



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

TLLSC 406: Educational Policy for Diverse Students
Sequence 3: Policy and Practice in Urban Classrooms
Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Fall Semester 2015

Instructor Information

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Module Information

Dates: August 24 - September 18, 2015

Days: Mondays, Wednesdays, & Fridays

Times: 8:15 - 11:15 AM

On-Campus Location: Mundelein 403

School-Site Location: Room 146, Senn High School (5900 North Glenwood Ave, Chicago IL)

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?

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:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- 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
- Learning to analyze and critically evaluate ideas, arguments, and points of view

Grading Policy & Scale:

General Evaluation Criteria - In addition to the general criteria described below, each assignment has a rubric with specific criteria. These rubrics are appended below.

- Assignments submitted after the due date will receive a lower grade. A point will be deducted for each day late.
- All assignments must be submitted via *LiveText*, unless noted otherwise.
- Students are expected to use APA style (6th ed.) for citing references. When quoting and paraphrasing sources or adapting an idea from a source those sources **must** be cited.

| Grade | Percent | Points |
|-------|---------------|--------------|
| A | 93% | 93-100 |
| A- | 90% | 90-92 |
| | | |
| B+ | 87% | 87-89 |
| B | 83% | 83-86 |
| B- | 80% | 80-82 |
| | | |
| C+ | 77% | 77-79 |
| C | 73% | 73-76 |
| C- | 70% | 70-72 |
| | | |
| D+ | 67% | 67-69 |
| D | 63% | 63-66 |
| D- | 60% | 60-62 |
| | | |
| F | 59% and Below | 59 and Below |

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: 40% of final grade**
 - On Friday of each week, candidates will reflect upon their learning and experiences at the school site related to the module objectives and essential questions. The reflections will be submitted electronically to LiveText by 11:59pm.
- **Policy Analysis Project: 30% 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.
- **Sequence Summative Assessment: 10% of final grade**
 - The Sequence 3 summative assessment is the teacher study. Your grade on this assessment will count towards 10% of your TLSC 406 final grade.

Module Readings

- Cuban, L. (2013). *Inside the black box of classroom practice: Change without reform in American education*. Cambridge, MA: Harvard University Press.
- Carter, P.L. & Welner, K.G. (eds.) (2013). *Closing the Opportunity Gap*. New York, NY: Oxford University Press.
- Other readings posted to the course Sakai site.

School of Education Policies and Information

Conceptual Framework and Conceptual Framework Standards

Diversity

Each syllabus is required to have a statement relating to diversity and how it is integrated into the course. Diversity is integral to the study of education and to the social justice mission of the School of Education. If you have questions on how diversity is addressed in the specific course you are teaching, please contact your program chair.

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:

www.luc.edu/education/resources/academic-policies/academic-integrity/

For additional academic policies and procedures refer to: www.luc.edu/education/resources/academic-policies/

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: www.luc.edu/sswd/

Conceptual Framework

SOE's Conceptual Framework – *Professionalism in Service of Social Justice* – is exemplified within the context of each particular course. Conceptual Framework standards are referenced in the specific course syllabus if applicable. Our conceptual framework is described here: www.luc.edu/education/mission/

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. You can find more information at: www.luc.edu/ethicsline

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:

- www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
- www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf
- www.luc.edu/its/itspoliciesguidelines/index.shtml

Module Schedule

| Date & Location | Topic | Readings | Assignments |
|---|---|--|--|
| Monday, Aug 24 MUND 403 | Introduction to “Policy & Practice” and “Policy in Practice” | Heineke, Ryan, & Tocci; Cuban, Intro & Ch. 6; Cuban blog entry; Welner & Carter, Ch 2 | |
| Wednesday, Aug 26 MUND 403 | Policy & Practice in Historical Perspective | Mehta; Cuban, Ch. 2 & Ch. 5; Welner & Carter, Ch 3 | |
| Friday, Aug 28 MUND 403 | Analyzing Policy & Practice and Policy in Practice | Elmore; Cuban, Ch. 3; Welner & Carter, Ch. 8 | Week 1 Reflection to LiveText; |
| Monday, Aug 31 SENN rm 146 | Case Study: ELL/Bilingual Policies | Hakuta; Heritage, Walqui, & Linquanti, Ch. 6; Welner & Carter, Ch 11; Heineke, Ch 8 p.1-12 & 31-37, Ch. 9 | |
| Wednesday, Sept 2 SENN rm 146 | Case Study: Common Core State Standards | CCSS website; Duncan; Ravitch; Hess | |
| Friday, Sept 4 FLEX DAY | No Class Meeting | | Week 2 Reflection to LiveText |
| Wednesday Sept 9 SENN rm 146 | Welcome to Senn & General Policy Rounds | | |
| Friday, Sept 11 SENN rm 146 | Policy Rounds: Curriculum Standards (CCSS & IB) | IB, 2013; Catalyst Chicago, 2012; CPS, 2012 | Week 3 Reflection to LiveText |
| Monday, Sept 14 FLEX DAY | Optional supported summative assessment work time in SENN rm 146 | | |
| Wednesday, Sept 16 SENN rm 146 | Policy Rounds: SpED & ELL | IDEAL web resources | |
| Friday, September 18 ROOM TBA at LSC | Policy Analysis Poster Session | | Policy Analysis Project to LiveText; |

