

**Urban Education**  
Dr. Beth Rubin  
15: 310: 542: 01, Spring 2017  
Mondays, 4:50-7:30

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## **I. Overview**

This course is an introduction to urban education in the United States. It is designed to deepen students' understandings of the complexity and challenge of providing quality education for students in urban schools. It also aims to inspire students with examples of innovative and successful educational programs in urban settings.

In the course we will examine urban education through the lens of three key contemporary debates in urban education corresponding to the three sections of the course:

1. How does place structure opportunity?
2. How do young people in urban settings develop as learners, citizens and members of particular groups amid daily experiences and classroom/school practices?
3. Do the reforms being enacted to improve urban schools meet the needs of those settings?

To engage with these questions, we will read widely from a variety of disciplinary and theoretical perspectives; we will consider various structural and pedagogical approaches to improving urban schooling; and we will apply relevant social theory to an explanation of the current state of public education in urban areas. A dual emphasis will be placed on macro and micro levels of analysis. Investigations conducted by students in local urban schools and communities will shine a spotlight on the particular issues facing New Jersey's urban communities and their schools.

Students in the class will engage critically with challenging texts, participate in seminar-style discussions, present their ideas through a range of written assignments, and conduct research in urban schools and communities to consider how urban contexts shape urban schools, how they are part of the larger political, economic context, the role of schooling in both producing and reducing racial and economic inequalities, how youth develop as learners in urban settings, and what practices and opportunities push this development in a positive direction.

## **II. Objectives**

My objective with this course is for students to develop both theoretical and practical understandings of urban schools and the teaching and learning processes within them. The course aims to merge theory and practice so theoretical considerations of urban schooling are grounded in the daily realities of life in urban schools and discussions of practice are not atheoretical. Students should leave class with a deeper understanding of the issues affecting urban schools and communities and an informed stance on the key questions.

## **III. Expectations**

### **A. Participation**

As a seminar, daily class sessions will focus on discussion of course readings and key course concepts, related activities. Each student is expected to be a full participant in this seminar. This entails the following:

- Prepare for class. Completing each week's assigned readings in advance of the seminar and coming prepared to discuss the readings. Outlines, notes, and questions will greatly assist students' abilities to engage meaningfully in class discussion. The required weekly question blog will prepare students as well.
- Participate in class and online. Participate actively in the seminar by raising issues, asking questions, engaging with peers' ideas, listening to others, and disagreeing with respect, both in class and in online exchanges.
- Attend class. Coming to class on time and not missing class sessions. If there is an unavoidable absence, please notify me ahead of time. The student is responsible for obtaining all class notes and handouts from the missed session and completing any work that is due. More than 1 absence may affect your grade.
- Electronic etiquette. Please refrain from using your cell phone (for calls, texts, email, social networking, etc...) during class; go outside if emergency use of your cell phone becomes necessary. If you must use a laptop during class, please bring it fully charged, as we will move around during the class period. Personal computers should only be used for notetaking – no email, internet surfing or social networking please. If this becomes a problem, we will implement a no laptop policy.

All written work, including postings on Sakai, should be proofread for clarity, spelling, grammatical errors and the like. Outside sources should be referenced appropriately (either APA or Chicago style is acceptable). Please use language that is appropriate for the classroom setting and maintain a professional tone in both your Sakai postings and classroom discussions. Please do your own work and cite your sources. For more details, go to:

<http://cat.rutgers.edu/integrity/policy.html#Integrity>

Anyone with a learning difference needing accommodations of any kind should contact me as soon as possible. It is very important that you let me know if you have questions about the concepts being discussed during the course. Feel free to use e-mail to pose questions if raising them in class is difficult.

