Introduction to Schooling in Communities  TEACH_ED 304

Winter Quarter 2003                    Tuesdays – 6 – 8:30 p.m.
Aannenberg Hall Room G21 and G02 (see class schedule)

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Course Overview: The goal of this course is to prepare prospective teachers and others interested in community-based education initiatives to interact meaningfully with community organizations that work with young people. Teaching and learning occurs throughout adolescents’ lives; often we can learn about effective teaching by looking outside of schools before we investigate pedagogy within classrooms. A field experience in a site, readings, and guest speakers will enrich this course as participants explore community organizations, structures for working with schools and teachers, and teaching in nontraditional settings. An action research perspective will be utilized and students will prepare a group and individual action research report. The course is consistent with the Illinois Professional Teaching Standards and Northwestern’s Conceptual Framework.

Texts:
Article Packet Available for purchase in SESP Undergraduate Student Affairs Office/
First Floor/Annenberg Hall.

Other assigned readings as indicated by the instructors.

Course Goals (as Per the Illinois Professional Teaching Standards)

C.2.D. Use cultural diversity and individual students’ experiences to enrich instruction.
D.2.F. Incorporate experiences into instructional practices that relate to the students’ current life experiences and to future career and work experiences.
I. Understand the role of the community in education.
I. 1.A. Understand schools as organizations within the larger community context.
I. 1.B. Understand how students’ learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
I. 1.C. Understand school and work-based learning environments and the need for collaboration with business organizations in the community.
J. Be a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

January    7– Introduction to Course - G21
    Collecting Field Notes: Observing and Learning About Teaching, Learning, and Community
    7 p.m. – SITE COORDINATOR PRESENTATIONS – What does this field site do? What do you like about your site? What’s impressive?
    Field Site Assignments/Initial meetings and scheduling (7:30 – 8:30 p.m.)

January    14 – Chicago and Its Neighborhoods: Asset-Based Community Development

Chicago and Its Neighborhoods: An Introduction

I. Thinking About Neighborhoods: Deficits or Assets?

Readings: Watson, J., “What is a Neighborhood?” and “What is a Neighborhood Organization?
Kretzmann, John and McKnight, John, Building Communities from the Inside Out, pp 1-11.

Think about the range of resources or assets that exist in the community where you attended secondary school. Prepare your Talking Point on some of the ways in which these community assets were—or were not—acknowledged and utilized in the school.

January 21 – Martin Luther King Day: Race and Chicago /Race and Schooling

Film Excerpts: Eyes on the Prize

8 – 8:30 – Guided Internship Group Meetings

January 28 – Chicago and Its Schools: The Face of School Reform -Dr. Fred Hess, Guest Presentation

**Come to class prepared with questions regarding school reform in Chicago for Dr. Hess.

February 4 –

Benson, Peter, “Uniting Communities for Youth.”

February 11 – Young People in Chicago – PROLOGUE INTERVIEWS DUE TO MS. JACOBSON
A Visit with some young Chicagoans, at Prologue Alternative High School.
(Directions to be announced.)

February 18 –
After School Programs/Service Learning Programs

FILM EXCERPTS: Art Show

8 – 8:30 p.m. – Guided Internship Group Meetings

February 28 – Community Organizing and School Reform

Readings:


Kretzmann, John, *Vital Schools, Vibrant Communities*, Cross City Campaign for Urban School Reform.

8 – 8:30 p.m. – Guided Internship Group Meetings

**March 4 – Experiences of Young Teachers in Chicago**

**March 11 – 5 – 9 p.m.  NOTE LONGER CLASS TIME TO ALLOW TIME FOR GROUP PRESENTATIONS – DINNER WILL BE PROVIDED**

**Student Group Project Presentations DUE - G02**
(Site-based collaborative action research reports based on 40 hour internships)

**GRADES**
- Reading Reactions/Responses – on Blackboard sites in Discussion Groups assigned by Internship Site
- Interview at site (see criteria) – 30 points
- Action Research Report (written/individual) + Group Project Site Presentation – 120 points

Required to receive grade: Signed log for 40-hour field site experience

Satisfactory participation/attendance

**Reading Reactions :** Each week when there are readings assigned, you are required to submit a Reaction in response to those readings on our Blackboard website for this class. If you are registered for the class, you automatically have access to this website. For the Reading Reaction, you should include: 1) quoted text references that you find applicable to your Internship experiences, AND/OR 2) quoted text references that you would like to discuss, find compelling, or would like to challenge. Reading Reactions will be grouped according to your internship site and will be read by your peers at that site and by one the instructors or the TA. Please respond to each other as you offer your reaction each week…..these are Discussion Boards, so do use them in that way.

