

Educational Studies 200: Analyzing Schools

Trinity College Fall 2008

Tues 9:55-11:10am; Thurs 9:25-10:40am

<http://www.trincoll.edu/Academics/Study/EducationalStudies/>

Associate Professor Jack Dougherty
McCook 302
Phone: 297-2296
Email: jack.dougherty@trincoll.edu
Office Hours: Tues 1-3pm,
Thur 10:45am-Noon, and by appointment

Teaching Assistants:
Rachel McHugh '09
rachel.mchugh@trincoll.edu

Jason Symmes '09
jason.symmes@trincoll.edu

Introduction:

analysis (noun, plural *analyses*; adjective *analytical*; verb *analyze*)

1. *The separation of a whole into constituents with a view to its examination and interpretation.*

This course introduces the study of schooling within an interdisciplinary framework. Drawing upon sociology, we investigate the resources, structures, and social contexts that influence student opportunities and unequal outcomes in the United States and other countries. From psychology, we contrast different theories of learning, both in the abstract and in practice. Finally, using philosophical thinking, we investigate how competing educational goals should be resolved in a democratic society. The course also includes a community learning component, where students engage in participant-observation for three hours per week in nearby public elementary and secondary classrooms, and integrate first-hand experiences with discussions of course readings and writing assignments.

Readings:

Available at bookstore in Ed Studies section:

DC Phillips and Jonas Soltis, *Perspectives on Learning, fourth edition*. (New York: Teachers College Press, 2004). ISBN 0807744476; \$18

Additional readings will be made available in class.

How to succeed in this course:

Attend each class session on time, bring relevant readings and notes, and participate regularly in discussions. Keep a calendar (paper or digital) to manage your time and stay ahead of deadlines for all of your classes and other obligations. If an illness, family emergency, or one-time scheduling conflict interferes with attending class, immediately inform your instructors and inquire about how to compensate for what you have missed.

Take the initiative by asking questions. If you don't understand something, odds are that other students are wondering about the same issue. Go ahead -- ask the question!

The instructor is assisted by TAs who attend all classes, facilitate small group discussions, and write comments on (but do not grade) written assignments. Make an appointment with any one of us to talk about improving your learning in the course. Feel free to stop by during office hours, or make an appointment in advance (by suggesting 2-3 days/times that would be convenient to meet). Email is the best way to contact me, or stop by my office.

How your work will be evaluated:

Five 3-4 page analysis papers (to integrate theory and practice) 5 x 10 =50 pts

- #1 Sociology of the Classroom
- #2 Theories of Learning
- #3 Explaining Educational Inequality
- #4 School-based Reform Strategies
- #5 Curriculum Project Proposal

Five 1-page writing exercises (to promote reflective thinking) 5 x 2 =10 pts

- A) Introduce yourself in letter/email to teacher before placement
- B) Reflect on first day at placement & teacher profile, with contract
- C) Identify and describe a rich example of student learning
- D) Reflect on your relationships with students/teachers/parents
- E) Overall evaluation of your experience at school placement

Classroom Participant-Observation (evaluated by classroom teacher) =15 pts

Curriculum Project - Oral Presentation (evaluated by coordinators) =10 pts

Curriculum Project – Final Draft (evaluated by instructor) =15 pts

Cumulative Final Exam =10 pts

NOTE: Initially, the total number of points equals 110. When calculating the final grade, your lowest 10-point grade will be dropped, resulting in an adjusted total of 100 points.

Be advised that adequate work (70-79%) earns a C, good work (80-89%) earns a B, and outstanding work (90-100%) earns an A in this class. The penalty for overdue assignments will be 10% for every 12-hour period beyond the deadline, with exceptions granted only for documented medical or family emergencies. Please notify the instructor during the first week of the course if you require any special accommodations (such as religious observances, learning disabilities, etc.).

Tue Sept 2 Introduction to Syllabus & Placements in Hartford Public Schools

Participant-Observation Guidelines:

Clusters of students will be assigned to work with classroom teachers in different schools in the area. In each school, a coordinator has been designated to help organize placements, guide orientations, and facilitate communication with classroom teachers.