## **B. Course Assignments**

### **1. Reading Forum**

You will write **10** short (500 word) forum posts over the course of the semester. Since there are 11 weeks of required posts from which to choose, you can choose one week to not post a response. **YOU ARE STILL RESPONSIBLE FOR COMPLETING ALL ASSIGNED READINGS ON THE TWO WEEKS YOU CHOOSE NOT TO POST A READING RESPONSE.**

*Posts are always due by 8 pm on the night before class (through the course Sakai site) so I can look them over before we meet and so you can look over your classmates' posts and respond to at least two of them.*

Your responses should do the following:

- a. Respond to the central question(s) of the week using the readings; make connections between the readings and explore questions the readings raise for you.
- b. Use the readings to reflect upon your personal and professional educational experiences.
- c. Raise a question or two, sparked by the readings, which the class could discuss.

## **2. Educational autobiography**

**February 5, 5 pm**

Write a short (4 pages single spaced, maximum) educational autobiography about your schooling experiences. You can focus on elementary, middle or high school. You can write this autobiography as a story or in a more expository style.

- What was your school like, from your perspective as a student?
- Describe your school (size, location, student body, academic choices, extra-curricular activities, etc...). Was your school diverse racially and/or socioeconomically? Did your school have different academic tracks?
- Choose a single event or several related events, that you feel encapsulate something significant about your school experience and describe this event in detail.
- Finally, reflect briefly on how this educational experience shaped your views on learning and education. That is, what did you learn about the nature and purpose of education and learning from your school experiences?

These reflections will be posted and read by your classmates, so please write about something you feel comfortable sharing with the class. Post both to Assignments and to forums on Sakai by 5 p.m., February 5.

## **3. Contemporary Issues in Urban Education: Group Presentation**

For this assignment, students will form groups of two and three and tackle specific issues, problems, or questions related to urban education. The topics and criteria for evaluation begin on page 11 of this syllabus.

## **4. Crafting a Research-Informed Approach to Urban Education**

**May 6**

For this project you will chose from the following two options: create an *instructional unit* OR a create a *plan for professional development* for an urban elementary, middle or high school. The plan should build upon and reference what you learned over the entire semester. For either project, draw on course readings to craft your approach. Include an explanation of the research/theory basis for your plan. Details at end of syllabus.

### **C. Grading**

Educational Autobiography	10
Forum Posts	30

Issues in Urban Education Presentation	25
Final Project	35
TOTAL	100

#### D. Readings

1. Carter, P. & Welner, K. (2013). *Closing the opportunity gap: What America must do to give every child an even chance*. NY: Oxford University Press.  
[https://www.amazon.com/Closing-Opportunity-Gap-America-Chance/dp/0199982996/ref=sr\\_1\\_1?ie=UTF8&qid=1485142859&sr=8-1&keywords=carter+and+welner](https://www.amazon.com/Closing-Opportunity-Gap-America-Chance/dp/0199982996/ref=sr_1_1?ie=UTF8&qid=1485142859&sr=8-1&keywords=carter+and+welner)
2. CQ Researcher. (2013). *Urban Issues: Selections from CQ Researcher*, 6th Edition.  
[https://www.amazon.com/Urban-Issues-6th-Researcher-Editors/dp/1452226784/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1485126601&sr=1-1&keywords=cq+researcher+urban+issues+sixth+edition](https://www.amazon.com/Urban-Issues-6th-Researcher-Editors/dp/1452226784/ref=sr_1_1?s=books&ie=UTF8&qid=1485126601&sr=1-1&keywords=cq+researcher+urban+issues+sixth+edition)
3. Jones, L. & Newman, L. (1997). *Our America: Life and death on the South Side of Chicago*. NY: Pocket Books. [https://www.amazon.com/Our-America-Death-South-Chicago/dp/0671004646/ref=pd\\_cp\\_14\\_1?encoding=UTF8&psc=1&refRID=5WRSPQGQGVC3ZSYEAJBR](https://www.amazon.com/Our-America-Death-South-Chicago/dp/0671004646/ref=pd_cp_14_1?encoding=UTF8&psc=1&refRID=5WRSPQGQGVC3ZSYEAJBR)
4. Hill, M.L. (2009). *Beats, rhymes and classroom life*. NY: Teachers College Press.  
[https://www.amazon.com/Beats-Rhymes-Classroom-Life-Pedagogy/dp/0807749605/ref=sr\\_1\\_1?ie=UTF8&qid=1485142813&sr=8-1&keywords=beats+rhymes+classroom+life](https://www.amazon.com/Beats-Rhymes-Classroom-Life-Pedagogy/dp/0807749605/ref=sr_1_1?ie=UTF8&qid=1485142813&sr=8-1&keywords=beats+rhymes+classroom+life)

All other readings are available on the course Sakai website

## I. Urban Schools in Context

How does *place* structure opportunity?

