2017-2018 UT Internship Events

July and August 2017
Interns report for In-Service (See school system websites for actual dates.)
2017-2018 Proof of Insurance due in Office of School-Based Experiences.
Drug Screen must be completed for interns placed in Knox County Schools at any point
during the academic year.
Child Protection Training and/or Sex Offender Registry check Acknowledgement Form
turned in by July 22 in accordance with each departmental requirements.

August 2017
Internship Overview meetings for interns, mentors, partnership administrators, faculty
liaisons, and university mentors and faculty. TBA (See newsletter for times and
locations.)

August 23, 2017
UT Classes Begin

December 16, 2017
UT Graduation
Interns remain full time in schools until school system closes for the holidays.

January 10, 2018
UT Classes Begin
Interns return full time in schools according to the school system return date.

March 2018
Teacher Recruitment Fair and Interview Day - TBA

May 2018
Elementary and Special Education Tribute to Educators Reception* - TBA
Middle Grades and Secondary Tribute to Educators Reception* - TBA

May 10, 2018
UT Graduate Hooding Ceremony
Interns remain full time in schools until school system closes for the year.

NOTE: For all Praxis test dates deadlines go to the website at www.ets.org/praxis
General Overview

COURSE TITLE - TPTE 574 Analysis of Teaching for Professional Development (2 credits)

INSTRUCTOR(S) - UT Professors (and/or Designees)

COURSE DESCRIPTION AND OUTCOMES
Strategies to document and analyze effectiveness of teaching and professional development, which includes the study and application of various approaches.

LEARNING OBJECTIVES - Interns will be able to:

A. Distinguish between reflective and non-reflective teaching practices;
B. Describe strategies used for inquiry-based teaching practices;
C. Develop and implement activities for each inquiry-based teaching strategy;
D. Describe how knowledge of learning styles, characteristics of learners, teaching roles, and the school in society influence teaching decisions and practices; and
E. Analyze self-effectiveness as a component of professional development.

REQUIRED TEXTBOOKS AND READINGS
Required text is TPTE 574: Analysis of Teaching for Professional Development. Additional readings may be assigned.
LEARNING FORMATS

Requirements for All Students

1. Read assigned materials
2. Write a personal statement of beliefs about the teaching/learning process
3. Use inquiry-based approaches to analyze teaching situation
4. Identify topic for the Research Review Project. Timetable and activities relating to the Review will be determined by each professor.

Class Meetings

Class sessions will be a combination of lectures, discussions, and panels of practicing professional educators. Classes will meet in large-and small-group formats and will base discussions on experiences in placement schools and communities, as well as on pedagogical issues and concepts.

Field Experience - TPTE 575 Internship - Fall Semester, which is a co-requisite.

Schedule - See Fall Semester timetable and UT professors for details on course schedule.

Evaluation Criteria

1. Research Project Proposal (research activities)
2. Class participation
3. Additional requirements may be assigned at the discretion of the individual course instructor

Grading - A letter grade based on fulfillment of requirements.
TPTE 574
ANALYSIS OF TEACHING

PART I

UNDERSTANDING THE SOCIOCULTURAL CONTEXT OF SCHOOLS AND COMMUNITIES
PART I: UNDERSTANDING THE SOCIOCULTURAL CONTEXT
OF SCHOOLS AND COMMUNITIES

The first theme of this course deals with understanding the contexts in which schooling takes place. Through reading current literature, studying school and community contexts, and reflecting on these experiences, you will develop a thorough understanding of your school and community. This understanding should enable you to reflect on how your particular school and community compares with other schools and communities. Even more important, it will enable you to better capitalize on the assets of your community and students in making your teaching more relevant to students’ lives.

The beginning of this section provides a series of activities related to the socio-cultural context of schools. Some of these activities will be assigned, but others will be supplementary, depending on your 574 instructor. The principals and teachers at your school will be working with you and your mentoring professors in designing an internship that will provide a wide variety of experiences.
The following activities are offered to guide your initial observations in schools and surrounding communities. Your professor will assign many of these activities in the initial portion of the course for class discussion. These guiding questions will be useful in your study of the school in which you are now teaching.

Community Descriptions:

1. Describe the community or communities where the children in your school live.

2. Begin by finding out the boundaries of the school district. You may be able to obtain a map of the district from the administrators in your school.

