

Teach Ed 351/MSEd 451: Schooling in America

Fall Quarter 2021
Tuesdays 2:00 to 4:50pm
Meets Online

Instructor: Corrie Cockrell Wallace
corrie@corriellc.com

Course Description

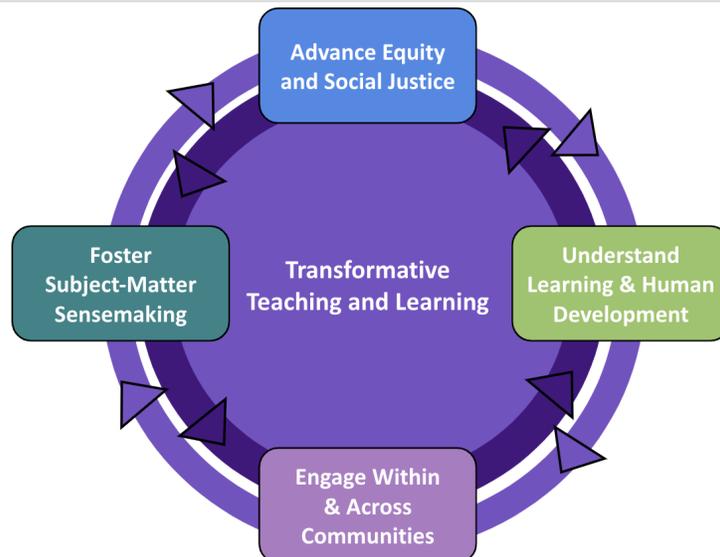
What is unique about the U.S. approach to teaching and learning? Why are schools organized the way they are? What does the day-to-day school experience look like for students, teachers, and families? This course will explore the development of schools in the United States by understanding the ideologies and decisions (pedagogical and political) that have shaped schools over 200 years. We will use Illinois and Chicago as case studies of the development of schools in urban, suburban, and rural communities, with a particular focus on Chicago, where public, charter, private, independent, and home schools all exist side by side. Students will explore their own schooling experience while also researching current school issues. Guest speakers from Chicagoland schools and virtual visits to some of those schools will ground our work in the realities of American education today.

Course Goals

1. Understand the general history of the development of schools in the United States and the many forces that shape them.
2. Understand the impact of context and community on the development of schools.
3. Explore the issues facing schools today, with a particular focus on urban schools.
4. Understand our own school experiences and how those impact our identities as students and teachers.

Northwestern University Conceptual Framework for Teacher Education

This year, Northwestern University's School of Education and Social Policy has published a new set of Guiding Commitments for Teacher Education. The graphic below highlights the four major areas of focus: Advance Equity and Social Justice, Understand Learning and Human Development, Engage Within and Across Communities, and Foster Subject-Matter Sensemaking. The complete document detailing the overall philosophy of these commitments and detailed information regarding each area can be found here: [Northwestern University School of Education and Social Policy Teacher Education Guiding Commitments](#)



Illinois Professional Teaching Standards (2013)

Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Illinois Social and Emotional Learning Standards

Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.

Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Academic Integrity

Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". For details regarding academic integrity at Northwestern or to download the guide, visit: <http://www.northwestern.edu/provost/policies/academic-integrity/index.html>.

Accommodations for Students with Disabilities

Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact AccessibleNU to move forward with the university's established accommodation process (email: accessiblenu@northwestern.edu; p: 847-467-5530). If you already have established accommodations with AccessibleNU,

please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act.

Class Recordings

This class or portions of this class may be recorded by the instructor for educational purposes. These recordings will be shared only with students enrolled in the course. Portions of recordings in which students are visible will be deleted at the end of the end of the Fall 2021 term. Your instructor will communicate how you can access the recordings.

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University's [Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

Student Attendance Policy

Active attendance and participation in the class is required. If you must miss a class session for any reason, please contact the instructor in advance. When missing a class, you should expect to make up the missed instructional minutes by completing any missed assignments or engaging in alternate activities as assigned by the instructor. Absences or tardiness may result in a lower course grade. With three or more absences, you may be unable to complete the class.