1. January 23 Framing the Issues: What is urban?
2. January 30 Cities: What issues face cities and their residents? How did it get this way?
  1. Troutt, D. Chapter 1: Mutuality: The their, the preacher, and the late-night lawyer and Troutt, B. Chapter 2: All this I made myself, Assuming that middle-class lives are self-sufficient  
Troutt, D. Chapter 3, Keep your distance: Assuming that middle-class status requires distance from the poor
  2. Brian Purnell, Urban America in the Mid-20th Century, <https://www.c-span.org/video/?304113-1/urban-america-mid20th-century>
  3. *CQ Researcher Urban Issues*, Read and prepare your assigned chapter,
    - a. Chapter 3: Blighted Cities
    - b. Chapter 4: Downtown Renaissance
    - c. Chapter 6: Rapid Urbanization
    - d. Chapter 7: Aging Infrastructure
3. February 6 Poverty: How does it impact urban schools and their students?
  1. CQ Researcher, Chapter 10: Domestic Poverty
  2. CQ Researcher, Chapter 12: Child Poverty
  3. Elliott, A. (December 9, 2013). *The New York Times*, Invisible child, <http://www.nytimes.com/projects/2013/invisible-child/#/?chapt=1>
  4. Layton, L. (January 16, 2015). Majority of U.S. public school students are in poverty. *The Washington Post*. [http://www.washingtonpost.com/local/education/majority-of-us-public-school-students-are-in-poverty/2015/01/15/df7171d0-9ce9-11e4-a7ee-526210d665b4\\_story.html](http://www.washingtonpost.com/local/education/majority-of-us-public-school-students-are-in-poverty/2015/01/15/df7171d0-9ce9-11e4-a7ee-526210d665b4_story.html)
  5. Watch, PBS *Frontline*, Poor Kids, <http://www.pbs.org/wgbh/pages/frontline/poor-kids/>

No required post this week (but read and take notes).  
Due: Educational Autobiography
4. February 13 Structure: How do economic and racial inequality impact educational opportunity in urban settings?
  1. *Closing the Opportunity Gap*, Chapter 5: Why children from lower socioeconomic classes, on average, have lower academic achievement than middle class children
  2. *Closing the Opportunity Gap*, Chapter 4: Housing segregation produces unequal schools
  3. *Closing the Opportunity Gap*, Chapter 6: Inequality and school resources
  4. Rothstein, R. (2013). For public schools, segregation then, segregation since. Economic Policy Institute. <http://www.epi.org/files/2013/Unfinished-March-School-Segregation.pdf>
  5. Alexander, M. (2011). Chapter 5, The new Jim Crow, in *The new Jim Crow: Mass incarceration in the age of colorblindness*, p. 178-220. NY: The New Press.

Issues in Urban Education: *Urban New Jersey and Education, Focus 1*

## II. Youth Experiences and School Practices

*How do young people in urban settings develop as learners, citizens and members of particular groups amid daily experiences and classroom/school practices?*

5. Feb. 20 Living in the city: What are the daily experiences of urban youth and how might these impact their schooling?

1. Jones, L. & Newman, L. (1997). *Our America: Life and death on the South Side of Chicago*. New York: Pocket Books.
2. Way, N. (1998). Chapter 3: "Malcolm's Story," and Chapter 10: "Eva's Story." In *Everyday Courage*. NY: NYU Press, p. 42-73, 227-259. One of these two chapters, as assigned.

No forum post this week - read and flag places in the book and chapters that strike you.

