

Curriculum Policy Loyola University Chicago



Spring MMXI CIEP 522

Syllabus

Dr. R. James Breunlin, NBCT
Office phone: 773-508-8321
Cell phone: 630-269-4331
E-mail: rbreunl@luc.edu
Office hours: Granada 431 Tuesdays 1:00 to 3:30 or by appointment

Required Instructional Material

Fowler, F (2009) Policy Studies for Educational Leaders 3rd edition
Boston: Allyn and Bacon ISBN: 0-13-615727-0

Cross, C. (2004). Political education: National Policy Comes of Age.
New York: Teachers College Press. ISBN: 0-8077-4397-6

Peddiwell, J, Benjamin, H (1939). The Saber-Tooth Curriculum. New York: McGraw
Hill ISBN: 07-049151-8

Optional Texts

Kliebard, H. (2004) .The Struggle for the American Curriculum. New York: Routledge
Falmer. ISBN: 0-415-94890-8

Fullan, M (1991). The New Meaning of Educational Change. New York: Teacher's
College Press Columbia University ISBN: 0-8077-3060-2

Perlstein, L. (2008). Tested: One American school struggles to make the grade. New
York: Holt. ISBN: 0-8050-8802-4

Kennedy, M. (2006). Inside teaching: how classroom life undermines reform. Boston:
Harvard University Press.

Hess, F., Petrilli, M. (2007). No child left behind primer. New York: Peter Lang
Publishing.

Course Description

This course offers an examination of the intersections of curriculum politics, policy, and practice. The goal is to increase students' understanding of the complexities of curriculum policy and to assist them in becoming effective leaders and practitioners who inform, shape, and implement curriculum policy. The course focuses on federal, state, and local curriculum policy. Students will examine research-based, standards-based, market-driven, and professionally led models of curriculum reform, looking at their underlying theories of change, implementation challenges, and the critiques leveled against the approaches. Students will be introduced to several frameworks to use as lenses for understanding the variety of issues that arise in curriculum planning and implementation. This will include the role of politics in shaping curriculum locally, statewide, and nationally. Students will consider the impact of various reform strategies on building teaching capacity, ensuring accountability, delivering adequate resources, and ultimately, improving learning for all children. The federal role in curriculum policy will be explored through comprehensive consideration of federal policy.

The conceptual framework of the school of education is “professionalism in service of social justice.” This course is aimed at developing curriculum leaders in the service of social justice. Educational leadership is an inherently moral act affecting the lives of children and their families and communities. Your professional attitudes, knowledge, and pedagogy will contribute positively to success of the members of your educational community. As a result of this course:

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF3: Candidates demonstrate an understanding of issues of social justice and inequity.

Course Objectives

Candidates will be able to:

ELCC 6.0:

demonstrate the skills of educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Candidate demonstrates a knowledge and understanding of:

IPSL Knowledge Indicators:

2A: school cultures

4A: emerging issues and trends that potentially affect the school community.

4B: the conditions and dynamics of the diverse school community

6A: principles of representative governance that undergrid the system of American schools.

6B: the role of public education in developing and renewing a democratic society and an economically productive nation.

- 6D: the political, social, cultural, and economic systems and processes
 6E: models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling
 6F: global issues and forces affecting teaching and learning.
 6G: the dynamics of policy development and advocacy under our democratic political system.

Tentative Schedule of Discussion Topics

(Assignments will be announced weekly in class and posted on Blackboard)

Class date	Topics or Issues	Readings Assigned	Assignments Given	Major Assignments due
January 24	Course Introduction Saber-Tooth Discussion History of Curriculum Policy 1890 to 1960	Fowler Chapters 1,2	Auto biography	
January 31	History of Curriculum Policy 1890 to 1960 Policy Process	Fowler Chapters 3,4		Autobiography Reading reaction
February 7	Policy Economics Political System and culture	Fowler: Chapter 5,6 Cross: Assigned group chapter and chapters 8,9 for all Dr. Payne Background		Reading reaction
February 16	NOTE: This is a Wednesday Charles M Payne Lecture		Reflection on Payne	Reading reaction
February	Jigsaw Cross			Reflection on

21	Political System and culture			Payne
February 28	Values and Ideology Policy Actors	Fowler: Chapter 8,9		
March 7	Spring Break: no Class			
March 14	Policy Formulation and Adoption Policy and Money	Fowler: Chapter 10		Reading reaction
March 21	Dr. B at MSP Conference No Class			Reading reaction
March 28	Change Theory Guest Presenters: Dr. Amy Heineke: Language Policy, Teacher's role in Policy	Fowler: Chapter 11,12		
April 4	Evaluation Retrospective Guest Presenters: Dr Patrick McCloskey Author of "The Street Stops Here: A Year at a Catholic High School in Harlem"		Working on Project Policy Memo to Arnie Duncan	Reading reaction
April 11	Issues Presentations Project Presentation		Working on Project	Policy Memo to Arnie Duncan
April 18	Issues Presentations Project Presentation		Working on Project	
April 25	Easter Break			

	No Class			
May 2	Issues Presentations Project Presentation			Project Due

** This schedule is subject to change

Course Policy

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and

appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Conceptual Framework

The School of Education at Loyola University Chicago supports the Jesuit ideal of knowledge in the service of humanity and the advancement of social justice. In fact the conceptual framework of the School of Education is “Professionalism in Service of Social Justice.” CIEP 364 emphasizes the importance of ethical teacher behavior, equitable student access to a quality education, and strong support for the success of all. It is through a unique bond between instructor and learner that enables schools to leave no child behind and realize social justice.