Grading

Assignments must be posted in Canvas and turned in by their assigned deadline or receive a half letter grade penalty for each day it is late. You should expect feedback on your assignments as well as number of points earned. In some cases, I will use a rubric for grading that you will receive ahead of time. I will not accept any assignment for credit after the last day of the quarter. Please talk to me ahead of deadlines if you cannot meet the aforementioned guidelines.

Required Texts

Ewing, E. (2019). *Ghosts in the schoolyard: Racism and school closings on Chicago's South Side*. Chicago, IL: University of Chicago.

Goldstein, D. (2017). *The teacher wars: A history of America's most embattled profession*. New York: Anchor.

*Additional reading available on Canvas or in handouts

Recommended Texts

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York, NY: The New Press.

Lewis, A. & Diamond, J. (2015). *Despite the best intentions: How racial inequality thrives in good schools*. New York, NY: Oxford.

Pollock, M. (2008). *Everyday Anti-Racism: Getting Real about Race in School*. New York, NY: The New Press.

Ravitch, D. (2016). *The death and life of the great American school system: How testing and choice are undermining education*. New York, NY: Basic.

Schiro, M. (2013). *Curriculum theory: Conflicting visions and enduring concerns*. Los Angeles, CA: Sage

Tyack, D. & Cuban, L. (1995). *Tinkering Toward Utopia: A century of public school reform*. Cambridge, MA: Harvard University.

Class Session Schedule, Topics, and Assignment Deadlines

Session One: Tuesday September 21

- Welcome & Overview
- Community building
- Beliefs about education: Philosophy and Ideology
- The Local Context of Schools
- Writing your Educational Autobiography

Standards: IPTS 1A, 1F, 8A; SEL 1, SEL 2

Assignments

- Read Schiro, Chapter 1
- Complete Ideology Grid
- Read Goldstein pp. 1-65
- Listen to Nice White Parents Podcast, Episode 1: *The Book of Statures*
- Canvas Post #1 or Journal in response to podcast due 9/24

Session Two: Tuesday September 28

- Exploring the ideologies
- Applying the ideologies to our schools and ourselves
- Common Schools, Feminization of Teaching, Post Civil War Schools
- Brainstorm possible research topics
- Overview of your Research Project
- Exploring ETHS

Standards: IPTS 1A, 1F, 8A; SEL 1, SEL 2

Assignments

- Read Goldstein pp. 66-132
- Listen to Nice White Parents Podcast, Episode 2: *'I Still Believe in It'*
- Canvas Post #2 or Journal in response to podcast due 10/1

Session Three: Tuesday October 5

- Schools can save America
- Progressives, Unions, Social Movements, Poverty
- Impact of Industry and Technology on schools
- Guest Speaker

Standards: IPTS 1A, 1F, 8A; SEL 1, SEL 2

Assignments

- Read Goldstein pp. 133-188
- Research Paper Proposal due next session

Session Four: Tuesday October 12

- Post-War Boom, Civil Rights, Desegregation, Data
- Rural, Urban, Suburban, Public, Private
- Schooling in Chicago
- What is the role of a neighborhood school?
- Democratic Classroom Institute

Standards: IPTS 1A, 1F, 8A; SEL 1, SEL 2

Assignments

- Read Goldstein pp. 188-274
- Poet X excerpt (in files on Canvas)
- Listen to [Strange Story of Man Behind 'Strange Fruit'](#)
- Write your Educational Autobiography
- Canvas Post #3 or Journal due 10/15

Session Five: Tuesday October 19

- History of Evanston Schools & Race along the North Shore
- Reforming Education, Standards, Testing, Charters

Standards: IPTS 1A, 1F, 8A; SEL 1, SEL 2

Assignments

- Complete your Educational Autobiography
- Read Ewing pp. 1-52 & [Can we Stop Fighting About Charter Schools](#), Ewing
- Read [Rethinking what gifted education means and who it should serve](#) ([paper copy](#))

Session Six: Tuesday October 26

- Wrap up discussion of Goldstein text
- Impact of federal, state, local policy on schools
- Sharing our personal school stories
- *Teaching While Black & Black Educator Ramble* video essay

