

Urban Teacher Education Course Re-Designs

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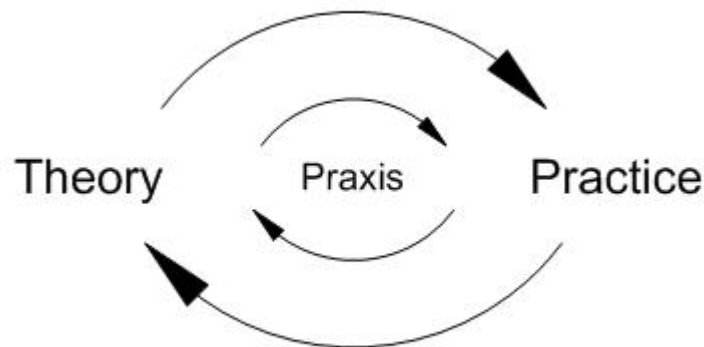
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If Knowledge is the Key... Then What is the *Lock*?

Nicholas D. Hartlep

- * **EAF 228 Transformational Learning Goal:** This course uses the conceptual diagram below in order to build students' awareness and empathy. A social action curriculum was used in the course to grow students' background knowledge of issues of social justice so that they can advocate for the students, families, and communities that they serve. Students in this course will also learn a great deal about themselves through critical self-reflection. The Diverse Field Experience (DFE) was a major vehicle in this transformational learning goal.



The Relationship Between Theory and Practice (and/or Preparation and Practice)

- * As a past elementary school teacher, I believe ***praxis*** is the connection between ***theory*** and ***practice***. Freire (2012) defines ***praxis*** as “reflection and action upon the world in order to transform it” (p. 51, italics added). Freire (1985) also mentions that when one reaches critical consciousness s/he cannot accept “***theory*** without ***practice***” or “thinking without transforming action in the world” (p. 104).

A Huge Success: In Students' Own Words...

- * “The best experience that I have had while being a student at Illinois State University and in this class was the Chicago Urban Immersion Overnight Trip. This trip was not only an eye-opener, but it transformed my attitudes and beliefs on CPS...This class was by far the best class I have ever taken throughout my college experience. The different theories and readings that we have discussed, and experiences I have been so grateful to be a part of all have influenced my attitudes as a future educator.”–White Female, EAF 228-011

A Huge Success: In Students' Own Words...

- * “I enjoyed that we did many things outside of the classroom like the Chicago trip and going to Home Sweet Home Ministry. In every other course I have taken we always talk about how we need to change education, but we never take actions towards it. This was not the case in EAF 228 and I was extremely proud to at least do something little outside of the classroom and actually make a difference to someone else's life.”—Latina Female, EAF 228-011

A Huge Success: In Students' Own Words...

- * “Throughout this course, I have learned a lot about myself and the education system that I may not have figured out if I did not take this course. I grew through going to class, the Chicago Trip, the Home Sweet Home volunteering, and the poverty simulation. I think that I grew and transformed throughout this class. I think class discussions and the trips had the most impact on my growth and transformation.”–White Female, EAF 228-004

A Huge Success: In Students' Own Words...

- * “The most impactful moment of my experience within EAF is the Chicago fieldtrip. When I first found out about the fieldtrip, I was nervous because we were going to this ‘ghetto’ area in the worst parts of Chicago. Dr. Hartlep reassured us all that we will be safe and no one will have any problems. The week before the fieldtrip we read some great articles that helped me open my mind to the experience I was about to engage upon. Once we got there, I was emerged in a whole different world. I am from the northwest side of Chicago in a white privileged area and this was the complete opposite of what but it was only 25 miles away from my house.” –White Male EAF 228-004

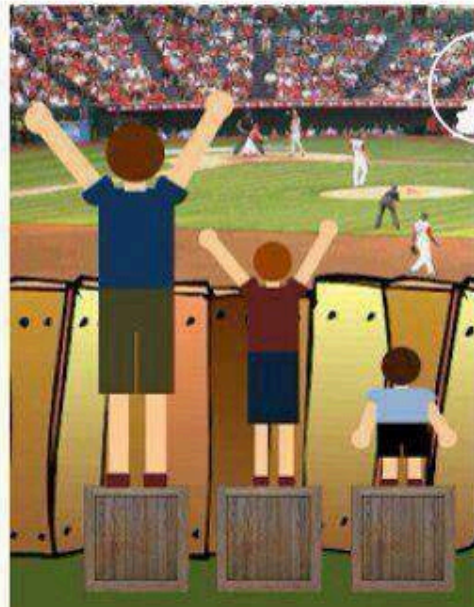
Things to Ponder...

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Things to Ponder...

Equality



Equity



Things to Ponder...

- * Assignments (Beyond Reflective Journaling)
 - * (Social) Media?
 - * IAT (Implicit Biases)
- * Affective Growth
 - * Measurement
 - * SOTL
 - * Do re-designed courses make sustainable or long-lasting changes?
 - * What best prepares PK-12 teachers to be effective urban teachers?
- * Feasibility
 - * Cost constraints
 - * Buy-in
 - * Time management

What's the Lock?