Diversity

Loyola University Chicago strives to partner with schools and community agencies in the Chicago area. This provides students with the opportunity to embrace the challenges and benefits of diversity that enhance the environment for learning. In CIEP 364, students will study and discuss important social structures that may affect students’ prior knowledge and attitudes.

Technology

Technology plays a vital role in assessment. Students will use technology to:

- Gather, manipulate, analyze and present data
- Research current best practice in assessment
- Create formative and summative assessments

Professional Standards

Illinois Professional Teaching Standard 8, Assessment, guides the particular content of this course: *“The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.”*

Knowledge Indicator: *The competent teacher*

- 8A. Understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Academic Standards, and what kinds of experiences will support their further growth and development.
- 8B. Understands the purposes, characteristics and limitations of different kinds of assessments.
- 8C. Understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring.
- 8D. Understands how to use the results of assessment to reflect on and modify teaching.
- 8E. Understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.
- 8F. Knows legal provisions, regulations, and guidelines regarding assessment (and inclusion in statewide assessments) of individuals with disabilities.
- 8G. Knows methods for monitoring progress of individuals with disabilities.

8H. Knows strategies that consider the influence of diversity and disability on assessment, eligibility, programming, and placement of students with disabilities.

Performance Indicators: *The competent teacher*

- 8I. Uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies.
- 8J. Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.
- 8K. Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.
- 8L. Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues.
- 8M. Uses appropriate technologies to monitor and assess student progress.
- 8N. Collaborates with families and other professionals involved in the assessment of individuals with disabilities.
- 8O. Uses various types of assessment procedures appropriately, including the adaptation of procedures for individual students in specific contexts.
- 8P. Uses technology appropriately in conducting assessments and interpreting results.
- 8Q. Uses assessment strategies and devices which are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

Course Requirements

1. Attendance: Your attendance is critical to your success in this class. Absences should be for extreme circumstances only. Inform the professor of such circumstance. Anyone absent more than twice is ineligible for an "A" grade

2. Assignments: The quality of work is expected to be consistent with normal expectations for college students. All written work must be word-processed using 1.5 line spacing, 12 point font, with one-inch margins. Clear and appropriate writing skills are essential for the successful completion of this course. All references and writing should conform to the standards listed in the APA.

There will be homework, papers, tests and a final portfolio. All written work should be handed in (hard copy or electronic) on the due date. **Late assignments are penalized 50% . An assignment is considered late if it is not submitted by the end of the class session on the due date.** Exceptions to this policy are rare and are for extreme cases supported by documentation such as a doctor's note.

Autobiographical Statement (12 points)

The first assignment, which is not graded, is a short (2-3 pages) personal essay outlining your work history, career aspirations, and your expectations for the course. The

completion and quality of this submission will be considered towards your class participation.

Participation (60 points: 10 points each)

You are asked to submit a two to three paragraph reaction to the readings. These are due by 10:00 p.m. on the Sunday before class. These should be sent electronically to rbreunl@luc.edu Do not re-summarize the readings, but use this memo to respond to or raise questions about the readings. The memo should have a focus, picking a particular aspect of the work and reacting to it. You may incorporate your own experience with a particular topic or you might offer a more general reaction to the subjects under consideration. These reactions will both help you to make sense of the readings and will allow us to address students' interests as we organize the discussions.

Each class member should plan to participate *actively* in the class discussions and to prepare and present materials to the class. Learning in this class is considered a communal endeavor as well as an individual undertaking. Therefore, students are expected to be present and prepared at the designated times for every class session and to remain engaged in class activities until the session has concluded. Students missing two or more classes of CIEP 522 will be ineligible for an "A" in the course.

Policy Memo to Arnie Duncan (40 points)

Congratulations! You have been hired to be a part of Secretary of Education Arnie Duncan's research team. As he completes his second year, Dr. Duncan wants to make recommendations to Congress regarding changes to the *No Child Left Behind Act*. He needs you to prepare a policy proposal on an aspect of NCLB that you think needs modification. Further details of this assessment will be given in class.

Policy Analysis and Presentation (60 points) As a result of this course, you will be able to identify, situate, and analyze key theoretical arguments and perspectives articulated in response to current challenges in education in regard to curriculum. This assignment gives your team the opportunity to delve into a contemporary curricular issue that you find particularly vital and to facilitate a focused discussion/exploration of that issue with the rest of us.

You will offer analysis of and recommendations for a particular curriculum issue. Assume that you are delivering the report to a major public official or group at the federal, state, or local level. You will be responsible for determining the specific aspects of the issue you want to address. As a first formal step in your investigation, you are required to submit a prospectus. The format and due date for both the prospectus and presentation will be discussed in class.

You are required to write an individual reflective essay (3-4 pages) that addresses the following questions:

- How has your understanding of the issue been informed by your research and class facilitation?

- What are the strengths and weaknesses of your issue study? If you had more time to work on this project, what would you do to improve your study?
- How did your class presentation go? What went well? What didn't? What did you learn about how to present and lead discussion on this type of study?

Individual Interest Policy Analysis (60 points) For this assignment, select a curriculum controversy, problem or policy of interest to you and one you would like to change.

Provide the following:

- Analysis of the historical context
- Power analysis
- Outline of change process
 - Impediments to change
 - Initiation strategy
 - Implementation strategy
 - Continuation strategy
- Timetable

This analysis should be 7-10 pages. Further details will be given in class.

Other assignments will be given in class and will range from 5 to 35 points

** Assignments and point values are subject to change

Grade Assignment

A 93-100%

B 92-85%

C 84-78%

D 77-70%

F 69-0%

Plusses and minuses are the percentage points at the top and bottom of the grade ranges