

Educational Studies 200: Analyzing Schools

Trinity College Spring 2004
TR 9:55-11:10am McCook 225
<http://www.trincoll.edu/depts/educ>

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Office Hours: Mondays 10am-noon
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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 which influence student opportunities and outcomes in the United States and other countries. From psychology, we contrast theories of learning, both in the abstract and in practice. From philosophy, we examine competing educational goals and their underlying assumptions regarding human nature, justice, and democracy. In addition, a community learning component, where students observe and participate in nearby K-12 classrooms for three hours per week, will be integrated with course readings and written assignments.

Readings:

Available at bookstore in Ed Studies section:

DC Phillips and Jonas Soltis, *Perspectives on Learning, third edition*. (New York: Teachers College Press, 1998). ISBN 0807737038; \$16

Vivian Gussin Paley, *You Can't Say You Can't Play*. (Cambridge, MA: Harvard University Press, 1992). ISBN 0674965906; \$10.95

Additional readings will be made available to the class.

Evaluation:

Six 2-3 page analysis papers	6 x 10 =60 pts
#1 Sociology of the Classroom	
#2 Theories of Learning	
#3 Explaining Educational Inequality	
#4 School-based Reform Strategies	
#5 Curriculum Project Proposal	
#6 Philosophy of Education	

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 earns a C, good work earns a B, and outstanding work earns an A in this class. Students are expected to engage in academic honesty in all forms of work for this course. If this is unclear to you, ask for clarification.

The late assignment penalty is a 10% reduction for every 12-hour period beyond the deadline, with exceptions granted only for documented medical & family emergencies.

Please notify me during the first week if you require any special accommodations.

How to succeed in this course:

- Class begins on time and we expect you to be present at every session from start to finish. If you run into a one-time scheduling conflict with our class, be sure to consult with me (by email, phone, or in person) BEFORE the conflict to inquire about alternative arrangements. If you become ill or have a family emergency, then phone or email me to inquire about what you're missing and how to compensate.
- Participate regularly in class discussions and bring the relevant readings and notes with you. While there is no formal "participation" grade, actively engaging in discussions (both inside and outside of the classroom) will help you learn the material. At the same time, remember that being a reflective listener is crucial to meaningful discussions, especially when the views of others differ from your own.
- The short analysis papers require students to bridge theoretical readings with the participant-observation experiences in Hartford schools. They also serve as the primary evaluation tool in this course, so look for feedback about improving your writing.
- The instructor is assisted by TAs who attend all classes, facilitate small group discussions, and write comments on (but not grade) written assignments. Make an appointment with any one of us to talk about improving your learning in the course.
- Check your Trinity email account regularly, since we frequently send out messages with important information, and it's the best way to get answers to simple questions.

Tue Jan 20th Introduction to Syllabus & Placements in Hartford Public Schools

Participant-Observation Guidelines:

Clusters of students will be assigned to work with classroom teachers in five 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 & Placement Coordinators</u>	<u>Address</u>	<u>Main Phone</u>
M.D. Fox Elementary School Elise LaRosa Murphy	470 Maple Avenue	695-3600
McDonough Elementary School John Freeman	111 Hillside Avenue	695-4260
Sanchez Elementary School Carol Gilberty-Rimondi	176 Babcock Street	695-4940
Bellizzi Middle Sch. (formerly South) Deana Leiken Mitch Grant	215 South Street	695-2400
Hartford Magnet Middle School Nancy Otter Mark Flaherty	53 Vernon Street	757-6201

Hartford Public Schools website:

<http://www.hartfordschools.org/>

Trinity Ed Studies Program website:

<http://www.trincoll.edu/depts/educ>

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 6 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 a basic 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, school coordinators 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 does the physical, social, and curricular organization of schools and classrooms influence teacher-student interactions?

Thur Jan 22 Teachers' Work: Hollywood versus Reality

Read:

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

"Teachers, Teaching, and Professionalization" in Alan Sadovnik et. al., eds., in *Exploring Education, second edition*, (Boston: Allyn and Bacon, 2001) pp. 239-244.

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

Tue Jan 27 Looking Inside Schools: 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 Tuesday, Feb 3rd

Thur Jan 29 Contradictions of Reform: Teaching in Hartford Schools

Read:

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

Robert Slavin et. al., *Every Child, Every School: Success For All* (Thousand Oaks, CA: Corwin Press, 1996), pp. 1-20.

Jeff Archer, "Under Amato, Hartford Schools Show Progress" *Education Week* (March 1, 2000). <http://www.edweek.org/ew/ewstory.cfm?slug=25hartford.h19>

Unit 2: Theories of Learning

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

Tue Feb 3 Looking at Learning through Different Lenses

Read: Bloom's Taxonomy

<http://www.trincoll.edu/depts/educ/resources/bloom.htm>

Howard Gardner's theory of Multiple Intelligences

<http://pzweb.harvard.edu/sumit/MISUMIT.HTM>

In class: Videotape excerpts of student learning; learning vignette writing assignment

Thur Feb 5 Classical Theory and Behaviorism

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

Tue Feb 10 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

Thur Feb 12 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/>

Distribute: Paper topic #2, DUE Thursday Feb 19th

Tue Feb 17 Making Sense of Theories of Learning

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

Unit 3: Explaining Educational Inequality

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

Thur Feb 19 Making Sense of Race, Class, Gender and the Test Score Gap

In Class: Data analysis exercise with SAT and NAEP standardized test scores

Assignment DUE at beginning of next class:

Print out your "Strategic School Profile" from CT Dept of Education website

<http://www.csde.state.ct.us/public/der/schools/index.htm>

Tue Feb 24 Trinity Day no class meeting

View video: *Puerto Rican Passages* (CPTV, 1995). [VID 2231 and Ed Res Ctr]

Showing by TA at _____

Thur Feb 26 School Finance and Tracking

Read: Jonathan Kozol, "Children of the City Invincible: Camden, New Jersey," *Savage Inequalities: Children in America's Schools*. (NY: Crown, 1991), chapter 4.

