Rutgers, The State University of New Jersey

05:300:45 (MA) URBAN EDUCATION – Part 2

1.5 CREDITS

Spring 2019

THURSDAYS, 6:10-9:00PM

Academic Building 2150

<table>
<thead>
<tr>
<th>Instructor: Dr. Lauren Kelly</th>
<th>Email: <a href="mailto:lauren.kelly@gse.rutgers.edu">lauren.kelly@gse.rutgers.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Phone: (848) 932-0791</td>
<td>Office Location: Graduate School of Education 10 Seminary Place, Room 229B</td>
</tr>
<tr>
<td>Office Hours: Thursday, 3pm-5pm (or by appointment)</td>
<td>Prerequisites or other limitations: Admission to the Teacher Education Program</td>
</tr>
<tr>
<td>Mode of Instruction: ___ Lecture X Seminar ___ Hybrid ___ Online ___ Other</td>
<td>Permission required: ___ No X Yes</td>
</tr>
<tr>
<td>Directions about where to get permission numbers: Office of Academic Services (OSAS) <a href="mailto:ken.tufo@rutgers.edu">ken.tufo@rutgers.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

New Jersey Professional Standards for Teachers (2014)¹

☐ Standard One: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within

---

¹ http://www.state.nj.us/education/code/current/title6a/chap9.pdf
and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- Essential Knowledge 2, 4
- Critical Dispositions 1, 2, 3, 4

□ Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- Essential Knowledge, 5, 6
- Critical Dispositions 1, 2, 3, 4

□ Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

- Essential Knowledge 4

□ Standard Nine: Professional Learning. The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

- Essential Knowledge 1
- Critical Dispositions 1, 2, 3, 4

□ Standard Ten: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

- Essential Knowledge 1, 2, 3, 4

Council for the Accreditation of Education Professionals (2013)²:
Standard 1. Content and Pedagogical Knowledge

- 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

- 1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.

- 1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

---

² [Link to Council for the Accreditation of Education Professionals](http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf)
• 1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Course Catalog Description
Deepens students' understandings of the strengths and complexities of urban schools and communities, with the ultimate goal of developing the knowledge, skills, and dispositions essential to socially just teaching in urban and diverse settings. Through school- and community-based inquiry and critical reading students will become more knowledgeable about the contexts of students and the issues facing urban schools and communities.

Course Introduction
This course is the first part of the GSE’s two-part Introduction to Urban Education. The course is designed to deepen your understanding of the strengths and complexities of urban schools and communities, with the ultimate goal of developing the knowledge, skills and dispositions essential to socially just teaching in urban and diverse settings.

We will examine urban education from a variety of disciplines and perspectives. Course readings, discussions and activities will develop your understandings of the historical and structural underpinnings of inequality in U.S. society, and the implications for educational settings. We will interrogate commonly accepted ideas about urban education, learn about how youth form identities amid classroom, community and society, and develop capacity-based approaches to teaching in urban settings. Through a series of assignments, you will get to know a particular urban community and its schools, sharing your research with your peers.

By the end of the semester, you will have an understanding of the strengths and needs of students in urban settings, and a foundation on which to build a set of general and content-specific pedagogical practices. This course is the first in a two-course sequence.

The two-module sequence is centered around the following key questions:

- What defines urban? What constitutes an urban community?
- How do urban contexts shape schools and schooling?
- What are the historical, political, social and economic contexts in which urban schools are situated? How might understanding urban schooling within these larger frameworks help educators?
- What is the role of schooling in urban settings? How might schools reproduce or reduce economic inequality?
- How do youth develop as learners in urban settings? What practices push this development in a positive direction?

In this first module (first semester), our main objective is for students to be able to articulate a nuanced understanding of the word “urban,” describe and discuss the historical and political contexts that shape urban communities and understand the ways in which racial and socioeconomic oppression affect current conditions in urban schools, and consider their own
positioning within urban schools and communities. Ultimately, our goal is that students will be able to describe and adopt a capacity-oriented approach to teaching in urban communities.

**Required Texts**


**Grading Policy**

**Evaluation of Written Work**

These qualities will be valued in your work:

- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment?
- Clarity and organization of writing.
- Conciseness – try to write in a non-repetitious way.
- Completeness and depth – Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
- Independent judgment – Go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.
- Relevance – Connections between your work and the content and organization of the class should be clear.
- Attention to professional style – Papers should be typed or word-processed and follow APA format. (You can find a good summary of how to use APA format at the following website: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)) Please use Times New Roman 12pt. font, 1-inch margins, and double-space all of your assignments.
- On lateness – If you need an extension of time on an assignment please contact me 24 hours before the date when the paper is due. If you do not contact me, your grade on the assignment will be dropped one letter grade for every class period it is late.

**Letter Grade Equivalents**

- 45-50 = A
- 40-44.5 = B
- 35-39.5 = C
- 30-34.5 = D
- below 30 = F

**Academic Integrity Policy**

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to [http://academicintegrity.rutgers.edu/integrity.shtml](http://academicintegrity.rutgers.edu/integrity.shtml) for a full explanation of policies.
Course Requirements

Attendance
If you are unable to attend a class, please contact me via email as soon as possible. This will allow me to send you materials from the missed class so you don’t fall behind. In addition, please make sure that you talk to a fellow student who can collect extra handouts and help you catch up on what was discussed in your absence. Because the module is only seven weeks long, you are in danger of failing the course if you miss more than one class during the semester without a bona fide medical reason (including a doctor’s note).