Standards: IPTS 1A, 1F, 8A; SEL 1, SEL 2

Assignments

- Listen to Schooled: The Podcast, Episode 8, January 2, 2019
- Read Ewing pp. 53-124
- Explore [Countering Anti-Muslim Racism in Schools](#) & [Muslim Fact Sheet](#)
- Start to write your research paper
- Canvas Post #4 or Journal due 10/29

Session Seven: Tuesday November 2

- Schools and their communities
- Discussion of Ewing's research and text
- Magnet Schools in CPS

Standards: IPTS 1A, 1F, 8A; SEL 1, SEL 2

Assignments

- Read Ewing pp. 125-171
- Continue to write your research paper
- Review of *Reparations Won: A Case Study in Police Torture, Racism & the Movement for Justice in Chicago* (Jon Burge) - Chicago Public Schools
 - o [10th grade curriculum](#)
 - o [8th grade curriculum](#)
- Canvas Post #5 or Journal based on *Reparations Won* due 11/12

Session Eight: Tuesday November 9

- The Great Chicago School Experiment
- The Achievement Gap
- Where are we going next?
- Collective impact

- Educational Autobiography presentations

Standards: IPTS 1A, 1F, 8A; SEL 1, SEL 2

Assignments

- Continue to write your research paper
- Prepare your research project presentation

Session Nine: Tuesday November 16

- Educational Autobiography presentations
- Research presentations on school topics

Standards: IPTS 1A, 1F, 8A; SEL 1, SEL 2

Assignments

- Continue to write your research paper
- Prepare your research project presentation

Session Ten: Tuesday November 23

- Research presentations on school topics

MSEd 436: Graded Assignments

Class Participation (50 points)

You are responsible for your education. Come to class, participate and engage the materials. Your attendance and quality of participation will be taken into consideration as part of your final grade.

Weekly Canvas Posts/Journals (15 points per post/journal)

Each week you post to the Discussion Board and post 2 replies OR write a 1-2 page journal sent directly to the Instructor. These should comment on our class discussions, readings, or any responses you have to the course. I may offer a specific prompt to respond to. It is helpful in Discussion Board Posts to pose a question for others to respond to.

Ideology Chart/Matrix (10 points)

Create a chart or matrix to fill out based on the chapter by Schiro and our class discussions.

Educational Autobiography (50 points) due at midnight the day of your presentation

This assignment is an opportunity to explore the notion of “Schooling” vs. “Education” by tracing your informal and formal education from birth to today. Please use the questions below to guide you. The result should be a well-edited 2-4 page piece of reflective writing with specific examples that illuminate your experiences and your current feelings about education.

- Who were your “teachers”?
- When did you learn to think critically?
- When you think about your first time in school...K-5, 6-8, 9-12, undergrad and graduate school, what comes to mind?
- How do you learn best? How did you discover the way you learn best?
- What was your most positive learning experience? Be specific...
 - Where were you?
 - What were you doing?
 - Who was with you?
- What was your most negative experience in school? Be specific...
 - Where were you?
 - What were you doing?
 - Who was with you?

- What role did any teachers, schools, programs, activities, books, curriculum have on your learning or important moments of learning?
- Who was the most significant adult in your life growing up and why? What did you learn from that individual?

Educational Autobiography Presentation (50 points)

In addition to submitting your written reflection as outlined above, prepare a 10 minute presentation to share the highlights of your educational autobiography.

Research Paper Proposal (20 points) due October 15th

Write a one-page (or less) proposal about what you want to research for your final paper. Feel free to sketch an outline of the paper and/or describe your thesis and what you hope to prove.

Research Presentation (40 points) due November 12th

Prepare a 10 minute presentation to the class about your research paper that informs us about your thesis, several important examples, and connects it to the course content. You should create some kind of visual to share during the presentation. This should also engage the entire class in some kind of discussion or activity.

Schooling in America Research Paper (60 points) due November 19th

Select a topic related to schooling in America and write a research paper that informs the reader and makes a comment on the topic. The final paper should be 8-10 pages with at least 5 sources