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| | | | Week 4 Reflection to LiveText |
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TLSC 406 Summative Assessment: Policy Analysis & Poster Session

The Educational Policy Analysis and Poster Session offer an opportunity to apply concepts and theoretical frameworks to a policy/legislation/court case of interest and to share findings with your colleagues. For this analysis and poster session, you will, in collaborative teams, select a particular piece of legislation, court case, or policy of interest to the group – local, state, or national that impacts policy and practice in your school setting. This project is the end point along the investigative continuum that begins with class discussion, then proceeds to classroom observation, and then culminates with the Policy Analysis and Poster Session.

In collaborative teams:

- Select a piece of legislation, court case, or policy, and research the historical and contemporary impact on education. What problem did the policy address? What was the demand that brought the policy about? How does the policy relate to prior policy in the same domain? How did the context affect the policy environment? (i.e. historical, cultural, social, political, economic). Be sure to offer enough background information to acquaint the audience with the policy.
- Examine how the law/case/policy affects school and community actors. Who were the decision-makers? How was the policy adopted (who were the influencers and persuaders?) What was the role of coalitions and policy champions/entrepreneurs? Explain the presence or not of opposing forces. Be sure to include the current status of the policy in Illinois and your school setting.
- Analyze the layers of local, national and international forces. Consider the tensions and conflicts among actors in the policy system regarding intergovernmental relations, education as a public versus private good, and interest group politics. To what extent does the policy alter the balance of power among the federal, state, and local levels? Who are the winners and losers as a consequence of the policy implementation?
- Identify and reflect upon social justice issues emergent in your research, and how the system and its policies have changed over time to serve minorities and other disadvantaged students. Search out commentary on that policy/program (in newspapers, journals, scholarship, etc.). Discuss its meaning, importance, and implication for your school and community.
- Identify the role of the teacher in the advocacy of the policy/legislation/court case. Candidates should develop an understanding of how they, as educators, fit within the bigger system of policies and governance – how decisions made at the district, state and federal levels affect what happens in classrooms.

Poster Session

- Now it is time to gather all that you have learned about your policy/legislation/court case and prepare a poster session. A poster presentation advertises your policy study. It combines texts and graphics to present your project in a way that is visually interesting and accessible. It allows you to display your work to a group and to talk and receive feedback from interested viewers.
- A poster is a visual representation of your policy research. Keep it simple! The materials must be comprehensible to the visitor without requiring extensive comments on your part. Since you will, indeed, be able to elaborate, there is no need to put everything on your poster. One of the biggest pitfalls of poster presentations is filling your poster with so much text that it overwhelms your

viewers and makes it difficult for them to tell which points are the most important. Viewers should be able to skim the poster from several feet away and make out the most significant points.

- The visitor's initial impression of your work will be based on your writing. It is essential that your materials be free from spelling, punctuation, and grammatical errors. Edit carefully and have other people check your materials.
- Visual aides are one of the most effective ways to make our poster visually striking, and they are often a great way to communicate complex information straightforwardly and succinctly. You may be able to incorporate photographs, illustrations, annotations, and so on in order pique your viewers' interest, communicate your motivation, and demonstrate why some aspect of your policy study is particularly compelling. Of course, do not incorporate visual aids just for the sake of having a pretty picture on your poster.