Participation
Class participation is crucial to your understanding and application of course content. You are expected to come to class prepared to discuss assigned readings, field placement experiences and to participate in class activities. I will take note of participation in every class. Please note that technology use is restricted to such moments as they are deemed necessary for class. Inappropriate use of technology (such as texting or using the internet for non-class related activities) will result in a lowering of your participation points for the day.

Major Assignments
Forum: Throughout the semester, we will have Socratic discussions on the topic of the week that will be facilitated by 2 different groups of 3. Participation in these discussions is a required component of your class participation. After class, all participants except for the 6 discussion leaders will submit a 1-2 paragraph reflection on the discussion through Sakai.

The reflection can include insights, moments that stood out, and lingering ideas or questions. This reflection will replace the traditional forum posts and must be submitted by the end of the day on the Sunday following each class. The reflections, graded out of 3 points, must be developed, meaningful, and specific in order to receive full credit. Taking notes during the discussion might help you to write your reflection. You may reflect on any part of the discussions, including the one that you observed.

Discussion leaders will receive full credit for the discussion if it meets the following requirements: preparation (questions and quotes are selected in advance and brought to class); meaningful connection to week’s readings (discussion should not solely focus on experiences and observations without the lens of the texts); skillful facilitation (leaders work to ensure that all voices are represented, follow-up questions are asked when necessary, transitions to the next question or idea are appropriate).

Educator Inquiry Study: You will be collaborating with your peers to develop a study of your placement context. Task One was completed during Urban Ed Module I; Task Two will be completed this semester.
Task One: School Analysis (completed last semester)
Task Two: Classroom/Teacher Analysis (due this semester)

(see assignment sheet for detailed task descriptions and rubric)

**Mini-Action Research Project:** The more time that we spend in schools, the more questions we have. And while we may never have all of the answers to these questions, taking an inquiry stance to our practice helps us ensure that we always keep learning. One of the goals of the Rutgers GSE Urban Teacher Education program is to help you become practitioners who reflect and act to continuously improve. This small-scale action research project gives you the opportunity to consider a question that has emerged for you in your clinical placement classroom. This project has five parts:

1. **Stating a Problem of Practice:** What is something you see occurring in your placement that confuses or troubles you? Explain the problem, situating in within the current context of urban education.

2. **Asking a Research Question:** Figure out what you want to explore about this problem of practice and phrase it in the form of a question.

3. **Exploring the Literature:** Consider the roots that underlie the problem of practice you are seeing and explore how the literature we have read in this course illuminates the problem.

4. **Designing an Intervention:** Think of a very small step that you might take in your placement classroom to gain more information about this problem or a strategy you might implement to seek a change.

5. **Analyzing the Results:** Examine what you have learned over the course of this inquiry and use it to frame future steps you plan to take as an urban educator.

(see assignment sheet for detailed task descriptions and rubric)

**Summary of Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum posts/Discussion facilitation</td>
<td>15</td>
</tr>
<tr>
<td>Educator Inquiry Study – Task 2</td>
<td>15</td>
</tr>
<tr>
<td>Mini-Action Research Project</td>
<td>15</td>
</tr>
<tr>
<td>Preparation and participation</td>
<td>5</td>
</tr>
<tr>
<td>Week</td>
<td>Topics to be Covered</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 1: March 14th</td>
<td>Taking an Inquiry Stance to Urban Teaching</td>
</tr>
<tr>
<td></td>
<td>What does it mean to be a successful teacher in urban contexts?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPRING BREAK – MARCH 18-22</td>
</tr>
<tr>
<td>Week 2: March 28th</td>
<td>Capacity and Community-Based Approaches to Urban Education</td>
</tr>
<tr>
<td></td>
<td>How can we draw upon the cultures, strengths, knowledge, and capacities of our students and school communities?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3: April 4th</td>
<td>Humanizing Classrooms and Schools: Rethinking Discipline and Classification</td>
</tr>
<tr>
<td></td>
<td>How do urban students receive and experience different forms of classroom discipline and classification? What are alternatives?</td>
</tr>
</tbody>
</table>
| Week 4: April 11th | Pedagogical Approaches: Culturally Responsive (and Sustaining) Pedagogies  
How can we teach in ways that honor and amplify the cultural and linguistic resources of our students? | Read:  
- Emdin, Ch. 5-6  
- “Representin’: Drawing From Hip-Hop and Urban Youth Culture to Inform Teacher Education” by Irizarry  
- CKCS, Ch. 18 (Ladson-Billings)  
Due Tuesday, 4/9 by midnight: Pre-Discussion Quote  
Due Sunday 4/14 by midnight: Forum Post 3 |
|-------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Week 5: April 18th | Pedagogical Approaches: Getting Critical (and Political) in the Classroom  
How can we help students develop habits of critical thinking about the world around them in politically polarized times? | Read:  
- Emdin, Ch. 7-8  
- CKCS, Ch. 16, Delpit  
- CKCS, Ch. 22 (Morrell & Duncan-Andrade)  
Due Tuesday, 4/16 by midnight: Pre-Discussion Quote  
Due Sunday 4/21 by midnight: Forum Post 4  
Due in class: Educator Inquiry Project |
| Week 6: April 25th | Building Family, School, and Community Partnerships  
What are the elements of a strong community? How do we go about building community in schools? | Read:  
- Emdin, Ch. 9-10  
- CKCS, Ch. 23 (Hurtig)  
Due Tuesday, 4/23 by midnight: Pre-Discussion Quote  
Due Sunday 4/28 by midnight: Forum Post 5 |
| Week 7: May 2nd | Sustaining Ourselves and a Movement for Urban Schools  
How do we sustain ourselves and our students as we strive for equity and justice? | Read:  
- Emdin, Ch.11 and Conclusion  
Due in class: Mini-Action Research Project |