3. Determine what student and family services are offered both before and after school.

4. Ride around the community. What facilities are available for children during after-school hours? Is there a library in the community? Recreational facilities? Are there businesses, parks, community centers, non-profit organizations, medical service facilities, government facilities, or churches? If so, how many and what kind? What kinds of stores and other services are available in the community? Arrange with the principal of your school to ride one or more of the buses that transport the children in your school. This activity reveals much about the lives of children before and after school.

School Descriptions:

1. How many students and faculty are at this school? Provide demographics about free/reduced lunch rates, special education enrollment, or other information about students and their families.

2. Describe the physical characteristics of the school (when built, layout, etc.). You may want to make a map of the school or may be able to obtain such a map from the principal.

3. How do various stakeholders describe your school? Ask faculty, students, parents, and community members. Compare their perceptions.

4. Describe the support staff and specific programs offered to students. What special education services are provided by your school? How are they provided?

5. How are grouping and tracking done at your school? How are children placed in these groups? Can they move from one ability group to another? How? Who makes these decisions?

6. How does this school compare to the school you attended?

7. Describe the makeup of the faculty and staff. How many males and females are in administrative positions? Support staff positions? Teaching positions? Other staff?
8. How do the administrators interact with the teachers? How do the administrators interact with you? What are the responsibilities of the different administrators in the school?

9. Talk to several teachers:
   - What responsibilities do they have beyond the planning of classroom instruction?
   - What are their expectations for student behavior outside the classroom (i.e., hallways, assemblies, special programs) and how are they managed? Will teachers take part in developing these rules and regulations?
   - Do they feel involved in the decision-making process within the school?
   - What do the teachers see as their most important responsibilities? As least important?

10. What interactions are there between teachers and administrators?

11. How is the school governed?

12. How is the school day structured? How does this fit with what is known about child development?

13. What role does the state play in the policies and practices in the school? (You may need to ask your colleagues as well as administrators.)

**Classroom Observations:**

1. Compile information about the student population in your school and in your classroom. Include socioeconomic status, English Language Learners, children with disabilities, and minorities. Determine the number of African-American, Asian, European American, Latino, and Native American students in the school.

2. Take careful field notes during several class periods from beginning to end with discussion, questions, activities and time noted. What percentage of the classroom interaction involved teacher talk? About what? What percentage of the classroom interaction involved student talk? About what? How many student-initiated questions and comments were there? How many teacher-initiated questions and comments were there? What kinds of questions? What levels of questions? How were student responses distributed (volunteers/non-volunteers, front/back, male/female, white/nonwhite, middle class/working class)?

3. How did teachers use praise? Reprimands? Wait time?

4. Observe reading groups and compile student composition of each group.

5. Observe interactions among students and between students and faculty. Notice the number of times students are called on in class, given help during seat work, disciplined, etc.

6. During several class periods, tally the number of males and females who ask questions, answer questions, make comments, etc.

7. During several class periods, tally the questions and comments made by teachers to male and female students.
8. What motivational techniques do various teachers use with students? How is student effort rewarded?

9. Observe teachers and assistants, where available (both regular education and special education) working with students.
   - What do you notice about the interactions you observe?
   - What do you notice about the tasks used with the students?
   - What stands out for you in the observations of special-needs students?
   - How were assistants utilized during your observation?

10. How do teachers convey their expectations to students? Describe the ways teachers manage their classrooms and discipline students.

11. What are the values and beliefs of the teachers with whom you are working? What is important to them? How do you know? What is the evidence for your judgments?

12. What directives, rules, and practices shape the configuration of time, space, and curriculum?

13. Reflect on your observations.
   - What did you think of the classroom interactions?
   - What kinds of interactions worked best or were most appropriate? Why?
   - What problems did you observe?
   - What patterns did you observe?
   - What would you do differently about the communication patterns in your own classroom?

**Observations of Your Own Teaching:**

1. What are your own values and beliefs about teaching and learning? About how children learn?

2. Tape record one of your lessons. Carefully listen to the tape. Note how much “teacher talk” there was. Note the amount of student talk. What stands out for you in listening to your audio-taped lessons? Use the rubrics from the Tennessee Educator Acceleration Model (TEAM) to guide your reflection.

3. Throughout the year, videotape several of your lessons. You may ask a colleague (either mentoring teacher or fellow intern) to watch, critique, and discuss your videotape with you. As an option, some teachers and administrators find that engaging a small group of students is helpful in critiquing a video segment. Others suggest allowing students to complete a brief classroom learning environment survey to gather their input. Reflect on your lesson by identifying both strengths and areas to strengthen.

