

PRE-SERVICE TEACHERS IN COMMUNITY ORGANIZATIONS: REFLECTIONS FROM THE FIELD AND THE CLASSROOM

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EAF

Introduction

- ▣ Purpose of discussion
- ▣ Background of panelist
- ▣ Overview of presentation

Foundations of Education

- Discipline/Course Objectives
 - Social
 - Political
 - Historical
 - Economic
 - Philosophical underpinnings

Field Experience

- Diverse Context
 - Race/ethnicity
 - SES
 - Ability
 - language
- Field placement
 - 10-15 hours
 - Community-based organization
 - Students Tasks (?)

Critical Perspectives

- Diversity & Multiculturalism
 - Critical pedagogy
 - Anti-racist
 - Social justice education

Points of Departure:

- Teaching philosophy
- Student resistance

Educational Context(s)

- De jure segregation
- Under-resourced public schools
- Suspension & Expulsion rates
- Special Education Placements
- Segregated classrooms
- Quality of Curriculum/Instruction
- “Achievement gap”

Literature on CBOs

- Academic Achievement (gpa)
- Stronger self-image
- Reductions in risk-taking behavior
- Decrease in unwanted behavior at school
- School attendance
- Higher attachment to school

Alternative Learning Communities

- ▣ Community-based organizations (CBOs)
- ▣ Role in communities/neighborhoods
- ▣ High-risk students and population groups
- ▣ Minority students in CBOs

ALC: Haven Community Center

“That’s part of the problem. The colleges come over here and slap a coat of paint on the buildings and think the problem is solved.”

Ms. Jackie, Founder

- Social Context:
 - ▣ Sub-urban & middle class families
 - ▣ Generational poverty
 - ▣ Low-income housing/Relocation efforts
 - ▣ Black students in minority

HAVEN

- Objectives of the Program:
 - Give youth creative and innovative ways to interact with other youth in a positive setting
 - Increase youth participation in community service and awareness of community resources
 - Increase grade point average of participants
 - Increase knowledge and interest in future educational and career goals

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Possibilities

- Community engagement
- University-Community Collaboration
- Border-crossings

Challenges

- Aligned Philosophies?
- Supervision
- Student Resistance
- Ethical “dilemmas”

Student's Perspective

- Ms. Iverson
 - Time !!!
 - Student discontent
 - Voice
 - Comfort zones

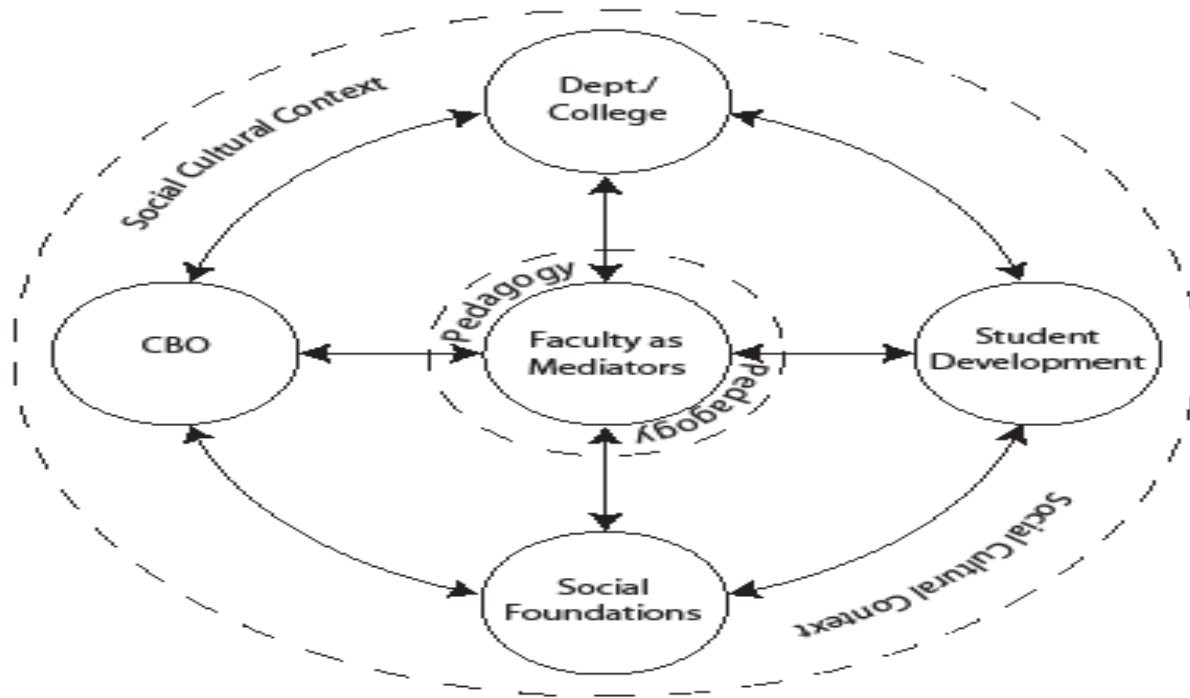
Agency's Perspective

- (Un)necessary burden
 - Physical space
 - Paperwork
 - Student-teacher ratio
 - communication

A Framework for Practice

- Faculty-as-mediators
- Framework for pedagogy: Emancipatory
 - Readings/Assignments
 - Class discussion
 - Theme: Teachers-as-Leaders
- Framework for field placement
 - Student development
 - CBO's needs

Framework for Practice



Thank You!

- Haven Community Center
- Iverson Family
- Department of EAF
- Teaching & Learning Symposium Committee

