Instructor Information
Name: Caleb Steindam
Email: csteindam@luc.edu
Office hours: By Appointment

Module Information
Dates: August 24 - September 18, 2015
Days: Mondays, Wednesdays, & Fridays (see calendar)
Times: 8:15 - 11:15 AM
On-Campus Location: Mundelein 605, LSC
School-Site Location: Kilmer Elementary School (6700 N Greenview Ave, Chicago, IL 60626)

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
D16: Demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations
D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

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. (IB) (i2I)

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>
</tr>
<tr>
<td>A-</td>
<td>90%-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87%-89%</td>
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<tr>
<td>B</td>
<td>83%-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80%-82%</td>
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<tr>
<td>C+</td>
<td>77%-79%</td>
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<tr>
<td>C</td>
<td>73%-76%</td>
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<tr>
<td>C-</td>
<td>70%-72%</td>
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<tr>
<td>D+</td>
<td>67%-69%</td>
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<tr>
<td>D</td>
<td>63%-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60%-62%</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 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

- **Required Text:**

- **Other Readings as Assigned**
School of Education Policies and Information

Conceptual Framework Standards
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded in the overarching principles of Professionalism in Service of Social Justice, this module focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

Technology
To complete the policy and practice analysis for this course, candidates will regularly engage with technology. Teacher candidates will (1) seek out information on the internet and in databases about various policies, programs, and contexts, (2) use software to organize and analyze data for the case study, and (3) observe various uses of technology in classroom rounds.

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 first 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).

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**University Policies and Information**

**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](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](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/](http://www.luc.edu/sswd/)

**Addendum**

You are encouraged to visit the following website which provides information related to academic honesty, accessibility, the SOE conceptual framework, ethics reporting, and electronic communication policies: [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Location</th>
<th>Assignments</th>
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</thead>
</table>
| M Aug 24  | Introduction  
*Chapters 1&3 in class* |                                               | Mundelein 605, LSC |                                 |
| W Aug 26  | Policy and Practice            | Text, Chapters 4 & 6                          | Mundelein 605, LSC |                                 |
| F Aug 28  | FLEX DAY – NO CLASS            | Heritage, Walqui, & Linquati: Intro & Ch. 1   |                 | Week 1 Reflection due Friday 7pm|
| M Aug 31  | Common Core and other Standards; IB | Text, Ch. 8; CCSS website; IB website          | Mundelein 403, LSC |                                 |
| W Sept 2  | Dyett Hunger Strike            | Articles linked in Sakai                      | Dyett HS (directions emailed) |                     |
| F Sept 4  | ELL/Bilingual; Special Education | Text, Ch. 10 & 11; IDEAL web resources         | Mundelein 403, LSC | Week 2 Reflection due Sunday 7pm|
| M Sept 7  | LABOR DAY NO CLASS             |                                               |                 |                                 |
| W Sept 9  | Policy Rounds: ELL/Bilingual   | Heritage, Walqui, & Linquati: Ch. 6           | Kilmer Elementary School |                       |
| F Sept 11 | Policy Rounds: Special Education | Text, Ch. 12                                  | Kilmer Elementary School | Week 3 Reflection due Sunday 7pm|
| M Sept 14 | Policy Rounds: Common Core and other standards | Text, Chapter 15; Cuban, Ch. 6 | Kilmer Elementary School |                       |
| W Sept 16 | Finalize poster projects and practice presentations (FLEX DAY) |                                               |                 |                                 |
| F Sept 18 | Policy Analysis Poster Session |                                               | LUC TBA         | Policy Analysis Project         |