4. Reflect on your observations.
   - How did the audio-taped or videotaped recording of your lessons match your own values and beliefs about your teaching?
   - What kinds of interactions worked best? Were appropriate? Why? What problems did you observe? What would you do differently about the communication patterns in your classroom?
   - What did you notice about your interactions with the students?
**Textbook Analyses:**

1. What role do texts play in the curriculum? What are the underlying values and messages in the formal curriculum?

2. Examine the textbooks and other curricular materials that you are using. Is there gender balance in the content of the curriculum? Be sure to examine illustrations, text, and activities. How do your findings relate to the literature?

3. If there are any students with special-needs in your classes, what provisions are being made to adapt the textbooks to better meet the needs of these students?

4. (Optional) Research various textbook companies, including the publisher of your textbook. Gather insights on the money they make, the roles that larger states play in dictating textbook material, and the economics surrounding textbook adoption.
Teacher Performance Assessment (edTPA): Context for Learning Information
(From the field test handbook)

About the School Where You Are Teaching

1. In what type of school do you teach?
   Elementary School _____      Middle School _____      High School _____
   Other (please describe)

2. What is your school context?
   Urban _____      Suburban _____      Rural__________

3. Identify any special features of your school or classroom setting (e.g., themed magnet, students are tracked into the class, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

About the Students in the Class

1. Percentage of students eligible for free/reduced lunch___________

2. Grade level(s), ______________

3. Number of:
   • students in the class _____
   • males _____ females _____
   • English language learners_____  
   • students identified as gifted and talented_____  
   • students with Individualized Education Programs (IEPs) or 504 plans_____  

4. Complete the chart below to summarize required accommodations or modifications for students receiving special education services and/or students who are gifted and talented. As needed, consult with your cooperating teacher to complete the chart. The first row has been completed in italics as an example. Use as many rows as you need.

<table>
<thead>
<tr>
<th>Special Needs</th>
<th>Number of Students</th>
<th>Accommodations, Modifications and/or Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>Example:</td>
<td>Example:</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>4</td>
<td>Close monitoring, follow</td>
</tr>
<tr>
<td>ADD</td>
<td>1</td>
<td>Additional time to complete assignments</td>
</tr>
</tbody>
</table>

Note: There are 3 additional questions on the edTPA Context for Learning Information page that relate specifically to the class being observed for the edTPA. The questions included in this handbook are focused on understanding the context of the classroom.
TPTE 574
ANALYSIS OF TEACHING

PART II

Task Stream Electronic Portfolio
**Task Stream**

Task Stream is an electronic portfolio that allows you to document your progress toward program completion and or licensure. As you progress, you will be expected to upload required artifacts and to have them evaluated using the Task Stream rubric system. The data will be used to evaluate you as well as your program and college as a whole. Please feel free to contact Bill Wishart, the system administrator (wwishar1@utk.edu) if you have questions or need support.

**Required artifacts for upload to Task Stream (Additional artifacts may be required by program)**

<table>
<thead>
<tr>
<th>Pre Internship/Student Teaching Artifacts</th>
<th>Generated</th>
<th>Modified (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creating and Sustaining a Learning Environment</td>
<td>Ed Psych 401</td>
<td>591</td>
</tr>
<tr>
<td>2. Lesson plan that has accommodations for special needs students</td>
<td>SPED 402</td>
<td>Methods</td>
</tr>
<tr>
<td>3. Design for (or a link to) a web page created by the intern</td>
<td>TPTE 486</td>
<td></td>
</tr>
</tbody>
</table>

**Internship/Student Teaching Artifacts**

| 4. Unit plan or edTPA Planning Commentary                                      | Methods and edTPA | Spring TPTE 575/591 |
| 5. Lesson Plans (3 total with one utilizing technology and one from the unit Plan) | Methods and edTPA | Spring TPTE 575/591 |
| 6. Research Review (Interns Only)                                             | TPTE 574        |                     |
| 7. Pre-Post assessment or edTPA Assessment Commentary                          | TPTE 591/edTPA  |                     |
| 8. In-service Professional Development Hours                                  | TPTE 591       |                     |
| 9. TVAAS Training Module                                                      | Varies by Program |                   |
AUTHORIZATION FOR USE OF MY CHILD’S PHOTOGRAPH, LIKENESS, VIDEOTAPES, OR TRANSCRIPTIONS

I ________________________, am the parent or legal guardian of _________________________. I hereby authorize The University of Tennessee, its employees, agents, and personnel acting on behalf of the University, to duplicate, in whole or in part, distribute, and use photographs, video images, other likenesses, and transcripts (the material) of my child for purposes related to the educational mission of the University. I have had an opportunity to review the photograph or video of my child that the University wishes to use by receipt of a copy by letter dated _________________.

