Instructor Information
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Email: bschul1@luc.edu
Office: Lewis Towers 1144
Office hours: By Appointment

Module Information
Dates: August 24 - September 18, 2015
Days: Mondays, Wednesdays, & Fridays
Times: 8:00 - 11:15 AM
On-Campus Location: LSC
School-Site Location: St. Ben’s Catholic School

Module Description
By focusing on the policy and practice in urban classrooms, this module addresses multiple perspectives on diversity, including the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs). This module engages teacher candidates in looking at how educational policies manifest in daily practice with diverse students in urban schools, such as Common Core State Standards; bilingual, English language learning, and other language policies, special education policies, and more. Through this module, teacher candidates: (a) learn the policies, laws, and court cases related to various policies, (b) see how educational policies are enacted into classroom practice to support students, and (c) make suggestions on continued ways to improve the achievement of diverse students in urban classrooms and schools.

Module Goals
Essential Questions:
- What are the critical issues, laws and policies in historical American education?
- What are the critical issues, laws and policies in contemporary American education?
- How are local educational actors impacted by local, national and international forces?
- How do broader societal issues (e.g., racism, economy) connect with educational issues?
What is the role of the teacher leader/advocate in the broader realm of educational policy?

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

D1: Develop awareness that teaching is a complex practice with inherently political and ethical implications.
D2: Engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation
D15: Demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations

<table>
<thead>
<tr>
<th>D1: Demonstrating that teaching is a complex practice with inherently political and ethical implications</th>
<th>U</th>
<th>A</th>
<th>T</th>
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</thead>
<tbody>
<tr>
<td>Candidates make statements in writing or orally that indicate a failure to recognize the responsibilities that teachers have towards creating equitable environments or acting in ethical ways</td>
<td>Candidates communicate through writing or orally that the profession of teaching requires them to take both ethical and political stances in their practice, and can communicate ethical guidelines related to the profession</td>
<td>Candidates engage in school or community activities that foster change that promotes equity and takes actions related to the ethical guidelines related to the profession</td>
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<table>
<thead>
<tr>
<th>D2: Engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation</th>
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<th>A</th>
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<tbody>
<tr>
<td>Candidates make statements in writing or orally that indicate a failure to recognize that teachers must advocate for and act upon convictions to promote social justice</td>
<td>Candidates communicate through writing or orally how teachers advocate for and act upon convictions to promote social justice</td>
<td>Candidates engage in school or community activities that foster change that promotes equity</td>
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<thead>
<tr>
<th>D15: Valuing and promoting curiosity, creativity, and life-long learning in students</th>
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<th>A</th>
<th>T</th>
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</thead>
<tbody>
<tr>
<td>Candidates make statements in writing or orally that fail to recognize the value that curiosity and creativity have in learning</td>
<td>Candidates recognize and communicate through writing or orally that instruction extends beyond content and cognitive abilities to include creativity and curiosity with regard to learning</td>
<td>Candidates identify and communicate in writing or orally strategies that would promote creativity and curiosity with regard to learning</td>
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As a part of this module, candidates will understand that effective educators:

- Enact principles of social justice in the school and community by promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups.
• Apply knowledge of policy and local, state, national, and international educational contexts to advocate with and for students and families.
• Maintain and utilize global perspectives and international mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement.

As a part of this module, candidates will:
• Articulate core principles of social justice embedded in the LUC School of Education’s Conceptual Framework and Enduring Understanding 1.
• Recognize the history, structure, politics, economics, values, needs, etc. of schools and their surrounding communities. (a1C, a1E, c1C, e1D)
• Explain the current and historical role of municipal authorities in public and private education.
• Explain the current and historical role of state educational agencies in public and private education.
• Explain the current and historical role of the federal government in public and private education.
• Describe how landmark court cases and key federal and state school legislation and policy have influenced teaching and learning over time.
• Acknowledge the leadership role that teachers play in local, national and international educational communities. (i1E) (IB)
• Analyze policy (e.g. Common Core State Standards) and evaluate the implications of educational policy and legislation for students, classroom practice, school organization and resource allocation. (d1F, e1A, g1H, i2C)
• Demonstrate that teaching is a complex practice with inherently political and ethical implications. (i1F)
• Engage in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation. (i2I) (IB)
• Demonstrate the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations. (IB)

IDEA Objectives:
• Gain factual knowledge
• Learning to analyze and critically evaluate ideas, arguments, and points of view
• Learning fundamental principles, generalizations, or theories
• Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Grading Policy & Scale:
The final grade is based upon the completion of course requirements, as weighted above and following this scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93%-100%</td>
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<tr>
<td>A-</td>
<td>90%-92%</td>
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Attendance:

Attendance is required. Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances.

