

Introduction to Schooling in Communities**TEACH_ED 304****Winter Quarter 2010****Tuesdays, 4:00 – 5:50 pm****Annenberg G02*****Instructors:***

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BLACKBOARD SITE FOR DISCUSSION GROUPS: <https://courses.northwestern.edu>**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 engage 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. An on-site field experience, 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 reports. The course is consistent with the Illinois Professional Teaching Standards and Northwestern's Conceptual Framework.

SESP Academic Integrity Statement

Students in this course are expected to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic Guide." All papers submitted for credit in this course must be sent as email attachments as well as delivered in printed form. Your written work may be electronically tested for plagiarized content. For details regarding academic integrity at Northwestern, visit: <http://www.northwestern.edu/uacc/>. If you need a copy of the brochure visit the SESP Student Affairs Office.

Accommodations for Students with Disabilities

In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Students with disabilities seeking accommodations are encouraged to contact the Office of Services for Students with Disabilities (SSD) at 847.467.5530 or ssd@northwestern.edu. SSD is located in the basement of Scott Hall. SSD also has an excellent website which is viewable at <http://www.stuaff.northwestern.edu/ssd/>.

Texts

Course Packet available for purchase at Quartet Copies, located at 825 Clark St (between Benson Ave & Sherman Ave), Evanston, IL 60201. 847.328.0720.

Book available for purchase at Norris Bookstore:

Kotlowitz, A. (1992). *There are no children here: The story of two boys growing up in the other America*. New York, NY: Anchor Press.

Book that will be distributed via the BlackBoard course site:

Smith, S.M., & Thomases, J.G. (2001). *CBO schools: Profiles in transformational education*. Washington, DC: AED Center for Youth Development & Policy Research.

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.

COURSE OUTLINE

January 5 – Introduction to Course

Introductions, Site Coordinator Presentations, Guided Internship Site Assignments, Initial Meetings and Scheduling

ISBE I. Understand the role of the community in education.

ISBE I.1.A. Understand schools as organizations within the larger community context.

January 12 – Chicago and Its Neighborhoods: Asset-Based Community Development

Thinking About Neighborhoods: Deficits or Assets, Introduction to Field Notes, Site Experience Updates

READINGS:

Kotlowitz, A. (1992). *There are no children here: The story of two boys growing up in the other America*. New York, NY: Anchor Press.

Pattillo-McCoy, M. (2000). Negotiating adolescence in a black middle class neighborhood. In S. Danziger & A.C. Lin (Eds.), *Coping with poverty: The social contexts of neighborhood, work, and family in the African-American community* (pp. 77-101). Ann Arbor, MI: University of Michigan Press. Course Packet.

Kretzmann, J.P., & McKnight, J.L. (1997). *Building communities from the inside out: A path toward finding and mobilizing a community's assets* (pp. 10-20). Skokie, IL: ACTA Publications. Course Packet.

Kretzmann, J.P. (1997). *Vital Schools, Vibrant Communities* (pp 1-11). Chicago, IL: Cross City Campaign for Urban School Reform. Course Packet.

Pugach, M.C. (2006). Observation and interviewing: "Making the familiar strange." In *Because teaching matters* (pp. 38-46). Hoboken, NJ: Wiley/Jossey-Bass. Course Packet.

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January 19 – Cultural Modeling & Funds of Knowledge

DISCUSSION GROUP #1 – COVERING JAN 19 READINGS

DISCUSSION GROUP #2 – COVERING JAN 26 READINGS

READINGS:

Lee, C.D. (1997). Bridging home and school literacies: Models for culturally responsive teaching, a case for African-American English. In J. Flood, S.B. Heath & D. Lapp (Eds.), *Handbook of research on teaching literacy through the communicative and visual arts* (pp. 334-345). New York: McMillan Library Reference USA. Course Packet.

Moll, L.C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory to Practice, Vol. 31(2)*, 132-141. Course Packet.

Orellana, M.F., & Hernández, A. (1999). Talking the walk: Children reading urban environmental print. *The Reading Teacher*, 52(6), 612-619. Course Packet.