- * I think one possible “lock” may be a student’s *inability* to transform...
- * Core-beliefs, dispositions, paradigms, cultural maps, knowledge, experiences



Looking Forward: Spring 2014

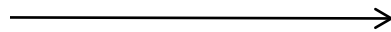
- * Continuing SOTL Research in EAF 228
- * Chicago-Based Research
 - * With the Haberman Foundation
 - * Collaborating with Dr. Eckrich
- * Two Night Stay (as Opposed to One Night) for Diverse Field Experience

Urban Issues and Child Development

Typical Development

neglect

Poverty
Culture
Discrimination
Race/Ethnicity
Policies/Laws/History



Poverty
Culture
Discrimination
Race/Ethnicity
Policies/Laws/History



Teaching Down vs. Teaching Up

Assumptions about my students

Learning about my students

Deficiencies

Strengths

Overlap in Experiences

- Poverty
- Health Issues
- Smartness
- School Policies

Growth Mindsets

Reflection

The Key to Successful Teaching

Successful Teaching = Respect for Students

Respect for students' knowledge, where they come from and who they are.

-Gloria Ladson-Billings

Teach **about** Respect

Teach **for** Respect

Teach **with** Respect

Allison Antink Meyer
School of Teaching and Learning

TCH 212

THE TEACHING PROFESSION IN SECONDARY SCHOOLS



TCH 212

Focuses on the social, economic, and political forces that influence the development, organization, and purposes of secondary schools.

The primary goals of the redesign of TCH 212 were to provide pre-service teachers the opportunity to:

- Develop the skills and dispositions needed for consistent and effective teacher and community collaboration

- Develop the knowledge, skills, and dispositions to succeed in advanced coursework and clinical experiences in urban settings

Cultural Border Crossing?

Classroom Observations

- * “I found out how teachers in the Chicago public schools have a lot in common as well as some differences with teachers who I had in my own high school in a rural setting.”

Community Observations

- * “This changed my perspective of urban life since I figured most everywhere in the Chicago area was roads and buildings non-stop.”

Rural Learners/Urban Teachers

- * Potential conflict arises where learners perceive a disconnect between their existing cognitive and emotional frameworks and those of the environment as well as by facilitating transitions between those cognitive and cultural spaces (Aikenhead, 2001; Aikenhead & Jegede, 1999).

Integration of Teaching and Community

“Most teachers commute to work by a car and do not experience some of the difficulties students go through to get to school. Not only does he experience the student’s path to school but he also sees what goes on during the weekends outside of school.”

“She said that she chose to live ten blocks away from her school because she wanted to be a part of the community. She also said that she is involved in her local church, so she would help them with various outreach events. She explained that last week they had given out fruit to people out on the streets because she said her community is like a “food desert.” She also said that she prayed with people as well, which I thought was really cool.”



Additional bus trip or opportunity
More coherence in development of student groups

Changes for next term

Urban Special Education

SED 204: Measuring & Affecting Student Academic &
Social Behavior II

SED 204

- * provides knowledge and practice in applied behavior analysis (ABA) and behavior change technologies as a methodology for developing academic and social behavior, managing individual and group behavior, and designing learning environments

Primary Redesigned Experiences

- (1) completion of a cultural and behavioral perceptions inventory (pre/post)
- (2) experiential field trip to Chicago,
- (3) disproportionality research synthesis group project
- (4) culturally responsive applied project that included a functional behavior assessment and behavioral intervention plan creation and implementation
- (5) required text and readings that include urban-focused, culturally responsive classroom management content, and
- (6) in-class activities each session that represented relevant experiences of students from diverse backgrounds in urban classrooms

Student Feedback on Immersion Trip

- * “Although I have spent years volunteering in urban settings, this opportunity brought to light many facets of teaching in an urban school that I had never before considered. This trip also proved that I had many misconceived notions of what a typical classroom is like in the inner city of Chicago.”

Student Feedback on Immersion Trip

- * “Meeting Father Pfleger and listening to him speak about believing in my students when everything else in life has told them they won’t succeed will stick with me for the rest of my life.”

Student Feedback on Immersion Trip

- * “As I completed the pre-reflection for this trip, I was very curious about what experiences I would encounter. I went into this experience believing that it was a just assignment for this class and honestly a little worried that I would regret the time lost from my Friday. However, I am writing this reflection literally minutes after returning home because I am so excited about what I just experienced. I feel that I went into this experience expecting to learn but I was unaware at the time how much I would actually be impacted.”

Student Feedback on Immersion Trip

- * “I feel so blessed that I was able to come on this trip, and I feel like I learned so much that will be applicable to my teaching career someday. I feel that I have become so much more receptive to cultures that are different than mine, and I really want to learn more about other cultures after this trip. I think developing even a little open-mindedness goes so far as a teacher, and I am so thankful I had this opportunity.”

Student Feedback at Semester's End

What had the most impact on you?