<u>Schools</u>	<u>Address</u>	<u>Main Phone</u>
M.D. Fox Elementary School	470 Maple Avenue	695-3600
McDonough Elementary School	111 Hillside Avenue	695-4260
Moylan Elementary School	101 Catherine Street	695-4500
Bellizzi Middle Sch. (formerly South)	215 South Street	695-2400
Hartford Magnet Middle School	53 Vernon Street	757-6201

Hartford Public Schools website: <http://www.hartfordschools.org/>
HPS info on weather-related closings: 695-SNOW (695-7669)

Trinity Ed Studies website:

<http://www.trincoll.edu/Academics/Study/EducationalStudies/>

Students will work as “participant-observers” with their classroom teachers for at least 8 three-hour sessions (a total of 24 hours) over the course of the semester. The objectives are for Trinity students to:

- Integrate theoretical readings with first-hand experience, in order to complete the analysis paper assignments required in the course
- Develop meaningful relationships with students and teachers, to deepen our reflections on the contexts of urban schools and the purposes of education
- Identify potential resources and gain practical experience for designing a curriculum project

Clusters of students **will attend a mandatory orientation session during the second week of the course** with their school coordinator. (Exact times TBA).

During the initial visit with the teacher, students will complete and return a contract to establish their schedule and role in the classroom. “Participant-observation” is more than just quietly watching; it includes more active roles in the classroom, such as one-on-one tutoring, working with small groups, preparing materials for a classroom project, and (in some cases) planning and teaching a brief lesson.

At the end of the semester, classroom teachers will evaluate Trinity students’ placement experiences based on their level of engagement, reliability, and effort demonstrated in the classroom.

Unit 1: Sociology of the Classroom

Question: How do cultural beliefs, social organization, and political contradictions shape teacher-student interactions in the classroom?

Thur Sept 4 Urban Education: Hollywood versus Reality

Read:

Sophie Bell, "Dangerous Morals: Hollywood Puts a Happy Face on Urban Education," *Radical Teacher* 54 (1998): 23-27.

Pedro Noguera, *City Schools and the American Dream*. (New York: Teachers College Press, 2003), pp. 1-16.

Video excerpts in class:

Stand and Deliver, fictionalized portrayal of Jaime Escalante, (1988). VID 0730

High School II, documentary of Central Park East HS, F. Wiseman (1994). VID 0203

Writing Exercise A:

After you have been assigned to a teacher, introduce yourself and what you hope to contribute to the classroom in an email to your teacher (with cc: to TA), plus a printed copy to hand-deliver. Due before your first placement session begins.

Tue Sept 9 Looking Inside Classrooms: International Comparisons

Read:

Kathleen deMarrais and Margaret LeCompte, "The Social Organization of Schooling" and "What is Taught in Schools" in *The Way Schools Work: A Sociological Analysis of Education*, third edition. (NY: Longman, 1999), 43-52, 222-228, 236-247.

Sharan Merriam, "Being a Careful Observer," *Qualitative Research and Case Study Applications in Education* (San Francisco: Jossey-Bass, 1998), 94-111.

James Stigler and James Hiebert, "The TIMSS Videotape Study" in Alan Sadovnik et. al., eds., *Exploring Education*, second edition (Boston: Allyn and Bacon, 2001), pp. 276-281.

Video/CD-ROM:

Eighth-Grade Mathematics Lessons: US, Japan, and Germany (US Department of Education, TIMSS Study, 1998).

Borrow CD-ROM from Educ Resource Center

Distribute: Paper topic #1, DUE Friday Sept 12th

Thur Sept 11 Contradictions of Reform: Teaching in Hartford Schools

Read:

Linda McNeil, "Contradictions of Reform" in Alan Sadovnik et. al., eds., in *Exploring Education*, second edition (2001), pp. 245-255.

Jeff Archer, "Under Amato, Hartford Schools Show Progress" *Education Week* (March 1, 2000).

Robert Frahm, "Overhaul for Four Schools: Worst-Performing Facilities in City to Undergo Curriculum, Staffing Changes," *Hartford Courant*, July 26, 2007.