6. February 27 Teaching and learning: What are some common educational practices in urban settings? How do they shape learning and identity?

1. Anyon, J. "Social class and the hidden curriculum of work," In J. Kretovics & E. Nussel (Eds.) (pages 253-276)
2. Rubin, B.C. (2007). "Learner identity amid figured worlds: Constructing (in)competence at an urban high school," *The Urban Review*, 39(2), 217-249.
3. Fine, M. (2003). Silencing and nurturing voice in an improbable context: Urban adolescents in public school. In M. Fine and L. Weis (Eds) *Silenced voices and extraordinary conversations: Re-imagining schools*, 13-37. NY: Teachers College Press.
4. TBA
5. Listen to: Radio Rookies,
  - a. Dropping out, <http://www.wnyc.org/shows/rookies/2001/feb/03/>
  - b. Read a book, <http://www.wnyc.org/shows/rookies/2008/dec/01/>
  - c. Stuck, <http://www.wnyc.org/shows/rookies/2008/dec/15/>

Topics in Urban Education: *Profiles in Urban Teaching*

7. March 6 Identity and resistance: How do young people engage, resist and create identities in school?

1. Closing the Opportunity Gap, Chapter 10: Student and school cultures and the opportunity gap
2. TBA
3. One of the following, as assigned:
  - a. Abu El-Haj, T. R. (2007). "I was born here but my home, it's not here": Educating for democratic citizenship in an era of transnational migration and global conflict. *Harvard Educational Review*, 77(3), 285-316.
  - b. Carter, P. L. 2006. "Straddling Boundaries: Identity, Culture, and School. *The Sociology of Education*, 79(3): 304-328.
  - c. Lee (1996) "What's in a Name? Asian American identities at academic high school." In *Unraveling the Model Minority Myth*, 17-51 NY: TC Press.
  - d. Mehan, H., Hubbard, L., & Villanueva, I. (1994). Forming academic identities: Accommodation without assimilation among involuntary minorities. *Anthropology and Education Quarterly*, (25)2, 91-117.

Spring Break

8. March 20 Discipline, zero tolerance and the “new paternalism”: Do urban students need and/or receive different management practices? What are alternate forms of discipline?
1. Stoudt, B., Fine, M., and Fox, M. (2011/12) Growing up policed in the age of aggressive policing policies. *New York Law School Law Review*, 56, 1331-1370.
  2. Ferguson, A. (2000). Chapter 2: The punishing room. From *Bad Boys: Public Schools in the Making of Black Masculinity*. Ann Arbor: University of Michigan Press.
  3. Advancement Project. (2010). *Test, punish, and push out: How ‘zero tolerance’ and high-stakes testing funnel youth into the school-to-prison pipeline*.
  4. Whitman, D. (2008). Chapter 2: The rise and fall of paternalism (p. 34-67), and Chapter 9: The habits of highly effective schools (p. 252-283), In *Sweating the Small Stuff*. Washington D.C.: Thomas B. Fordham Institute.
  5. Restorative justice in schools
    - a. <http://www.edutopia.org/blog/restorative-justice-resources-matt-davis>
    - b. <http://www.nytimes.com/2013/04/04/education/restorative-justice-programs-take-root-in-schools.html?pagewanted=all>
  6. Listen to: *This American Life*, Is This Working?  
<http://m.thisamericanlife.org/radio-archives/episode/538/is-this-working>

Recommended:

Listen to Radio Rookies,

- a. Guns, <http://www.wnyc.org/shows/rookies/2001/jan/30/>
- b. My school is known for all the wrong reasons,  
<http://www.wnyc.org/shows/rookies/2006/jun/30/>

Issues in Urban Education: School Violence?

