

Civic Minor in Urban Education

**Jolanda Westerhof, PhD
Director of Teacher Education
American Association of State Colleges
and Universities (AASCU)
Great Teachers Summit For Our City Schools
Denver, CO, April 29, 2011**

aaascu

Wash DC-based higher education association

- **400+ colleges/universities & systems**
 - **41% located in cities**
- **4 million students**
 - **50% of all students @ public 4-year colleges/universities**
 - **54% of all minority students @ public 4-year colleges/universities**
- **68% public 4-year bachelor's in education**

**\$434k Learn & Serve America
Higher
Education
Grant
in
Teacher
Education**



Learn and Serve America

**Corporation for National
and Community Service
(independent federal agency)**

**Direct/indirect support: K-12 schools,
community groups and higher ed to
facilitate service-learning projects**

But doesn't it already exist?

Civic, yes...

+ Urban Education, *no*

FIPSE Bonner Civic Engagement Minors

- **16-18 credits**
- **Leadership/Women's Leadership,
Community Engagement**
- **Required field experiences/internships**

5 AASCU Urban/ Metropolitan Campuses

- **RFP process**
- **\$49,000/campus in direct funding and support over 3 years**
 - **Buffalo State College**
 - **California State University, Fresno**
 - **University of North Carolina at Charlotte**
 - **West Chester University of Pennsylvania**
 - **Wright State University**

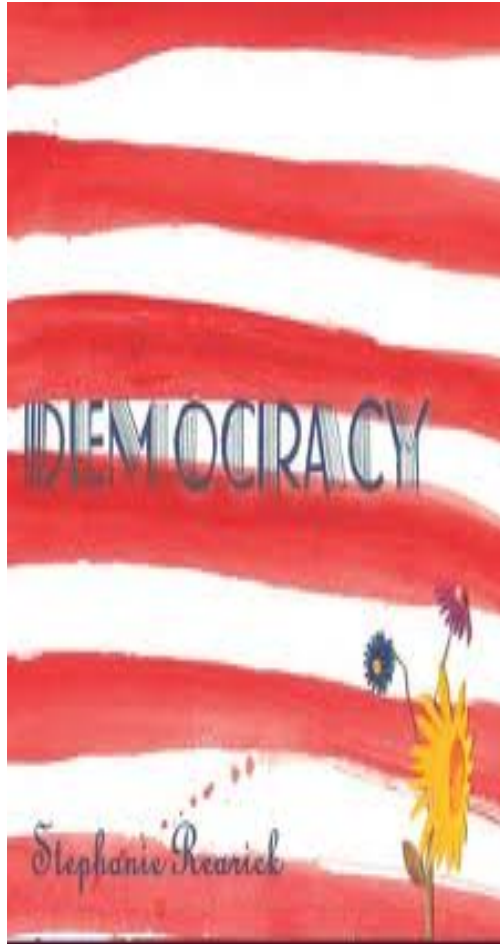
Basic Requirements

- **Partnership between Teacher Ed and Arts & Sciences**
- **15-21 credit hours**
- **Open to all students, not just those in education**

Integrate

- **Service learning**
- **Study of urban policy that highlights impact of political & social issues on K-12 academic success**

Public Teachers



**Clinical classroom
work as effective
educators (NCCTQ, 2007)**

**Civic work as
democratic
professionals (Dzur, 2008)**

Persistent Cultural Disconnect

(Irvine, 2002)

Most teacher candidates

- **White, female & middle class**
- **Lack sense of challenges confronting low socio-economic/minority students**
- **Deficit v. asset perspective of students in poor/urban schools**

Service Learning Models

Charity— “Do good”

**Civic/Social Participation—
“Get involved”**

Social Justice—”Make it right”

Public Achievement



- **Award-winning strategy for improving K-12 students' sense of efficacy and self-esteem**
- **Demonstrated track record of success in involving students in a participatory, democratic approach to problem-solving: young people work together in teams on a public work project of their choice**

Other Required Service Learning Components

- **Project(s) identified by campus and local urban school district to address community need(s)**
- **Methods course in how to teach service learning**

Ultimate Purpose



**Improving the
academic
achievement
of K-12 students in
urban public
schools**

Focus of AASCU's Project

**Five new curriculum
structures that embed
Service Learning
in urban school contexts with
public policy coursework**

Campus Design Teams

- Team Leaders:** **1 Teacher Ed faculty**
 1 Arts & Science faculty
- + Other Ed and Arts and Science faculty**
 - + Campus Community Engagement Coordinator**
 - + At least 1 urban school partner**
 - + University student**

Programmatic Isolation: Silos

Rich resources/perspectives within and beyond teacher education and the university

- **Other parts of campus resist collaboration with Teacher Ed**
- **University – urban K-12 links weak**

Fragmented Student Experience

**Courses seem unrelated to one another—
lack larger/more coherent purpose**

**Need to connect new/different aspects of
Teacher Preparation to rest of campus**

**Work together to create new kind of teacher
—a public professional with a greater
understanding of urban low-income
communities and the educational contexts
of the students who live there**

Time Line: 3 Phases

**Year 1: Organization & Design
(AY 2010-2011)**

**Year 2: Development & Approval
(AY 2011-2012)**

**Year 3: Implementation & Dissemination
(AY 2012-2013)**

Orientation, Wash DC

February 21-23 2011

- **Design Team Leaders**
- **SL Experts/Campus Consultants**
- **The Washington Center**
- **Project Evaluator: New England Resource Center for Higher Education (NERCHE)**

Summer Institute, Wash DC

June 13-24, 2011

- **Training and experience in service-learning and service-learning methodology from national service-learning experts**
- **Speaker series/on-site visits with national experts and local DC educators and communities. Urban policy dimensions of teacher education and school reform.**
- **Curriculum proposal for campus governance**

Campus Consultants

4 campus visits in years 2 & 3

- PD for faculty outside the minor, especially Teacher Education**
- Meet with design teams, university administration & urban district partner**

Campuses select: Andy Furco, Harry Boyte and CDC, other national SL experts

American Democracy Project



Design Team Leaders attend 2012 and 2013 annual meetings

- Special plenary and program thread; pre-conference for faculty from other campuses interested in project
- **8 year old initiative between AASCU and The New York Times**
- **Higher education's role in preparing next generation of informed, engaged citizens**
- **227 member colleges and universities representing 1.8 million students**

Dissemination

**430+ AASCU institutions that prepare 60%
of America's teachers annually**

Annual Meetings of AASCU Presidents

**Annual Meetings of AASCU
Chief Academic Officers**

Annual Meetings of ADP