectional influence*. That is each non-aggressive will behave the same as they would have with aggressive buddies and non-aggressive non-buddies. Aggressive children will similarly behave the same as they would with their non-aggressive buddy or non-aggressive non-buddy. 3) That the above to hypothesis would apply to both girls and boys. The result of the study proved the above three hypothesis correct.

This study seemed simple and brief. This can be a problem, however the authors did base a lot of their assumptions on previous research and theories; they explained the peer influence model and the peer individual interactional model, on which their first two hypotheses were based. The study clearly states that, "buddy system" achieves two goals - building positive relationship and friendship and secondly, exposing aggressive children to "prosocial" behavior has a positive effect on their reputation within their peer circle. This study is useful to me as a future teacher in that it provides a simple solution to a very common problem - aggressive behavior. By pairing aggressive with non-aggressive children a teacher can bring about a positive change without utilizing punishment or trip to the principal's office, which in turn means more instruction time for all. A convincing point the study makes is, when aggressive children are paired with their non-aggressive buddy, they adjust their behavior to conform to their friend's standard, and the non-aggressive child does not make any adjustments. What this says is that we can use this pairing as an "intervention" to reduce aggressive behavior in schools.

b. Promising School-Based Interventions for Reducing Aggressive Behavior And Student Dropout

Riccomini, Paul J., Dalun Zhang, and Antonis Katsiyannis. 2005. "Promising School-Based Interventions for Reducing Aggressive Behavior and Student Dropout." *Journal Of At-Risk Issues 11*, no. 2: 11-16. *Education Full Text (H.W. Wilson)*, EBSCO*host* (accessed September 13, 2013).

This short journal article was not an independent research report but it synthesized research studies that have been reported previously. The authors' focus their analysis and conclusion on findings of Cobb, Sample, Alwell, and Johns (2005), who suggest using cognitive-behavioral intervention to reduce and curb aggressive behavior in students. The authors' point out that students who display inappropriate and aggressive behaviors (classified as students with emotional and behavioral disorders), have trouble in school work, therefore targeted to suspension or exclusion. Excluding these students is not the solution but in fact further pushes them away and sets them up to drop out of school. The article suggests an intervention program that was used by a secondary public school that utilized the following five components to curb aggressive behavior: 1) *anger control curriculum*, 2) *cognitive-behavioral training*, 3) *self-management skills training*, 4) *alternative social response training*, 5) *Check and Connect - sustained school engagement procedure*. The authors' concluded that intervention programs that directly and explicitly teach students appropriate positive behavior not only reduce aggression but also teach appropriate social behavior.

I believe this journal did a good job of synthesizing different approaches of intervention in reducing aggressive and inappropriate behavior in the classroom. The article stated the problem, gave a solution and backed it by describing studies done in the area and their outcomes. Further, in the appendix the article described three different intervention strategies that can be utilized by educators in reducing aggressive behavior and promoting positive social environment

which in turn builds community as well as keeps the students engaged in school leading them to graduating high school. I also liked that the article clearly broke down five intervention programs that an educator can use; gave evidence and methodology used. All five components suggested seem doable; these are approaches that as a teacher I would like to utilize without thinking. In particular I think the Cognitive Behavioral Training Program would be useful to implement in all classrooms as it would be beneficial to all students. We may label some as aggressive but all students may experience some form of aggression and implementing this program would bring awareness. What the students learn to do in this method is to engage in five steps: stop and think before you act; say how you feel and what the problem is; think of solutions; think ahead of consequences; and then act using the best solution. I would make a poster in the classroom with these five steps; a reminder to act and not react.

c. Violent, Delinquent, and Aggressive Behaviors of Rural High School Athletes and Nonathletes

Rhea, D. J., & Lantz, C. D. (2004). Violent, Delinquent, and Aggressive Behaviors of Rural High School Athletes and Non-Athletes. *Physical Educator*, *61*(4), 170-176.

This article was about a study done in 2004 that was exploring aggressive behavior in rural athletes and non-athletes. The study used three hundred and thirty eight rural high school students both athletes and non-athletes who completed a behavioral test YRBSS and the CBS. The study found that males in their sample were similar in violent and delinquent behavior to other rural and urban males, that non athlete males experienced more trouble with the police, drugs and drinking and female athletes reported less aggressive behaviors than their non athlete counterparts. In summary their findings were: sports participation does not influence increase in aggressive behaviors and those students in rural schools exhibit violent, delinquent and aggressive behaviors.