9. March 27 Immigrant students: What challenges do they bring to and face within urban schools?
1. *Closing the Opportunity Gap*, Chapter 11: Meeting the needs of language minorities
  2. Valenzuela, A. (1999). Chapter 1: Introduction. *Subtractive Schooling*. NY: SUNY Press. (pages 3-32).
  3. Olsen, L. (1997). “Learning the Language of America,” *From Made in America: Immigrant Students in Our Public Schools*. NY: The New Press. Pages 90-105.
  4. Orellana, M. (2001). The work kids do: Mexican and Central American immigrant children’s contributions to households and schools in California. *Harvard Educational Review*, 71: 366-389
  5. Watch: PBS Film *The Graduates* [two 55 minute episodes]  
<http://video.pbs.org/video/2365097995/>  
<http://video.pbs.org/video/2365103597/>
  6. Listen to: Radio Rookies
    - a. Losing Language, <http://www.wnyc.org/story/303736-losing-language/>
    - b. Legal status? <http://www.wnyc.org/shows/rookies/2005/jun/15/>
    - c. Poetry, <http://www.wnyc.org/shows/rookies/2001/may/26/>

Issues in Urban Education: *Immigration and Language*

## 10. April 3 Pedagogical approaches: How should teachers draw on urban students' experiences?

1. Hill, M.L. (2009). *Beats, rhymes & classroom life: Hip hop pedagogy and the politics of identity*. NY: Teachers College Press.
2. Watch: *Frontline, Fast Times at West Philly High*,  
<http://www.pbs.org/wgbh/pages/frontline/fast-times-at-west-philly-high/>
3. Watch: Newshour, *How hip-hop can help unlock a passion for science*,  
[http://www.pbs.org/newshour/extra/daily\\_videos/how-hip-hop-can-help-unlock-a-passion-for-science/](http://www.pbs.org/newshour/extra/daily_videos/how-hip-hop-can-help-unlock-a-passion-for-science/)

## 11. April 10 Promising practices (read and post, but no class meeting)

*What are some promising pedagogical responses for urban settings? Should teaching be different in urban schools? In what ways, or why not?*

1. Delpit, L. "Lessons from Teachers" (pages 113-135).
2. Ladson-Billings, "Yes, But How Do We Do It?: Practicing Culturally Relevant Pedagogy. (pages 162-177).
3. Espinosa "Everything Flowers" (pages 104-112)
4. From *Everyday Antiracism* (2008). Mica Pollack, Ed. NY: The New Press:
  - "Engaging Youth in Participatory Inquiry for Social Justice," Maria Elena Torre and Michelle Fine, p. 165-171.
  - "Expanding Definitions of Good Teaching," Lee Anne Bell, 287-290.
  - "Valuing Students' Home Worlds," Eugene E. Garcia, 294-298.
  - "Cultivating the Trust of Black Parents," Beverly Tatum, 310-313.'

5. TBA

### III. Urban School Reform

*Do the reforms being enacted to improve urban schools meet the needs of those settings?*

## 12. April 17 Accountability reforms: How are standards and assessments changing urban schools for teachers and for students?

1. *CQ Researcher*, Chapter 1: School Reform, Chapter 2: Fixing Urban Schools
2. *Closing the Opportunity Gap*, Chapter 8: How common standards and standardized testing widen the opportunity gap
3. Balfanz, et al. (2005) "No Child Left Behind and Reforming the Nation's Lowest Performing High Schools: Help, Hindrance or Unrealized Potential?"
4. Standardized tests: Pros and cons. <http://standardizedtests.procon.org/>
5. Watch, The Education of Michelle Rhee, *Frontline*,  
<http://www.pbs.org/wgbh/pages/frontline/education/education-of-michelle-rhee/the-battle-over-education-reform/>

Issues in Urban Education: *Accountability Reforms*

## 13. April 24 School choice: What are the benefits and drawbacks of choice-based approaches?

1. *Closing the Opportunity Gap*, Chapter 9: A more perfect union.