If you are unable to attend class, it is your responsibility to:
- Notify the instructor in advance. Please note that informing the instructor does not excuse your absence. If there is an emergency, contact your professor as soon as reasonably possible. After missing one day of the module, it is necessary to contact your professor to discuss implications for your grade and participation in the sequence.
- Send assignments that are due.
- Obtain handouts, assignments, class notes, and information about activities from a classmate prior to the meeting of the next class.
- Be prepared for the next class.

Please see the rubric for course participation on Sakai.

Check your email regularly. Please understand that you will not be excused from responsibility for course requirements or other course changes/announcements due to failure to check your email regularly.

Hand held electronic/communication devices and laptop computers must be used discriminately and professionally per our discussion in class.

Module Assignments

- **Module Participation: 20% of final grade**
  - Candidates are expected to consistently and actively participate in all class activities in discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles, as well as completing a reader response.

- **Weekly Reflective Paper: 45% of final grade**
On Friday of each week, candidates will reflect upon their learning and experiences at the school site on Monday and Wednesday related to the module objectives and essential questions. The reflections will be submitted electronically to LiveText.

- **Policy Analysis Project: 25% of final grade**
  - In collaborative teams, candidates: (a) select a particular piece of legislation, a court case, or policy, (b) research historical and contemporary impact on education, (c) examine how the law/case/policy affects school and community actors, (d) analyze layers of local, national and international forces, (e) identify and reflect upon social justice issues emergent in their research, and (f) identify the role of the teacher in the advocacy of the law and/or teaching self-advocacy skills. The policy analysis project will be shared in a poster session on the last day of the module. Candidates must also upload all items to LiveText.

- **Sequence Summative Assessment: 10% of final grade**
  - You will complete a Teacher Study at the end of this sequence. Your grade on that assessment will factor in to 10 percent of your final grade for this module.

### Module Readings


- Articles accessible online:
  - [http://www.colorincolorado.com](http://www.colorincolorado.com)
  - [http://www.ib.org](http://www.ib.org)

- **Other Readings as Assigned**

### Technology

Social media is changing how students learn at all levels of education. When employed properly, these media can enhance communication of ideas and depth of learning. Because of this, I would like all students to follow my Twitter feed which is @BrigidSchultz. We will discuss details about this during the fist week of class. The Twitter feed will update you on articles, websites, data, etc., on topics related to education and policy.

### Diversity

By focusing on the policy and practice in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to: the diversity in students’ backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).
For information regarding the School of Education and the University Policy on:

- **Academic Honesty**
- **Accessibility**
- **Conceptual Framework**
- **EthicsLine Reporting Hotline**
- **Electronic Communication Policies and Guidelines**

Please visit [http://luc.edu/education/syllabus-addendum/](http://luc.edu/education/syllabus-addendum/)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Logistics</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>M Aug 24</td>
<td>Introduction</td>
<td></td>
<td>LSC</td>
<td></td>
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<tr>
<td>W Aug 26</td>
<td>Policy and Practice</td>
<td>Text, Chapters 1&amp;2</td>
<td>LSC</td>
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<tr>
<td>F Aug 28</td>
<td>FLEX DAY – NO CLASS</td>
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<tr>
<td>M Aug 31</td>
<td>Analyzing Policy and Practice</td>
<td>Text, Chapters 4 &amp; 6</td>
<td>St. Ben's</td>
<td>Week 1 Reflection</td>
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<td>W Sept 2</td>
<td>Policy Rounds: Common Core</td>
<td>Text, Chapters 3 &amp; 8</td>
<td>St. Ben's</td>
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<tr>
<td>F Sept 4</td>
<td>Policy Rounds: ELL/Bilingual</td>
<td>Text, Chapters 10 &amp; 11</td>
<td>St. Ben's</td>
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<tr>
<td>M Sept 7</td>
<td>LABOR DAY NO CLASS</td>
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<td>Week 2 Reflection</td>
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<tr>
<td>W Sept 9</td>
<td>Policy Rounds: Special Education</td>
<td>IDEAL web resources</td>
<td>St. Ben's</td>
<td></td>
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<tr>
<td>F Sept 11</td>
<td>Policy Rounds: IB/Other</td>
<td>IB Resources and Readings</td>
<td>St. Ben's</td>
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<tr>
<td>M Sept 14</td>
<td>Implications of Educational Policy</td>
<td>Text, Chapters 15 &amp; 16</td>
<td>St. Ben's</td>
<td>Week 3 Reflection</td>
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<td>W Sept 16</td>
<td>Independent Group Work on Poster Session</td>
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<td>LSC</td>
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<tr>
<td>F Sept 18</td>
<td>Policy Analysis Poster Session</td>
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<td>LSC/TBA</td>
<td>Policy Analysis Project</td>
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