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

In class: Metropolitan Hartford school district data; bring your "Strategic School Profile"

Tue March 2 Cultural Capital

Read: 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).
See other Hartford Schools stories at <http://courant.ctnow.com/projects/hfdschools/>

Thur March 4 Cultural Discontinuities

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 March 12

Tue March 9 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>

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>

Thurs March 11 Gender Bias

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

AAUW, *Gender Gaps Executive Summary: Where Schools Still Fail our Children* (Washington DC: AAUW, 1998).

http://www.aauw.org/research/girls_education/gg.cfm

Video in class: *Failing in Fairness* (NBC Dateline, February 8, 1994). [Ed Res 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 March 23 Cooperative Learning

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

Thurs March 25 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).

Website: The Algebra Project <http://www.algebra.org>

Read "History and Programs" and "Origins" and "Curriculum" (especially "Drums")

Tues March 30 Family-School Connections

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

Distribute: paper topic #4; due in class on Tues, April 6th

Thurs April 1 Reshaping Teachers' Work

Read: Vivian Troen and Katherine Boles, "The 'Trilemma' Dysfunction." *Education Week* 14 May 2003. <http://www.edweek.org/ew/ewstory.cfm?slug=36troen.h22>

In class: Pathways toward teaching

<http://www.trincoll.edu/depts/educ/pathways.htm>

Unit 5: Curriculum Design

Tues April 6 Curriculum Project Guidelines, Sample Project, and Resources class will meet at _____

Thurs April 8 Workshop: Preliminary Proposal Ideas & Feedback

A curriculum project is a well-designed plan for how you would teach a thematic unit (about 4-5 classes) to a group of students similar to those in your classroom placement. This is a *hypothetical* project; you are not required to teach it (although some of you may have an opportunity to teach a portion of it, depending upon your classroom placement). Working with a partner is highly encouraged, but not required.

Proposal (Paper #5) DUE Fri, April 9, at 12 noon via EMAIL	1-2 page summary of topic, context, objectives, activities, and resources. If working with a partner, then jointly declare at this time.
Oral Presentation in late April, dates/ times TBA	5-10 minute oral presentation of curriculum project, with visuals. Evaluation by school coordinators
Final Draft DUE Friday, April 30th at 12 noon	8-10 page paper (plus any supplements) based on format below

Format for final draft:

- Intro** A brief overview of the thematic unit you have chosen to teach
- Context** Describe students and the setting where unit would be taught
- Objectives** Define the types of objectives for this project. ("Students will . . .").
On what grounds have you selected these objectives?
(Have they been identified in local or nationally-recognized curriculum frameworks or standards? Do they reflect a particular theory of learning? Do they attempt to address specific educational inequalities?)
- Activities** Describe the teaching and learning activities in your unit, class-by-class.
What will students and teacher(s) be doing at beginning, middle, end?
What will be the most relevant questions and concepts?
Which resources will you draw upon – published, internet, or other?
- Evaluation** Explain how your teaching and learning strategies are designed to fulfill the specific learning objectives stated above.
How will you evaluate students to determine if these goals were met?
- Appendix** Attach supplemental materials (such as visuals, readings, activity instructions) and cite them in the text as needed.

Tues April 13 TBA _____

Thurs April 15 TBA _____

Unit 6: Philosophy of Education

Questions: What is the purpose of education? What is worth learning? How should debates over these issues be resolved in a democratic society?

Tue April 20 Individual Freedom and Civic Virtue, Part I

Read: Amy Gutmann, "Democratic Education in Difficult Times." *Teachers College Record* 92 (Fall 1990): 7-20.

Vivian Paley, *You Can't Say You Can't Play* (Harvard Univ Press, 1992).

Thur April 22 Individual Freedom and Civic Virtue, Part II

Video excerpt in class: *It's Elementary: Talking about Gay Issues in School* (Women's Educational Media, 1996). [Ed Resource Center]

Read: "Why Address Gay Issues With Children" *It's Elementary* Viewing Guide, 1997.

US Supreme Court, *Wisconsin v. Yoder* (1972), Opinions by Justice Burger and Justice Douglas, edited version.

Distributed: paper topic #6, due Tuesday, April 27th in class

Tues April 27 Course evaluations; preparing presentations; review for final

NOTE: Oral presentations of curriculum projects (5-10 minutes, with visuals) will be scheduled for a late afternoon/evening session in late April, with evaluations conducted by the school coordinators.

Fri April 30 Curriculum Project final draft DUE at 12 noon

Please submit a paper version in plastic binder AND a computer file, via disk or email

Tues May 4 at 9am Final exam, short essay responses