Read on-line: Dougherty, Wanzer, and Ramsay, *Missing the Goal: A Visual Guide to Sheff v O'Neill School Desegregation: June 2007*. <http://www.trincoll.edu/depts/educ/css/>

Writing Exercise B:

Write a one-page reflection about the first day at your school placement, plus a brief profile of your teacher, and attach a copy of your completed contract & schedule. Sign up and bring it to an extra session to discuss your placement _____

Unit 2: Theories of Learning

Question: How do classical and contemporary theorists explain how people learn?

Tue Sept 16 Classical Theory and Behaviorism

Read: Phillips and Soltis, *Perspectives on Learning*, intro and chapters 1-4

Writing Exercise C:

Identify and describe a rich example of student learning from your classroom. Bring to class to discuss on Thursday, Sept 25th

Thur Sept 18 Constructivist Theories: Piaget, Dewey, and Vygotsky

Read: Phillips and Soltis, *Perspectives on Learning*, chapters 5-6

Video excerpt in class: *First Graders Divide 62 by 5* (TC Press, 1999). VID 2730

Tue Sept 23 Constructivist Theories: Bruner

Read: Phillips and Soltis, *Perspectives on Learning*, chapter 7

Video excerpt in class: *A Private Universe* (Annenberg/CPB, 1987). [Ed Res Ctr]

See companion website: <http://www.learner.org/teacherslab/pup/>

Thur Sept 25 Making Sense of Theories of Learning

Read: Phillips and Soltis, *Perspectives on Learning*, chapter 9

Distribute: Paper topic #2, DUE Thursday, Oct 2nd in class

Tue Sept 30 Special Needs Students and Second Language Learners

Read: Kate McEachern, "Regular Classroom Teachers' Perceptions of Mainstreaming: One Year After Full-Inclusion." Senior Research Project, Educational Studies Program, Trinity College, Fall 2006.

Guadalupe Valdes, *Learning and Not Learning English: Latino Students in American Schools*. New York: Teachers College Press, 2001, pp. 10-28, 42-61.

Unit 3: Explaining Educational Inequality

Question: How do different theories attempt to explain racial, social class, and gender gaps in educational achievement?

Thur Oct 2 Making Sense of Race, Class, Gender and the Test Score Gap
Read: Data from SAT and National Assessment of Educational Progress (NAEP)

In Class: Standardized test score analysis and brainstorming activity

Print out and read "Strategic School Profile" for your school from CT Dept of Ed web:
<http://www.csde.state.ct.us/public/cedar/districts/index.htm>
School Profiles > Regular Ed by School 2006-07 > Hartford [find school]

Tue Oct 7 Trinity Day no class meeting
View video: *Puerto Rican Passages* (CPTV, 1995). [VID 2231 and Ed Resource Ctr]
Showing by TA at _____ or go to library video reserve.

Thu Oct 9 Economic Capital, Social Capital, and Curricular Tracking
Read: Jonathan Kozol, "Children of the City Invincible: Camden, New Jersey," *Savage Inequalities: Children in America's Schools*. (NY: Crown, 1991), chapter 4.

Pedro Noguera, *City Schools and the American Dream*. (New York: Teachers College Press, 2003), chapter 2.

Jeannie Oakes, "The Distribution of Knowledge," *Keeping Track: How Schools Structure Inequality* (New Haven: Yale Press, 1985), excerpts from chapter 4.

In class: Data on education, race, and social class in metropolitan Hartford

Tue Oct 14 Social Class and Cultural Capital
Read: Janny Scott and David Leonhardt, "Shadowy Lines that Still Divide," in *Class Matters* (NY: Times Books, 2005), 1-26.

On-line: "Interactive Graphic: How Class Works," *New York Times* website (2005).
http://www.nytimes.com/packages/html/national/20050515_CLASS_GRAPHIC/index_01.html

Annette Lareau, "Social Class Differences in Family-School Relationships: The Importance of Cultural Capital." *Sociology of Education* 60 (1987), pp. 73-85.

Rick Green, "Chapter 6: A Jolt of Juanita," *Hartford Courant* (November 21, 1999).