Pugach, M.C. (2006). Teaching students whose race, class, culture, or language differs from your own (pp. 174-211). In *Because teaching matters*, Hoboken NJ: Wiley/Jossey-Bass. Course Packet.

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January 26 – Young People in Chicago – PROLOGUE VISIT

Field Trip: A visit with some young Chicagoans at Prologue Alternative High School.
(Directions to Prologue on Blackboard)

ASSIGNMENT: Organizational Analysis Due. Rubric will be distributed in class.

READINGS:

Delpit, L. (1996). *Other people's children: Cultural conflict in the classroom* (pp. 21-47). New York, NY: New York Press. Course Packet.

Stern, D. (2000). Practicing social justice in the high school classroom. In W. Ayers, M. Klonsky, & G.H. Lyon (Eds.), *A simple justice: The challenge of small schools* (pp. 110-124). New York, NY: Teachers College Press. Course Packet.

Smith, S.M., & Thomases, J.G. (2001). *CBO schools: Profiles in transformational education*. Washington, DC: AED Center for Youth Development & Policy Research.

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ISBE I.1.C. Understand school and work-based learning environments and the need for collaboration with business organizations in the community.

February 2 – Reforming Public Education

Guest Speaker: Anne Hallett, Director, Grow Your Own Illinois

ASSIGNMENT: Interview and Field Notes Due. Rubric will be distributed in class.

DISCUSSION GROUP #3 – COVERING FEB 2 READINGS

READINGS:

Ramirez, E. (2007). Grow your own teachers. *U.S. News & World Report*. Course Packet.

Young, V.C., & Berry, J. (2006). *Grow your own Illinois: An innovative approach to providing high-*

quality teaching in low-income communities. Independence, OH: The Center for Collaboration and the Future of Schooling. Course Packet.

ISBE D.2.F. Incorporate experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.

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February 9 – Service Learning

Guest Speaker: Jon Schmidt, Service Learning Manager, Chicago Public Schools

DISCUSSION GROUP #4 – COVERING FEB 9 READINGS

READINGS:

Billig, S.H. (2000). The effects of service learning. *The School Administrator*. (<http://www.aasa.org/>). Accessed November 26, 2008. Course Packet.

Terry, A.W., & Bohnenberger, J.E. (2005). *Putting the learner in service-learning: Looking at service-learning through a developmental lens*. Kennesaw, GA: Kennesaw State University. Course Packet

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February 16 – “Grow Your Own”

Guest Speaker: Linda Lenz, Publisher/Editor, Catalyst: Voices of Chicago School Reform

DISCUSSION GROUP #5 – COVERING FEB 16 READINGS

READINGS:

Proefriedt, W.A. (2002). Other people's children. *Education Week On the Web*. (<http://www.edweek.com/ew/ewstory/cfm?slug=12proefriedt.h22>). Accessed December 12, 2002. Course Packet.

Putnam, R.D. (2000). *Bowling alone: The collapse and revival of American community* (pp. 287-306). New York, NY: Simon & Schuster. Course Packet.

Tough, P. (2006). *Still left behind: What it will take to close the education gap*. New York, NY: The New York Times Company. Course Packet.

ISBE D.2.F. Incorporate experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.

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February 23 – Experiences of Young Teachers in Chicago

ASSIGNMENT: Individual Paper and Field Notes Due. Rubric will be distributed in class.

DISCUSSION GROUP #6 – COVERING FEB 23 READINGS

READINGS:

Pugach, M.C. (2006). From job to profession: A work in progress. In *Because teaching matters* (pp. 328-363). Hoboken NJ: Wiley/Jossey-Bass, Course Packet.

Pugach, M.C. (2006). Becoming a teacher: New visions and next steps. In *Because teaching matters* (pp. 400-417). Hoboken NJ: Wiley/Jossey-Bass. Course Packet.

ISBE D.2.F. Incorporate experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.

March 2 and March 9 – Guided Internship Group Presentations

Site-based collaborative POSTER OR POWER POINT PRESENTATIONS based on 30-hour internships. Rubric will be distributed in class.

ISBE D.2.F. Incorporate experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.

ISBE 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.