- * The Chicago trip provided me with new perspectives on CPS.
- * Meeting the principals & administrators at the schools during the Chicago trip
- * What I learned about becoming more culturally aware & sensitive to students & their behavior

Summative Course Evaluations

- * “Dr. M. has been a fantastic instructor to work with throughout this semester. She made sure there was a cultural diversity aspect in every assignment we worked on and was there for support as well.”
- * “This course was very well designed, and the urban emphasis made it very relevant.”
- * “Dr. M. was very enthusiastic about diversity in this class, and I learned a lot from her.”

Fundamental Assumptions

- * *The purpose of Health Education is to teach others to adopt and maintain healthy behaviors.*
- * Social, environmental, political and organizational factors impact class, racial, and ethnic disparities which have direct impact on the *health* of students, their families, and the communities in which they live.

Spring 2014 - HSC 290.02

Strategies in Health Education - School Health

- * *Course Purpose:* to prepare school health teacher candidates with the knowledge, skills, and dispositions needed to implement effective health education instruction in the secondary classroom (6-12).

- * *Structure Prior to Redesign*
 - * 100 min/week traditional classroom instruction
 - * Emphasis on structure and processes of teaching health
 - * 50 min/ week teaching lab
 - * Two practice teaches to peers; one videoed; edTPA discussions
 - * Two observations + one teaching experience at Metcalf Lab School

Transformational Goal

- * Health education teacher candidates value the assets, worth, and community of every student, particularly in challenging educational settings.

Critical Areas of Redesign

- * Integrate youth health disparity content into course and require such information be included in instructional planning assignments.
- * Add an urban field experience component and require related reflections about how health youth disparities and issues of equity can be addressed in teaching and learning.
- * Changes in classroom instruction, assessment, and field experiences

Transformational Goal:

Health education teacher candidates value the assets, worth, and community of every student, particularly in challenging educational settings.

Collaborative Organizations: ISU Teacher Education Pipeline, Chicago Public Schools, Healthy Schools Campaign

Outcome 1 Evaluate ecological systems' impact on student health disparities and health status. (cognitive)	Outcome 2 Propose experiences or mechanisms through which additional community understanding may be acquired to impact youth health disparities (affective/internalizing values)	Outcome 3 Value the need for effective school health education to impact youth health disparities. (affective)	Outcome 4 Value the roles of teacher disposition and connection to community in teacher success. (affective)	Outcome 5 Apply youth health disparity and community asset information to instruction and assessment planning. (cognitive)
Assessment Evidence	Assessment Evidence	Assessment Evidence	Assessment Evidence	Assessment Evidence
Asset/deficit map and report	Reflection on local neighborhood trips	Reflection on HED philosophies and history of school health education	Reflection on Interview with CBO/community members and subsequent personal development plan	Rationale for lesson plans
Anticipation and perception reflection	Reflection on The Interrupters video (after field experience)	Rationale for lesson plans	Reflection on Mirrors of Privilege video	Lesson Plan 1
	Advocacy project (each evidence piece incorporates the QoL Life Model)	Lesson Plan 1		Lesson Plan 2
		Lesson Plan 2		
Learning Activities	Learning Activities	Learning Activities	Learning Activities	Learning Activities
Read: Price, et al (2011); selected readings from Educational Leadership issue;	Read: Univ. Toronto's Quality of Life Model	Read: Welle, et al (1995); selected readings [TBA] on history of school health; Basch (2011) articles	Read: selected readings from Educational Leadership issue; selected readings [TBA] on teacher connectedness in community	Read: related materials on instruction and assessment planning; edTPA; school health discipline content
Video: Brown vs. BoE	Communicate/collaborate (Skype) w/ Chicago teacher/class/CBO on advocacy project using QoL Model	Field Exp: trip to Chicago		Field Exp: trip to Chicago
Asset interview [teacher or CBO member]		Class lectures and discussions	Interview: CBO staff & community members on teacher connectedness	Class lectures and discussions
Field Exp: trip to Chicago	Local neighborhood trips/asset mapping		Video: Mirrors of Privilege; Making Whiteness Visible	
Class lectures and discussions	Field Exp: trip to Chicago		Field Exp: trip to Chicago	
	Video: The Interrupters (after trip)		Class lectures and discussions	



Primary Changes from Redesign

- * Instruction

- * Readings and videos related to youth, health disparities, racism, school health education,

- * Assessment

- * Asset map/report; advocacy project; lesson plan rationale;
 - * Reflections: 1) anticipation and perception; 2) local neighborhood trips; *The Interrupters* video; HED Philosophies & SH Ed History; CBO/community member interview; *Mirrors of Privilege* video

- * Field Experiences

- * Sun-Mon trip to Little Village community; Madero Middle School; Healthy Schools Campaign; includes reflection

Determine Teacher Candidate Transformation

- * Pre/post response to “Describe how
 - * ecological systems impact student health disparities and health status;
 - * *a teacher acquires community understanding to impact health disparities;*
 - * a teacher could apply youth health disparity and community asset information to instruction and assessment planning;
 - * *important effective school health education is to impacting youth health disparities; and*
 - * important health teacher disposition and connection to community is to health teacher success.”
- * Assessment Content Analysis