Thur Oct 16 Cultural Discontinuities and Oppositional Identities
Read: Lynn A. Vogt et.al., "Explaining School Failure, Producing School Success: Two Cases." *Anthropology and Education Quarterly* 18 (December 1987): 276-286.

John Ogbu, "Immigrant and Involuntary Minorities in Comparative Perspective," in M. Gibson and J. Ogbu, eds., *Minority Status and Schooling*. (NY: Garland, 1991).

Distribute: Paper topic #3, DUE Friday, Oct 24th

Tue Oct 21 The Social Psychology of Stereotype Threat
Read: Claude Steele, "A Threat in the Air: How Stereotypes Shape Intellectual Identity and Performance," reprinted in Eugene Lowe, ed., *Promise and Dilemma: Perspectives on Racial Diversity and Higher Education* (Princeton, 1999), excerpt from pp. 107-108.

Claude Steele, "Thin Ice: Stereotype Threat and Black College Students" *Atlantic Monthly* (August 1999), pp. 44-54.

<http://www.theatlantic.com/issues/99aug/9908stereotype.htm>

Paul Sackett, Chaitra Hardison, and Michael Cullen, "On Interpreting Stereotype Threat as Accounting for African American-White Differences on Cognitive Tests," *American Psychologist* 59 (January 2004): 7-13.

Video excerpt in class: *Secrets of the SAT* (PBS Frontline, 1999). [Ed Res Center]

See full interview with Claude Steele at:

<http://www.pbs.org/wgbh/pages/frontline/shows/sats/interviews/steele.html>

Thur Oct 23 Gender Bias and Single-Sex Classrooms

Read: Myra and David Sadker, "Hidden Lessons," *Failing at Fairness: How America's Schools Cheat Girls* (NY: Scribner's, 1994), chapter 1.

Robert Frahm and Rachel Gottlieb, "Merits of Single-Sex Classes Debated," *Hartford Courant*, March 5, 2004.

Video in class: *Failing in Fairness* (NBC Dateline, February 8, 1994). [Ed Resource Ctr]

Unit 4: School-based Reform Strategies

Question: How do different school-based reform strategies attempt to improve education? What assumptions do these strategies make about the causes of educational inequality?

Tues Oct 28 Cooperative Learning

Read: Robert Slavin, *Cooperative Learning: Theory, Research, Practice, 2nd edition*. (Boston: Allyn and Bacon, 1995), chapters 1 and 2.

In class: Cooperative learning exercise; mid-semester evaluation

Writing Exercise D:

Describe and reflect on your relationships with students, teachers, staff, and parents at your school placement. Bring to discuss in class on Tues, Nov 4th.

Thurs Oct 30 Detracking and Multiculturalism

Video: Michelle Fine et. al., *Off-Track: Classroom Privilege for All* (Teachers College Press, 1998). [VID 1931]

Read: James Banks, "Approaches to Multicultural Curriculum Reform," in *Multicultural Education: Issues and Perspectives*, 5th edition. Hoboken, NJ: John Wiley & Sons, 2004.

Sonia Nieto, "Multicultural Education in Practice" in *Affirming Diversity: The Sociopolitical Context of Multicultural Education*, 3rd edition (NY: Longman, 2000).

Rita Tenorio, "'Brown Kids Can't Be in Our Club': Raising Issues of Race with Young Children," *Rethinking Schools* 18 (Spring 2004): 29-32.

Tues Nov 4 Family-School Connections

Read: Sara Lawrence-Lightfoot, "Chapter 2: Natural Enemies," in *The Essential Conversation: What Parents and Teachers Can Learn From Each Other* (NY: Ballantine, 2003).

James Comer et. al., *Child by Child: The Comer Process for Change in Education* (NY: Teachers College Press, 1999), prologue, part I, chapter 5.

Video excerpt in class: "How Can Power Sharing Help School Reform?" *Making Schools Work*, with Hedrick Smith (2005) [Ed Studies Resource Center DVD]

Distribute: paper topic #4; DUE on Friday, Nov 7th

Thurs Nov 6 No class [due to schedule conflict with academic conference]

Unit 5: Teachers' Work and Curriculum Design

Question: How do educators construct teaching units that link rich objectives, activities, evaluation, and social change?