This study was narrow and limited. It only focused in on a small almost homogeneous group of students in the Midwest who were predominantly Caucasians. The authors' of the study clarify that the study was limited in that diversity of race, ethnicity and socio economics was not represented. Secondly, I am apprehensive in relying on this study because the study was based on a survey that the sample participated in. It seemed that this study was done to prove a personal agenda of a group, organization or policy maker; more likely the district that is trying to sponsor more student athletes. I am wary of this research article's credibility and purpose.

3. Pedagogical Resources

a. TED Talk Andreas Schleicher: Use data to build better schools

Schleicher, A. (2013). *Use Data To Build Better Schools*. [video online] Available at: http://www.ted.com/talks/andreas_schleicher_use_data_to_build_better_schools.html??utm_medium=social&source=email&utm_source=email&utm_campaign=ios-share [Accessed: 8 Sep 2013].

This TED talk by Andrea Schleicher was recorded in Edinburgh, Scotland in July 2012 at the TEDGlobal. Andreas Schleicher is Deputy Director for Education and Special Advisor on Education Policy to OECD's Secretary-General, Germany. His question is, how we can measure what works in a school system. He has developed a PISA - Programme for International Student Assessment, a test that is administered every three years to fifteen year olds around the world that measures the knowledge and skills of these children. The test is not a measure of what you have learnt but rather your ability to utilize the knowledge you have learnt and apply it. His argument is based on three important premises: 1) That it is possible to have excellent equitable education. He gives the example of Korea which has made quality education for all 2) It is not how much we spend on education but how we allocate the money. 3) Placing a high value for education; not make education a tool to sort people but that every child is capable of learning and should be given equal opportunity. He accepts the limitation of PISA, which is that the test is not able to tell a country what it should be doing but it can report what other countries are doing and learn from them. He ends by saying that possibilities are there to improve our education system - data from countries around the world prove it - we must help each other to get there.

This TED talk (like all TED talks) was inspiring. When I started listening to the talk, I thought he will present a whole lot of data, present lofty goals and blame someone for the failure of the educational system. Instead Schleicher presented a workable solution with facts and numbers to back his confidence that we can indeed improve education, make it equitable and available for all if we believe in it not as a commodity but as an investment. He said that knowledge and skills are not the property of one powerful nation but a "global currency". Technology has made knowledge and skill available for all to access and use. Secondly, he said we have moved far away from the standardization and conformity to an era where creativity and customized education is demanded. We have to make the change. This means that collaborative work, teacher support and teacher training play an important role in how schools are managed. Lastly, he urges that we have to invest in education. His audience was policy makers; people in power that control how policies are made and implemented. He is a credible source and I can say that he may have a personal agenda on promoting the PISA test that he has developed, however sixty-five countries participated in 2009 and individual countries apply for membership and pay for the cost of the testing. Listening to him gave me hope that common core will hopefully bring our education system back on track.

b. Responsive Classrooms - Teaching Self-Calming Skills

Minahan, J. (2013, January 30, 2013). Teaching Self-Calming Skills. *Responsive Classroom*, [web log] Retrieved from: http://www.responsiveclassroom.org/blog/teaching-self-calming-skills [Accessed: 13 Sep 2013].

This is a blog entry by Jessica Minahan on the Responsive Classroom website. Responsive Classroom was founded by Northeast Foundation for Children, Inc. (NEFC) in 1981. NEFC was incorporated by a group of educators who shared the vision of teaching social skills alongside academic skills in schools. They use research and evidence based approaches for elementary schools to enhance better teacher effectiveness, higher student achievement, and a more conducive school environment. Ms. Minahan, MEd, BCBA, the author of this blog entry, is a board-certified behavior analyst and special educator in the Massachusetts public school system. She has co-authored books and her focus of interest is using behavioral intervention to help children with mental health issues and learning needs. This blog was first of the three series of blogs she has written for Responsive Classroom. Ms. Minahan is of the opinion that everyday classroom routines and student's "under developed skills" become the cause of inappropriate behavior. Her focus is correcting inappropriate and aggressive behavior by behavioral intervention strategies. Her other two blogs in the series were: "Teaching Students How to Wait" and "Checking In: Helping Students "Catch Themselves"".