This authorization applies to that (those) photograph(s) and no other. I understand and acknowledge that such material of or involving my child will be included in a web-based portfolio system designed to be used for the evaluation of future teachers and of the teacher preparation program in the College of Education, Health, and Human Sciences.

I understand that The University of Tennessee and its employees, agents, and personnel acting on its behalf will take responsible measures including but not limited to password protected access, redacting identifying information and archiving material offline following periodic program reviews to prevent unauthorized use but cannot absolutely warrant or guarantee that my child’s material will not be subject to further dissemination. Accordingly, I hereby expressly release the University, its employees, agents, and personnel acting on its behalf from any and all liability relating to the University’s use of the material.

I understand that my child will not be identified by name, but may be identified by age or program level.

I acknowledge that all material in the web-based portfolio system belongs to the University and that neither I nor my child will receive any payment or compensation in connection with their use.

I make this release of all claims and authorization on behalf of myself, my child, my heirs, executors, administrators or assigns.

I have read this document, understand the contents, and have willingly agreed to the above conditions.

Parent or Guardian

________________________________________
Signature

________________________________________
Date

Printed Name of Parent or Guardian

________________________________________
Street:

________________________________________
City, State, Zip:

________________________________________
Telephone:
TPTE 574
ANALYSIS OF TEACHING

PART III

TEACHER AS RESEARCHER
UNDERSTANDING THE RESEARCH REVIEW PROJECT
Why do our interns conduct research reviews?

Effective teachers are life-long students of their own work as well as the work of others. They study and compare the effectiveness of their teaching along with the effectiveness of their colleagues. They review and study the literature within the field of education to stay informed about the most effective instructional practices. Interns have the opportunity to develop research skills and interests about instructional practices through the research review project. The expectation that teacher candidates have both the capacity and habit of studying the effectiveness of instructional practices is integrated into the Council for the Accreditation of Educator Preparation (CAEP) standards. The Graduate School of Education is committed to preparing its graduates for the 21st century and, consequently, infuses the CAEP standards into all of our teacher preparation programs. By having our teacher candidates engage in a research review project as an integral component of their internship year and graduate program, our interns meet CAEP standards of excellence for the profession and university requirements for graduate degrees.

Steps to Follow in the Research Review

As a graduate student matriculating TPTE 574 and TPTE 591 Clinical Studies, you may wish to use the following process to help you think about planning, designing, and synthesizing your research review.

Since you are attempting to solve problems in your own classroom practice, reviewing research lends itself to studying your own classroom. You might want to think about the concerns or problems you have in dealing with your students. For example, you may find that you are having difficulty with a particular student. You may feel that your questioning strategies are not as good as you would like them to be. You may find that you are interacting more with some students than with others. You may have difficulty getting students to complete assignments or to hand in their homework assignments. You might think your lessons are not as interesting as they should be even though you are spending what you consider to be a sufficient amount of time in their preparation. You may want to investigate why some students are more motivated to learn than others, or perhaps, why some appear to learn better than others. All of these concerns lend themselves to research reviews because they deal with improving your own personal instructional practice.

Once you have decided on a problem or concern, you will conduct a search of the current literature on the topic to discover what other researchers have found out about your particular issue. Your IT 486 class has already prepared you to examine the on-line educational databases available in the library which can easily be accessed either on campus or remotely. Do not hesitate to ask for guidance from your instructors who should be well versed in this process. Be sure that the articles you retrieve are actual empirical research studies in addition to how to articles, which tell you how to carry out a particular teaching strategy. You will also find essays or theoretical articles that will give you the theory behind a particular topic or classroom practice or issue. For example, if you are interested in cooperative learning, you will find some theoretical essays in which the philosophy underlying cooperative learning is articulated. You will also find many articles with specific strategies for implementing cooperative learning in your classrooms. You may find both of these types of articles useful in your review of the literature. However, be sure to look for articles that report actual research studies related to cooperative learning. Authors of these articles generally tell you what their research question was, which research methods they used, and what they learned from conducting the research.
WRITING YOUR RESEARCH REVIEW

One of the major assignments you will complete in TPTE 574 is a research review. Your TPTE 574 professor(s) will be working with you on this project throughout the semester. The following are suggested guidelines for you to use in writing your research review. Please refer to department personnel for program-specific guidelines.