Tues Nov 11 Reshaping Teachers' Work

Susan Moore Johnson, "Chapter 1: On Work and Workplaces," in *Teachers at Work: Achieving Success in Our Schools* (New York: Basic Books, 1991).

Vivian Troen and Katherine Boles, "The 'Trilemma' Dysfunction." *Education Week*, May 14, 2003.

Negar Azimi, "Why Teach for America?" *New York Times Magazine*, September 30, 2007.

In class: "Pathways to Teaching" on the Ed Studies website

<http://www.trincoll.edu/Academics/Study/EducationalStudies/>

Thurs Nov 13 Designing Objectives for Student Learning
Read: Bob Peterson, "Measuring Water with Justice: A Multidisciplinary Lesson that Explores Water Issues," *Rethinking Schools* 19 (Fall 2004): 33-37.

Sample curriculum projects by previous Trinity Ed 200 students [to be assigned].

Bloom's Taxonomy
<http://www.trincoll.edu/depts/educ/resources/bloom.htm>

Howard Gardner's theory of Multiple Intelligences
http://www.pbs.org/wnet/gperf/education/ed_mi_overview.html

In class: Curriculum project guidelines and evaluation criteria; exercise on identifying and articulating objectives for student learning

Paper topic #5 (proposal) assigned; DUE via Blackboard on Sunday, Nov 16th

Tues Nov 18 Matching Objectives with Curricular Activities & Resources
Location TBA _____

Read: Linda Christensen, "Unlearning the Myths that Bind Us: Critiquing Cartoons and Society," in *Reading, Writing, and Rising Up: Teaching about Social Justice and the Power of the Written Word*. (Milwaukee, WI: Rethinking Schools, 2000).

Kelley Dawson Salas, "Teaching About Toxins: Students Explore the Health Issues Affecting their Community," *Rethinking Schools* 18 (Winter 2003): 22-25.

Resources: Go to Ed Studies website and click on "Additional Resources":
Ed Studies Resource Center (books and videos for loan)
Ed 200 Curriculum Design Resources (web links)
Ed 200 Curriculum Projects (PDF and Powerpoint files from previous students)

In class: Orientation to print and digital curriculum resources; test Blackboard posting

Thurs Nov 20 Curriculum and Student Evaluation
Location TBA _____

Read: Linda Christensen, "Portfolios and Basketball," in *Reading, Writing, and Rising Up: Teaching about Social Justice and the Power of the Written Word*. (Milwaukee, WI: Rethinking Schools, 2000).

Tues Nov 25 Curriculum and Social Change
Location TBA _____

Read: Jeannie Oakes, John Rogers, Martin Lipton, "Limits of School Reform" and "Futures: Students Disrupting High School Inequality," *Learning Power: Organizing for Education and Justice* (TC Press, 2006).

In class: Feedback delivered and discussed on paper #5 (proposal)

Unit 6: Philosophy of Education

Questions: *What is the purpose of education? What is worth learning?*

Tues Dec 2 Competing Views on Liberatory/Progressive Education

Read: Paulo Freire, *Pedagogy of the Oppressed*. (NY: Seabury Press, 1970), pp. 57-74.

bell hooks, *Teaching to Transgress: Education as the Practice of Freedom* (NY: Routledge, 1994), pp. 1-22.

Lisa Delpit, "Skills and Other Dilemmas of a Progressive Black Educator," reprinted in Delpit, *Other People's Children* (New York: New Press, 1995), pp. 11-20.

In class: Three-way debate

Writing Exercise E:

Overall evaluation of your experience at your school placement. Bring to last class to discuss.

Thu Dec 4 Course wrap-up; preparing presentations; review for final

NOTE: Oral presentations of curriculum projects (5-8 minutes, with visuals) to be scheduled for a late afternoon session near end of the semester, with evaluations conducted by the Hartford school coordinators.

Must attend 1 of 2 presentation dates TBA, most likely to be scheduled 4-6 pm on days around last week of classes or review period

DATE TBA _____ Curriculum Project final draft DUE at 3pm
Please submit a paper version AND post a digital version on Blackboard

Tues Dec 16 at 9am Final exam, short essay responses