Community Mapping Activity & Presentation

We’re inviting you to enter your school’s context as though you were young parents looking to settle in the area and wanting to know as much as you can about the school your child/children will be attending.

In small (2-4 member) groups, your task involves the following:

1. Identify the current status of your school in terms of its relationship to schools throughout the state utilizing Internet sources such as [http://edna.ed.state.pa.us](http://edna.ed.state.pa.us), your specific district/school’s websites, [www.greatschools.net](http://www.greatschools.net) etc. Search for the following: student achievement data, per pupil expenditure data, graduation rate data, free & reduced lunch data, race/ethnicity data, etc., and other data provided that are of particular interest to you located on the website. Be sure to place your data in context by locating similar data for the neighboring school district(s), state and/or nation.

2. Collect community based artifacts (newspapers, pamphlets, etc.) that inform you about the context of your school—what’s going on in the community, what does the community seems most proud of, most concerned about, etc. Pay particular attention to all of this relative to school-aged youth.

3. Have at least three differently-located conversations with adults living in the community of your school to learn what people in the area have to say about life in their context. (Give serious consideration to visits with real estate and insurance agents, police and firefighters, and anyone else who is likely to have a broad knowledge of the community.) In general, what do they feel are the most interesting and exciting and/or problematic and controversial topics at the moment? How do they feel about their schools in general?

Once you’ve collected these data, develop a PowerPoint presentation (your group will have a TOTAL TIME OF 10 MINUTES to present on Thursday, February 26) that does the following:

1. Presents on a single slide a geographic map of the location of your school relative to State College.

2. Presents on a single slide education-specific geographic and demographic information about your school/school district. Your slide should include the following information:
   - District’s Geographic Area
   - District’s Enrollment: (K-12)
   - District’s Free/Reduced Lunch Percentages
   - District’s Per Pupil Expenditures
   - District’s Race/Ethnicity Percentages
   - Your School’s PSSA Information (if this is only offered at the district level, include that)
   - Other (anything you might find relevant)

3. Presents on no more than three slides digital pictures of your community.

4. Presents on a succession of slides:
   - A. The questions asked of your community members (put careful thought into these).
   - B. Specific information concerning your interview respondents (who they were, where/when you spoke with them, interesting statements that they made, etc.).
   - C. A collective summary of what your respondents had to say.

5. Presents on no more than two slides a connection to 2 prior CI 412W activities—(1) Who Are My Students? Activity and (2) Mentor Teacher Interview Activity—in an attempt to understand how people more directly involved with the school perceive the school-community relationship.

6. Presents on no more than three slides your group’s reflections about how all of this information might serve you in your pre-student teaching efforts. In other words, suggest ways in which planning, instruction, or assessment efforts may require modifications given stated knowledge about the school and its community.

In short, we’re anticipating no more than 12-15 or so PowerPoint slides for each presentation within a 10 minute time period!