**TEACH ED 304 Internship Placements , Assignments**

As part of your requirements for this course, you will complete a minimum of 40 hours in your assigned field site. During that time, there are a variety of activities that you may undertake, depending on the needs of your site and your own interests, time, and abilities. Note that your time at the field site is not only meant to increase your understanding of teaching and learning, but is also designed to be of use to the field site. How can you help? What is needed? What are the roles that you can take? Be responsive and open to learning – and also contributing. Note that your field notes will be most often ‘participant observation’ notes. That is, you will be doing something, not just sitting and watching!!!
Your TA, Betsi Burns Jacobson is available to discuss your field site experiences at any time. Of course, both instructors are also on hand if needed. It’s important to begin the quarter in a positive spirit at your site. Plan to meet with your coordinator and plan a schedule that is mutually agreeable. Do not simply drop in when you have time; plan ahead and make sure that site leaders know when you will be attending. Complete the Agreement Form attached to this syllabus as soon as possible (within the first two weeks of the quarter) and submit to Betsi.

Individual Interview:

As part of the Field Experience, we ask that you schedule an informal interview with one participant at the site. That person may be a coordinator, parent, student, staff member, or volunteer. You will design questions as a protocol and turn in the questions as well as a three page summary (using exact quotations) and an interpretative analysis of that interview to Ms. Jacobson. (3 pages) Interviews are to be conducted individually, not with your cohort. **Written Interviews due to Ms. Jacobson no later than February, 2002. For Secondary Teaching majors, this Interview will be added to your Professional Teaching Portfolio.**

Individual Final ‘Action Research Report’:

Develop a thesis statement based on your site field note observations, site experiences and interview. Design a 4 – 6 page Action Research Report that would be helpful and useful to the site as well as fulfill the requirements of this course. Use what you have learned from Kretzmann and McKnight’s asset-based model as a means of responding to what you have seen and heard from the field experience this quarter. Ms. Jacobson, your TA, will meet with you as required to review your thesis statement and assist you with drafting your report. Incorporation of principles and topics from class readings is encouraged. **Action Research Reports will be submitted to Ms. Jacobson no later than March 5, 2002. For Secondary Teaching majors, this report will be added to your Professional Teaching Portfolio.**

**Questions for your Individual Action Research Report:**

1) What is the nature of the partnership between your site and schools? Between your site and the community? Between your site and other entities or organizations?

2) What are you learning about teaching at your site?

3) Who are the players in the community of practice n which your site is situated? Draw/make a graphic of the site and its partners.

4) What is the relationship, if any, of your site to school reform in Chicago?

**Group Project Presentations:**

Each cohort group assigned to a site will plan and present a site report for the class on the last night of the course -- . This site report should be engaging, interactive, visual, and informative. It should clearly highlight for class members the educative aspects of your experiences and help your peers learn to be better ‘teachers’ and ‘community members’ as a result. Incorporation of principles and topics from class readings is encouraged. All in your cohort group should participate in some fashion. You may want to have a handout and/or visuals, but no written
product is necessary beyond that. Your peers, instructors, and TA will use a rubric to grade your group presentations and provide feedback.

Field Sites –Winter, 2002 : Betsi Burns Jacobson = Course field coordinator/TA

SITE INFORMATION
if the students arrive by 12:30 pm -Will be conducting a site orientation for the students

FACING HISTORY
Site Supervisor - Chuck Meyers
222 N. LaSalle, Suite 1414
Chicago, IL  60601-1005
Work phone - 312.726.4500
e-mail - Chuck_Meyers@facing.org
on schedules

STREET LEVEL MEDIA
Site Supervisor - Prudence Brown
Site Address: 5917 N. Broadway, Chicago IL, 60660
Phone: 312/742-2698
Fax: 773/862-0754
Email: <mailto:prubrowne@yahoo.com>prubrowne@yahoo.com
Best way and time to contact you during the day: email and phone (Mondays and Fridays at main site - 773/862-5331)
Hours for students to volunteer - The Street-Level Youth Media site at the Broadway Armory is open Tuesday, Wednesday, and Thursday 2:30- 7:30pm. The students can do 4 hour slots any of those days beginning as early as 2:00pm. The early time would allow prep time, curriculum building time, evaluation past session etc...
Will conduct a site orientation dependent on students' schedules