2. Fabricant, M. & Fine, M. (2012). Chapter 2: The Promise (12-36), Chapter 3: The tension between promise and evidence (37-60). *Charter Schools and the Corporate Makeover of Public Education*. NY: Teachers College Press.
3. Buras, K. (December 26, 2014). Charter schools flood New Orleans. *The Progressive*. <http://www.progressive.org/news/ v.2014/12/187949/charter-schools-flood-new-orleans#.dpuf>
4. Matthews, J. (2009). KIPP Today, Jaquan Begins, Jaquan Climbs the Mountain and Jaquan Improves, and chapters 46 & 47, p. 63-67, 151-156, 257-260, 274-287. In *Work hard, be nice: How two inspired teachers created the most promising schools in America*. Chapel Hill, NC:
5. Payne, C., & Knowles, T. (2009). Promise and peril: Charter schools, urban school reform, and the Obama Administration, *Harvard Educational Review*, 79(2), 227-239.

Issues in Urban Education: *Chartering the Future?*

14. May 1 Reforms to the profession: What are the challenges to preparing excellent educators for urban settings, and what are some promising approaches?
  1. *Closing the Opportunity Gap*, Chapter 13: Good schools and good teachers for all students.
  2. Gagnon, D. & Mattingly, M. (2012). *Beginning teachers are more common in rural, high-poverty, and racially diverse schools*. Carsey Institute Issue Brief No. 53.
  3. Rubin, B.C. Abu El-Haj, T.; Graham, E.; & Clay, K. (2016). Confronting the urban civic opportunity gap: Integrating youth participatory action research into teacher education. *Journal of Teacher Education*, 67: 424-436.
  4. Watch: Newshour, How to train and retain great principals at urban schools, [http://www.pbs.org/newshour/bb/education/july-dec13/principals\\_08-29.html](http://www.pbs.org/newshour/bb/education/july-dec13/principals_08-29.html)
  5. Watch: TED Talk, Bill Gates, <http://www.americangraduate.org/learn/national-reach/146-video/ted-talks/812-ted-talks-ed-bill-gates.html>
  6. Teach for America articles and blog posts:
    - a. <http://www.washingtonpost.com/blogs/wonkblog/wp/2013/09/10/teach-for-america-is-a-deeply-divisive-program-it-also-works/>
    - b. <http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/09/16/new-teach-for-america-study-what-it-really-proves/>
    - c. <http://garyrubinstein.teachforus.org/2011/10/31/why-i-did-tfa-and-why-you-shouldnt/>
    - d. <https://www.jacobinmag.com/2011/12/teach-for-america/>
    - e. <http://carnegie.org/publications/carnegie-reporter/single/view/article/item/72/>
    - f. <http://truth-out.org/articles/item/17750-teach-for-america-apostates-a-primer-of-alumni-resistance>
    - g. [http://www.edweek.org/ew/articles/2014/01/15/17lee\\_ep.h33.html?tkn=YZXFwEfTLsywqWmzF1rGOvIMgVa4ZEIfvQ0&cmp=ENL-EU-NEWS1](http://www.edweek.org/ew/articles/2014/01/15/17lee_ep.h33.html?tkn=YZXFwEfTLsywqWmzF1rGOvIMgVa4ZEIfvQ0&cmp=ENL-EU-NEWS1)

Issues in Urban Education: *Urban NJ and Education Focus 2*

15. May 8 In lieu of class on 5/8, attend Youth in Action on 5/2

## Assignment Descriptions

### 1. Educational autobiography

Write a short (5 pages double spaced) educational autobiography about your schooling experiences. You can focus on elementary, middle or high school. You can write this autobiography as a story or in a more expository style.

- What was your school like, from your perspective as a student?
- Describe your school (size, location, student body, academic choices, extra-curricular activities, etc...). Was your school diverse racially and/or socioeconomically? Did your school have different academic tracks?
- Choose a single event or several related events, that you feel encapsulate something significant about your school experience and describe this event in detail.
- Finally, reflect briefly on how this educational experience shaped your views on learning and education. That is, what did you learn about the nature and purpose of education and learning from your school experiences?

These reflections will be posted and read by your classmates, so please write about something you feel comfortable sharing with the class. Post both to Autobiography Forum and to Assignments by 5 p.m, February 6.