Suggested Format

I. Introduction
   a. Research Question or Topic
   b. Rationale

II. Research Review
   a. Search Parameters and Method
   b. Introduction of Themes
   c. Synthesis of Relevant Research (themes might include the following)
      i. Major Theories and Definitions
      ii. Seminal Works
      iii. Methodological Approaches
      iv. Research Findings and Conclusions

III. Implications of Reviewed Research

IV. Reflection on Process of Reviewing Research

Title

The Title is concise, descriptive, and informative. The Title should describe the content of your paper in as few words as possible.

Abstract

The Abstract is a very brief overview of your entire research review, which contains a preview of the paper and a summary of the principal findings. It is a self-contained document, between 80 and 85 words, which can be read independently of the paper. (See page 21 for additional information.)

Introduction

The Introduction is a clear statement of the project which includes your reasons for choosing the topic, the context of the study, and the significance of the study.

Research Review

The Research Review allows you to review the research that has already been published concerning the subject you will be studying. You will be expected to state how you conducted our search for the literature synthesized. To conduct a research synthesis, you will identify primary themes that emerge across the articles you review and then describe each theme in depth. Your Education 574 professor(s) will provide more details about how to conduct a literature review.
Implications of Reviewed Research

A review of research does little good if it makes no impact on the classroom. In this section, you will develop and describe potential implications for multiple stakeholders, possibly including those at the classroom level, the school level, or the broader policy level. This section might also include your own critique of the literature reviewed by including any gaps in the research, issues with the methodologies employed, and the potential under—or misrepresentations of participants.

Reflection on the Process of Reviewing Research

This closing section allows you a space to describe what you learned through conducting this review of research and how it might impact you professionally.

References

A citation is the formal acknowledgment within the text of references used. The citation serves as a link between the text in which it appears and the formal, alphabetical list at the end of the paper called References. Normally a Reference list differs from a Bibliography, in which you list everything you have read, whether it is cited or not. See the Publication Manual of the American Psychological Association 5th Edition (APA) for writing references.

Overall Considerations

Please adhere to the accepted grammar and usage conventions expected in academic writing. As a synthesis of educational research, you will be expected to follow the format of the Publication Manual of the American Psychological Association, 6th Edition.

All papers should be:

1. Typed using standard 12-point, serif typeface (such as Times) and double-spaced.
2. Printed single-sided on 8 ½ x 11-inch paper with one-inch margins on all sides.

Additional Suggestions:

1. The title page shows the title of the paper, the author’s name, and date of submission.
2. All pages except the title page and abstract should be numbered. Type the page number, using Arabic numerals, within the one-inch margin on the bottom of the page. The numerals should be centered and should be one-half inch from the bottom edge of the page.
3. Do not include your name on each page of the paper.
4. Use abbreviations sparingly, but if a very long name or term is repeated throughout the paper, an abbreviation is acceptable.
5. Abbreviations should be defined the first time they appear in the text by placing the abbreviation in parentheses following the spelled-out word.
TPTE 574/591 RESEARCH PROJECT

ABSTRACT FORM

The abstract is to be written in past tense and should be between 80 and 85 words. If your abstract is longer than 85 words, for publication purposes, it will be shortened.

Your abstract should be formatted in Arial type font and should contain the following information:

1. **Author/Intern**
   - **Program Area** (i.e., Early Childhood, Elementary, Middle Grades, Secondary English, World Language, English as a Second Language, Music Education, Art Education, Deaf Education, Special Education)
   - **Title** (all caps)
2. **Purpose** of the project, question(s) and/or hypothesis(es) investigated
3. **Participants** (e.g., fifth grade general education students; high school special education inclusion students; preschool students)
4. **Method Design**: Qualitative (e.g., Case Study, Observation Study, Open-Ended Interview) OR Quantitative (e.g., Experimental/Quasi-experimental, Single Subject, Relationship; Structured Questionnaire or interview).
5. **Implementation or Intervention**
6. **Method of data collection**: pretest-posttest, observations (including audiotape or videotape), survey or interview, open-ended interview
7. **Findings**
8. **Conclusions**

**Sample Abstract**

Abstract Examples:

**INFUSION OF TECHNOLOGY INTO MIDDLE SCHOOL MATH LESSONS AND ITS EFFECTS ON QUIZ SCORES**
In a quasi-experimental project, technology was infused into daily math lessons for two general education seventh grade classes to determine if math quiz scores and student attitudes would improve. The first nine weeks’ math quiz score averages and a math attitude survey constituted baseline data. For six weeks, math lessons, using commercially available software, were presented. Weekly quiz scores improved an average of eight percentage points and post-test surveys indicated an improvement in the students’ attitudes toward math.