Ms. Minahan's blog entry was relevant to the social curriculum topic that we have been discussing in class. In this blog she poses a simple question - teachers and parents ask an agitated child to calm down, which seems logical but the reason the child is agitated is because he or she does not know how to calm down. Hence, it is necessary to teach the agitated child how to calm down. She breaks down the process in three categories: Teach the child to identify the emotion. That is use an emotional thermometer to identify what the child is feeling and giving it a name to express that feeling. Second, do a "body check"; that is make the child aware that when he or she is angry, sad, frustrated, etc. make him or her aware of how the shoulders fall, how the head falls, or fist clench. By identifying the emotion the child will be better able to control the emotion. Lastly, teach students to "self-calm". That is read a book, draw, listen to music, etc. Practicing and repeating these strategies is key as it forms a habit and becomes second nature to the child. Ms. Minahan is a credible source and her strategies are practical and useful for all students of all ages.

c. The New York Times: Speaking Up in Class, Silently, Using Social Media

Gabriel, T. (2013). Speaking Up in Class, Silently, Using Social Media. *The New York Times*, [online] May 12 2011. Retrieved from: http://www.nytimes.com/2011/05/13/education/13social.html [Accessed: 4 Sep 2013].

This news article was published in the New York Times in 2011. The purpose of this article was the inevitable integration of technology in the classroom. The article talks about how some teachers are using technology as yet another tool in learning in the classroom while others are still resisting the idea and keeping technology out of the classrooms. The ones that are using it are encouraged by full participation in the classroom; the shy and quiet ones are communicating without having to speak. These pioneer teachers have set up "backchannel" in the classroom - a real-time digital stream - a space where students ask questions and comment. This becomes a safe platform for a healthy discussion. The non-user teachers, which the article

says are far more than the pioneers, say that technology is a distraction. It is hard enough to keep the students engaged; giving them access to technology will only exacerbate the problem. Of the small 2% who use Twitter in the classroom are of the opinion that it is a distraction. While some schools that believe technology is an important learning tool are spending money to set up cyber space for communication. Despite the overwhelming opinion against social media integration, the article ended with a discussion of schools that successfully integrate.

This article brings out an important issue that we are faced with. I am not sure whether I would integrate technology or not. However, it is not a question of fully integrating it but complementing the traditional teaching and learning; just enough to energize the lesson. In EDS 203 we have learnt so many different resources that we can use in our classrooms; fascinating and useful resources that I can see myself using. My favorite was Aurasma, an application that brings a project to life. I am making a fatal assumption - that all my students will have access to technology. If that don't then this will give me a reason to do "inquiry", reflect and take action; make sure to bring technology to all.

d. Using Logical Consequences When Rules Are Broken - Teaching Children To Care.

This is Chapter 6 of the book by Ruth Charney. As the title of the book suggests it is about how to teach empathy to children; in other words teaching soft skills that will not only help children in school but later in life too. Learning soft skills also helps children be better learners because they are able to control their thoughts and actions. The chapter discusses what to do before and after rules are broken. She suggests that when rules are broken, the teacher need not respond "punitive nor permissive" (164), but by holding the child accountable for his or her action and turning the situation into a learning moment. Charney describes logical consequence as, "reasonable and respectful, neither punishment nor permission" (144). The purpose of logical consequence is to show the child the relationship between behavior and consequence and also stop the undesirable behavior. The purpose is not to hurt the child but help him or her reflect on the behavior. Charney says, the first step is to stop the behavior; that is to intervene before it goes further. Next step is to come up with an action plan with the student to execute; bearing in mind to use language that promotes positive behavior and outcomes. Logical consequence aid the student in seeing his or her action and the actions consequence. Charney lists three types of logical consequences: Reparation, Breach of Contract and Timeouts.

In this chapter Charney backs up her strategies to implement logical consequence with lots of examples. This helps in associating experience and identifying how to deal with a situation. In my last placement, I witnessed my classroom teacher use Charney's strategies effectively and the children responded positively to her. The three types of logical consequences that Charney delves into are important to understand. The first one - *Reparation*, what she means by this is making the child responsible for his or her action. If the child takes responsibility he will learn not to blame others. The second is - *Breach of Contract*, this is an extension of the first; actions have consequences. The bi-product of this consequence is that the child secures his or her integrity by owning the choice and the consequence. The third is - *Timeout*; this is used to break the negative pattern. In other part of the book she discusses the space and length of a

timeout according to the age and action. Charney is an incredibly credible source. Her strategies are personal experiences and practical. As I mentioned above I have experienced a teacher use Charney's strategies at my last placement and the effect is a classroom where there is harmony, respect as a result learning happens automatically.