GRADES

- ✓ **LEADING GROUP DISCUSSION (WEEKLY)**: Students will take turns each week leading the class discussion on the weekly readings. These discussions should relate the readings to the themes/goals of this course, identify salient topics/issues that connect to other readings in the course, and should not be a mere summary of the readings. Additionally, there should be an effort to also tie in learning from guided internship sites.
- ✓ **ORGANIZATIONAL ANALYSIS (DUE JANUARY 26)**: This analysis will consist of 3 pages. The first page should be an organizational chart of your internship site, and the second and third pages should include a brief description of your organization's mission, structure, decision-making processes, funding, and relationship to schools.
- ✓ **INDIVIDUAL INTERVIEW (DUE FEBRUARY 2)**: 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 protocol as well as a BRIEF summary (using exact quotations) and an interpretative analysis of the interview. The analysis should be 3 pages with your protocol as an attached appendix. Interviews are to be conducted individually, not with your cohort. **For Secondary Teaching majors, this Interview could be added to your Professional Teaching Portfolio.**
- ✓ **FIELD NOTES (DUE FEBRUARY 2 AND FEBRUARY 23)**: During your field experience at your guided internship site, you will be expected to keep a set of field notes documenting your experience. You will be expected to utilize these notes to support your thoughts/argument/thesis in your final paper and presentation. The complete set of field notes will be submitted with your final paper.
- ✓ **INDIVIDUAL PAPER (DUE FEBRUARY 23)**: Choose a **minimum** of four readings assigned for this course and your field notes to develop a working thesis that draws on the themes of this course. Synthesize the readings with your experiences at your guided internship site to illustrate your points. Use both the readings and your experiences (as documented in your field notes) to support your argument/thesis. Other resources are also allowable, as they are relevant. Reference the readings (APA style) in your paper (8-10 pages). A rubric will be distributed in class. **Secondary teaching majors can add this paper to Professional Portfolios.**
- ✓ **GUIDED INTERNSHIP GROUP PRESENTATION (DUE MARCH 2 or 9)**: Poster and/or Power Point Presentation
Each cohort group 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, informative AND CREATIVE. 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 expected. All in your cohort group should participate in some fashion. A handout and/or visuals should be distributed to the class members. Additionally, we will allow time for discussion on your site presentation. Your group should initiate that discussion with one or more relevant questions that you feel would be interesting and informative to the group.

Your peers, instructors, and TA will use a rubric to grade your group presentations and provide feedback on the following components: **Information, Engagement, and Integration of Topics/Readings from Class, Visual/Handout, Discussion, and Group Participation.**

- ✓ **GUIDED INTERNSHIP SITE EXPERIENCE LOG (DUE MARCH 18)**
Required to receive grade: Signed log for minimum 30-hour field site experience. Satisfactory participation and attendance are expected. **YOU WILL RECEIVE AN INCOMPLETE UNTIL YOU HAVE COMPLETED ALL 30 HOURS AND RETURNED THIS SIGNED LOG.**

- ✓ **GUIDED INTERNSHIP SUPERVISOR EVALUATION** – Each site supervisor will complete an evaluation for each intern and assign a grade for your efforts/performance at the guided internship site. They will evaluate attendance, dependability, initiative, and effort.

TEACH ED 304 Internship Placements

As part of your requirements for this course, you will complete a minimum of 30 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. We hope that you will be ‘participant observers.’ That is, you will be doing something, in addition to capturing what you find most interesting... not just sitting and watching!!!

You will take ‘field notes’ during each visit that you make. These field notes will be essential to your final group project presentation and final individual paper. Guiding questions to consider:

- 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 in 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 or school improvement efforts?
- 5) How do the readings, materials presented in class by the instructors/guest speakers, and in class discussions specifically relate to your guided internship site? How are they applied, used, or may be helpful to your site? Be sure to look for connections between your site experience and class materials.

The instruction team is available to discuss your field site experiences at any time. It is important to begin the quarter in a positive spirit at your site. During the first class session, you will meet with your supervisor and plan a schedule that is mutually agreeable. Do not simply drop in when you have time; plan ahead and make sure that site supervisors know when you will be attending.