**THE EFFECTS OF WORDLESS PICTURE BOOKS ON RELUCTANT WRITERS’ SKILLS AND ATTITUDES TOWARDS CREATIVE WRITING**
This study incorporated wordless picture books as inspiration for creative writing to enhance fourth grade reluctant writers' (n=15) skills and attitudes. Using the “6 Traits Writing Process,” students created weekly written pieces inspired by various wordless picture books over a six-week period. This mixed methods study generated data through observational notes, attitude and writer profile surveys, and the "6 Traits Writing Process” rubric scores. Data analysis indicated an improvement in both student attitudes and writing skills.
Community Mapping

Every school is located in a community, and that community has both a historical record and current resources that can enhance teaching and learning. However, too often the school and the community remain isolated from each other. Neither teachers nor the teacher education programs that prepare teachers situate learning in the community context, thus missing the opportunity to incorporate the community in building the knowledge, skills and values that could enhance learning. The relationship between a community and a school should be a two-way street since both have something to offer each other, but making that a reality requires that teachers know both what is available and how to make use of that knowledge. And most significantly, they must develop the disposition that experiential learning is possible, interesting, and important. Community mapping is a process that promotes increased traffic on the school-community street, engaging teachers, students, and pre-service teachers in more systematic information gathering and use of the community in teaching and learning (Treadway, 2000, p.2).


Preparation Checklist

1. Identify the number of participants. Divide the number into teams (6-7 is ideal, more than 9 is too many).

2. Develop maps. Select sites for each of the teams to map. These could be sites surrounding a particular school or a cross-section of sites across the school system. Each team should create a map that is large enough to read clearly. Highlight the specific blocks the team will “map.”

3. Prepare Community Mapping Bags. One bag per team should include: two clipboards (one with note paper for the “note taker,” one with blank paper for the “mapper”); a pencil and/or crayon and tracing paper for the “imprinter;” two markers for additional team needs, and digital camera, flip cam, or phone camera for the “photographer.” A schedule with the time to return from the expedition might also be included.

4. Gather supplies for each group to use in preparing presentations.

5. Reserve technology needed for the process.

6. Prepare the participants. Participants should wear comfortable shoes for walking throughout the areas. They should also dress casually to accommodate weather conditions, but not so casually that they will not be viewed appropriately by those with whom they will come in contact during the mapping experience.

7. Send the participants, in teams of six or seven, to walk through a designated segment of the community. As this is also a “team building” learning opportunity, create teams of interns from different grade levels or subject areas. Identify as many differing areas (approximately 4 blocks each with a mix of houses, businesses, etc.) of the school community as you have teams and assign each team to one of identified areas. If the session begins in the morning, have the participants eat lunch in the area they are assigned to map. This gives them an additional perspective and time to talk with others from the area.
community. As the team members walk through their area, they might ask the following questions depending on what is located on their walk:

Possible questions for a predominantly business area
- What do you notice about retail centers? What can you find out about the history of these location?
- Who do you notice is hanging about at these retail centers?
- What do you notice about the mix of tenants in this area?
- What services are provided in this neighborhood?
- Are there any historic plaques in the area? Should there be?

Possible questions for a group that mapped a predominantly residential area
- What services are available for youth and families in this area?
- Note the use of the park space. Consider use of open space in this district (safety issues for children & youth).
- What kinds of retail options are available?
- What housing has been improved – and what housing has not been addressed?

Questions for group focused on recreational and safe spaces for children to play and get to school
- What would you consider as safe ways to get these students to school?
- What do you notice about the differences in housing options?
- What kind of open spaces are there for physical recreation?

Product
Share the outcomes of the Community Mapping Exercise with faculty members. Use technology (e.g., PowerPoint) or other means to highlight important outcomes of the experience.

Adapted from URBAN IMPACT, June