

MONTCLAIR STATE UNIVERSITY
College of Education and Human Services

CURR 509: Sociocultural Perspectives on Teaching and Learning

Community Study (G)—Outline for Group Report

The group report has two sections: (A) The Community; and (B) The Students.

A. The Community

- 1. People:** Use the information summarized in **Form A** to answer the questions below: (**NOTE:** Your answers should reflect the group's collective thinking. Include **Form A** as an appendix to the group report.)
 - a. *What story do the numbers summarized in **Form A** tell you about the target community? Your response should include a brief comment for each of the following factors: (a) age of residents; (b) racial makeup of the community; (c) Hispanic representation; (d) housing; (e) education; (f) economic status; (g) foreign-born population; and (h) speakers of languages other than English.*
 - b. *Based on what we have studied in the course, how are these demographics likely to influence the schools?*
 - c. *Which of the community demographic findings were of most interest to your group? Why?*
- 2. History of the Community:** (Information for this section of the report comes primarily from an internet search.)

Write a brief historical account of the target community. Your account must address the following questions:

- a. *Who were the original inhabitants of the geographic area that is now the target community?*
- b. *When did the Europeans first arrive in this area? What circumstances led to their arrival? How did the Europeans take possession of the land?*
- c. *What major historical events have made a significant impact on the community in general, and its schools in particular?*
- d. *When and why did this community gain a sizeable representation of residents from the major racial/ethnic groups reported in **Form A** (e.g., Black/African American, Hispanic/Latino, other)?*

- 3. The Place:** Write a collective response to each of the questions listed below based on your individual impressions of the community, as detailed in your individual answers to questions in **Form C**.
- a. *What is the community's internal geography (distinctive sections, main streets, key markers)?*
 - b. *Are patterns of racial, ethnic, and social class segregation evident in the community? If so, describe these.*
 - c. *What distinguishes this community from others you know well?*
 - d. *What impressions did you develop about the community from your visits?*
- 4. Community Economics:** Information for this section of the report comes from an internet search and your visits to the community.
- a. *What type of employment is generally available in this community? Who are the major employers?*
 - b. *Based on the level of formal education attained by community residents (see **Form A**), what types of jobs available in this community would the average resident likely to qualify for?*
 - c. *Does the community have sufficient jobs to keep its residents fully employed?*
 - d. *What are possible employment opportunities for the average resident of this community in nearby areas? What public transportation is available for use by community residents who do not own private vehicles to get to jobs outside the community?*
 - e. *How might the economic conditions of this community and related employment opportunities for residents affect the schools?*

B. The Students—A Look Across Schools

NOTE: Use the information summarized in **Form B**, completed individually by each member of the group, to prepare a collective response to the questions below.

1. How do the characteristics of students compare across the target schools (e.g., race/ethnicity, percentage eligible for free or reduced-price lunch, percentage of students with disability, student mobility rate)? Are any important differences noted?
2. Overall, how do the characteristics of students in this district compare to those of students in New Jersey as a whole?

3. How do the language arts literacy assessment results compare across the schools?
4. How do the mathematics assessment results compare across the schools?
5. If any clear differences in assessment results were noted between/among the schools—either for language arts literacy and/or mathematics—what factors might account for those differences?
6. Overall, how do the assessment results for students in this district compare to the average results for students in the same district factor group (DFG)? If differences are evident, what factors might account for those differences?
7. Overall, how do the assessment results for students in this district compare to the average results for students in the state? If differences are evident, what factors might account for those differences?
8. What conclusions do you draw from the above analyses?

APPENDICES FOR GROUP REPORT

1. **Form A.** Community Demographics Characteristics (one for the group)
2. **Form B.** Student Information (one for each member of the group)
3. List of internet web pages from which information was used to prepare the group report

REMINDERS

GENERAL GUIDELINES: The report and all forms must be typed.

CITE SOURCES: In writing your report, make certain that you cite sources used. When using other authors' ideas, make sure you paraphrase their writing. If you use text written by another author, make sure to use quotation marks. Plagiarism is a serious matter with serious consequences.