

New York School
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This school is run much like the “Toyota” article where workers (students) are encouraged to know implicitly what is explicit. Meaning: the students are taught to come up the answers. I believe this is the Socratic method of teaching.

Teaching staff:

Teachers of every race.

Diverse teaching staff.

Teachers dress casually.

Teachers are called by their first names.

Language is very causal “stop bullshitting me” teacher says to a student regarding his assignments being completed.

Teachers spend a lot of time working one-on-one with students.

Teachers follow-up on students that are NOT in school by involving friends and making calls.

Teachers go far beyond the scope of a “prescribed” teacher job.

Students perspectives are highly valued and obviously observed.

Teachers listen carefully to students while they explain an answer and do not dismiss them or tell them what to think.

Parents:

Parents are involved and support the school’s philosophy in every scene.

School building

The school outside is very ugly. Not inviting and not someplace where you think learning could take place.

Lots of pictures on the walls – African American drawings, drawings of foreign countries, Drawings of nature.

Big painting with bright colors in the AP’s office.

Police or ambulance sirens are continually going off in the background and no one flinches or takes notice.

African American leader discussing with a white boy his idea of what socialism was.

Student was allowed to voice his opinion.

Very positive and open minded teacher.

Black girl describing her experience of working on Wall Street. Real life experience.

She worked at Neiman Brothers and thought it was a great experience to intern there.

Valuable towards her future goals.

White man (perhaps the AP) asking questions to a black student in a disciplinary setting.

The AP posed questions. Black student felt free to express the fact that he would not

respect a white teacher as much as he would respect a black teacher. The AP said he disagreed with his feelings. (my question – how can you disagree with someone’s feelings?) Black mother of this student takes the part of the school (i.e. AP) and tells her son that prejudice is everywhere it’s just how you handle and deal with it.

Students working diligently and independently.

AP being interviewed by two female students and talking about 7 habits of a successful mind.

Two young students (Latino) meet with a team to discuss their transition back into the school. Options are presented. Principal wants to make sure that both students are “safe” in their school environment.

Black female teacher conducting a book review and literature review. Very positive and encouraging. Teacher says that she learned something that she never knew before. Students are insightful and relate the book to real life situations. Encouraged all students to take part in the discussion even when they were sitting back and not participating. After this one black student was encouraged to speak and express his opinion he really opened up. Spoke about how the book related to real life situations i.e. “The Mafia”.

Teachers ask students:

What do you want?

What are your goals?

Student says “I know I’m smart, my father tells me, my teacher tells me and I am smart.”

Student conducts a self reflection.

Latino student working one-on-one with white teacher on a graph that depicts history timeline. Student is encouraged to expand upon his ideas.

Latino students gather together to study but talk about cops pointing a gun at them by mistake. These students wind up talking about one boy’s experience with having a child at a young age and how it changed everything.

Students are allowed to take risks.

Mutual respect.

Students meet to discuss Rodney King incident. Students talk candidly about the incident and express their feelings about running a well-planned march. Students run the whole meeting.

Mediation:

Students are given the role of authority in the mediation scene.

Students are given the power to solve their own problems and make plans for future dealings with each other. Real life situations are discussed. Students are allowed to speak about how they feel teachers perceive them without punishment or fear.

Guidance counselors and principal spoke about students that had already graduated and followed up on their progress in college. The high school continued to call and inquire about former graduates to make sure the colleges were suitable and serving their students.

Teachers take responsibility for student's success. One teacher questioned whether it was her fault in terms of whether or not she should have taught the student how to do analytical thinking so that they could use it to be successful in college.

SEX Education:

Practically taught.

Spoke about how to use a condom and stressed the importance of each others feelings.

Assembly with singers from another school:

Student stood up and took responsibility to talk to his peers to express how violence is not the way they deal with things and that it is not the answer. Also that they are not "enemies".

Students from Michigan sang with no interruption.

Young students

Encourage to debate issues on immigration.

Principal at the end of the film:

It is obvious that she is the leader and the visionary person. The staff all work to and believe in this vision.

Only mentions numbers and statistics at the end.

Relates the school environment to that of the Kindergarten classroom where students are stimulated to learn and grow and question. Apply knowledge to real life constantly in every lesson.

AP says "Teachers are coaches"