### 2. Forum Posts

**Due: Weekly, Sunday 8 pm (10 total)**

After completing the readings and media materials for the week, please go to the week's forum and respond to the week's question, using the readings and other materials. Your response should be at least 500 words long and should end with at least 1 question that the topic and materials raised for you.

Complete the blog entry by 10 pm on the Sunday before class, and read through your classmates' responses before class on Monday. Respond to at least 2 classmate responses, and try to respond to different classmates over the course of the semester.

### 3. Contemporary Issues in Urban Education

In these case studies, students, working in pairs, will examine one of four different topics related to urban education.

With your partner, investigate your assigned topic, using both secondary and primary sources. Your presentation should inform the class about the topic paper should describe the reform; it's history, where it has been implemented, what we know about its impact, the various forms it has taken, the pros and cons, its legal/legislative status, the views of policy-makers, and how it has been experienced by the participants - students, teachers and administrators. Groups should visit at least one site where the reform is being implemented and include these first-hand observations as part of the report.

The product of this investigation will be a well-crafted presentation, 40 minute presentation to the class that is designed to inform the class on the topic in a clear, engaging and research-based manner. Each presentation should include some observations from time spent talking to people involved with the topic.

1. Profiles in Urban Teaching Presentation February 27

There are exceptional teachers and programs in every urban school. What does the research literature report about the instructional practices used by outstanding urban teachers? What do such teachers say about their work? What makes such teachers stay in urban teaching? What makes them leave? Seek out several outstanding urban teachers and profile them – what brought them into urban teaching, what they do in the classroom, what challenges they face, what rewards they receive, etc... You should spend time with your teacher both inside and outside of his/her classroom to try to understand what drives him/her and makes him/her effective.

2. School Violence? Presentation March 20

Images of violent urban schools and violent urban students loom large in the popular imagination. Others focus their attention on what has been called the “school to prison pipeline” (see NAACP Legal Defense and Education Fund, <http://www.naacpldf.org/issues.aspx?issue=3>). How disorderly are urban schools? What is meant by the “school to prison pipeline”? How does this issue affect students and teachers in urban schools? What is the impact of zero tolerance policies within schools? What is restorative justice? Investigate the scholarly and activist literature on this topic to clearly outline and frame the issue. Speak with urban school personnel and students to understand how the issue affects them on a daily basis.

3. Immigration and Language Presentation March 27

Many urban school districts have been transformed over the past decade or two by the arrival of immigrant families and students. What do researchers say about immigration and schooling? What issues arise for immigrant students and their families when they enter the U.S. school system? What issues arise for schools when they receive immigrant students? What are the various ways that schools meet and do not meet the needs of these groups of students? How do these issues affect New Jersey? Examine a school district that serves a large population of immigrant students. Profile the community and the district. What programs are available for immigrant students and their families? How do the schools in this district grapple with English language learning issues? Talk to key personnel, students, and families (if possible) to learn more about the experiences of immigrant students and the school personnel who serve them.

4. Taking Account of Accountability Reform Presentation and paper due 4/17

The past decade has seen an ever-increasing emphasis on standardization, assessment and “accountability” as a means of improving schools. One of the most prominent examples of this is the No Child Left Behind Act. How have the provisions of NCLB impacted urban schools, both nationally and here in New Jersey? What are the issues at play in the debate over graduation requirements? Get the perspectives of people directly affected by NCLB, as well as experts and research literature on these issues.

5. Chartering the future? Presentation April 24

Some believe that true educational innovation in urban contexts can only occur outside of the constraints of local school districts. Charter schools vary widely in their approaches to educating urban youth. What is the scope of the urban charter school movement, both nationwide and in NJ? What are the arguments in favor of and against charters? What results have been seen for students? What types of charter schools exist, and what are the major educational approaches taken in urban charter schools. Examine two NJ urban charter schools that take differing

approaches to education (i.e. Northstar Academy in Newark, the Greater Brunswick Charter School, KIPP in Camden and elsewhere; Big Picture Schools in Newark), visiting the schools and speaking with relevant personnel.

6. Focus on NJ's Largest Urban Districts Presentations February 13, May 1

Up to two groups will address this topic. Each group will choose the district/city they wish to investigate from the following list: Newark, Jersey City, Paterson, Trenton, Camden.

For your selected city/district, investigate: history, demographics, economics, industry, employment, income, crime, school quality, educational achievement, policy issues, development and gentrification, state control and its impact. What are the major questions and issues facing this district? What are different community perspectives on improving education in this district? Speak with educators and city residents and visit the community.

**4. Final Project: Crafting a Research-Informed Approach to Urban Education May 6**

*Choose one of the following two options.*

Create either an *instructional unit* OR a *plan for professional development* for an urban elementary, middle or high school. The plan should build upon and reference what you learned over the past two weeks. For either project, draw on course readings to craft your approach. Include an explanation of the research/theory basis for your plan.

Option A: *Instructional Unit:*

Design a four-week unit for urban students in a particular grade level/subject area (from primary school through college) that encourages them to grapple (in an age appropriate manner) with one of the following: 1) issues of education and inequality; 2) school and community violence; 3) citizenship, immigration, becoming American. Your unit should include the following:

- a. Title of the unit, grade level, and course (if applicable)
- b. Essential question
- c. Unit objectives
- d. Description of what students should know and have done before the start of the unit.
- e. Sequences of lessons and their titles. Note the objectives for each specific lesson
- f. List of resources: equipment, texts, and materials including technology and media for the unit and resources for the students; community and family resources that you plan to use in the unit where appropriate

Option B: *Professional Development Plan requirements:*

Create a plan for professional development sequence for urban elementary, middle, high school educators, or for community college or 4-year college/university educators who serve students who come from urban settings. This should be a six-session sequence of in-service opportunities designed to train your teachers for working in their urban setting and or for meeting the needs of their students coming from urban areas. Your plan should include the following:

- a. Title and objectives of the PD sequence
- b. Topic and objectives of each individual session

- c. Description of activities for each session
- d. List of resources: equipment, texts, and materials including technology and media for; community and family resources that you plan to use in the sequence where appropriate

#### OPTION C: Seminar Paper

Ph.D and Ed.D students might wish to write a seminar paper in lieu of this project. Please see me to discuss.

#### Evaluation

##### Forum Posts

3	Outstanding Post	Addresses each assigned reading and each question, uses readings to create coherent, analytical response to questions. Exhibits high level of understanding of concepts, critical analysis of core issues, clear and engaging writing style. Offers provocative question.
2	Satisfactory Post	Addresses each assigned reading and each question, uses readings to address questions. Exhibits satisfactory level of understanding of concepts, adequate writing style, analysis lacks the high degree of depth and coherence of an outstanding response. Offers adequate question.
1	Partial Post	Addresses some but not all of the assigned readings/questions. Exhibits some degree of understanding of concepts, but understanding may be flawed. Writing style hinders understanding. Shallow analysis.
0	Inadequate Post	Addresses some but not all of the assigned readings/questions. Misunderstanding of concepts, many writing problems, limited or incoherent analysis.

##### Issues in Urban Education Presentation

1. *Completeness*  
Are all parts of the assignment included?
2. *Accuracy*  
Is what you say supported by evidence? Do you summarize main points clearly? Are you precise in use of statistics and quotes? Are the facts accurate? Are they appropriate? Are they sufficient?
3. *Clarity*  
Is the presentation clear? Are the various parts of the presentation clear in their relation to the main point? Are visuals easy to read? Is the speaker easy to follow?

4. *Interest*

Are the speakers interesting to listen to? Confident? Happy to be there? Is the subject matter interesting and relevant? Are examples vivid and engaging?

5. *Timing*

Does the presentation move along at the appropriate pace? Is it an appropriate length?

For Final Project, also:

6. *Quality of writing*

Is your writing clear and succinct? Do you help the reader move easily from the beginning to the end of paper? Is the paper logical, supported by data, and reflective? Is the paper grammatically correct and free of spelling and other errors?