TLSC 406: Policy Analysis and Poster Session Rubric

| Dimension | Mastering | Developing | Beginning |
|---|--|---|--|
| Policy/ Legislation/ Court Case Overview | The candidates presented a sharply focused introduction to the policy/legislation/court case. They explain why the issue is important, who the audience for the policy is and what is controversial about it. Key terms, stakeholders and policy areas needing analysis are defined. | The candidates presented a focused introduction to the policy/legislation/court case. They adequately explained why the issue is important, but questions remain. Key terms, stakeholders and policy areas needing analysis and resolution are defined at a foundational level. | The candidates' introduction to the policy/legislation/court case is unfocused. They fail to explain why the issue is important, Key terms, stakeholders and policy areas needing analysis and resolution are missing or inadequate. |
| History | Presentation includes clear, obvious and relevant examples of the history and evolution of the educational policy. | Presentation includes some history but only a moderate level of analysis of the history and evolution of the educational policy. | Candidates include minimal or no historical background information and/or analysis of the impact of history on the public policy area is confusing or incomplete. |
| Educational Agencies | Presentation includes a clear and detailed explanation of the role of and actions taken on this policy area by the federal, | Presentation includes some explanation of the role of actions taken, but information is incomplete | Presentation is lacking a explanation of the role of government in policy-making in the assigned area. |

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| | state, and local educational agencies. | and/or contains minor inaccuracies. | |
| Outside Interests | Presentation includes a clear and detailed explanation of the role of and actions taken on this policy area by outside interest groups. | Presentation includes some explanation of the role of outside interest groups and actions taken, but information is incomplete and/or contains minor inaccuracies. | Presentation is lacking a explanation of the role of outside interest groups in policy-making in the assigned area. |
| Social Justice | Evaluative review of the policy using a social justice lens is insightful and thoughtful. Candidates eloquently discuss its meaning, importance, and implication for their school and community. Ambiguities, conflicts, problems, and contradictions related to the policy's impact on minorities and other disenfranchised groups are thoroughly and meaningfully explained. | Evaluative review of the policy using a social justice lens is adequate. Candidates discuss its meaning, importance, and implication for their school and community in somewhat broad terms. Ambiguities, conflicts, problems, and contradictions related to the policy's impact on minorities and other disenfranchised groups are explained. | Evaluative review of the policy using a social justice lens is inadequate. Candidates fail to discuss its meaning, importance, and implication for their school and community. Ambiguities, conflicts, problems, and contradictions related to the policy's impact on minorities and other disenfranchised groups are ignored. |
| The Role of the Teacher | Candidates profoundly understand and identify the role of the teacher in the advocacy of the policy/legislation/court case. Candidates provide thoughtful and compelling evidence that they understand how they, as educators, fit within the bigger system of policies and governance – how | Candidates identify the role of the teacher in the advocacy of the policy/legislation/court case. Candidates provide some evidence that they understand how they, as educators, fit within the bigger system of policies and governance – how decisions made at the district, state and federal | Candidates fail to identify the role of the teacher in the advocacy of the policy/legislation/court case. Candidates provide little or no evidence that they understand how they, as educators, fit within the bigger system of policies and governance – how decisions made at the district, state and federal |

| | | | |
|---------------------|--|---|---|
| | decisions made at the district, state and federal levels affect what happens in classrooms. | levels affect what happens in classrooms. | levels affect what happens in classrooms. |
| Abstract | Abstract adheres to guidelines, is succinct, and accurately presents key elements of poster's argument. | Abstract adheres to guidelines and presents most elements of poster's argument. | Abstract does not adhere to guidelines and presents some poster information. |
| Visuals | Exceptional visual presentation. Excellent alignment of text, graphics, white space. Easily read from 6 ft distance. Excellent text font/size, spelling and grammar. Excellent choice of graphics; strongly illustrates research. Display layout follows a logical progression, and is easy to follow. Display catches the eye and makes viewers across the room want to approach the board to learn more. | Satisfactory visual presentation. Moderate alignment of text, graphics, white space. Can be read from 6 ft distance. Text appropriate font/size; few misspelled words/grammar problems. Graphics related to research. Display layout is fairly well organized, with some clear room for improvement Display draws nearby viewers in to learn more. Is appealing to look at. | Very poor visual presentation. Cluttered, no white space. Unable to read from 6 ft distance. Text too small/poor font; many misspelled words; poor grammar. Graphics not related to research. Display layout is fairly well organized, with some clear room for improvement Display draws nearby viewers in to learn more. Is appealing to look at. |
| Presentation | Accurate, flows naturally, not read from the poster; provides substantially more information than the poster does. Both speakers present equally and provide substantially more information than the text on their poster. | Accurate, some hesitation, provides more information than the poster does. Both speakers present equally and provide somewhat more information than the text on their poster. | May have errors (factual as well as linguistic), but these errors are not pervasive. Provides information from the poster. One speaker dominates. Speaker(s) read directly from poster and provide no additional information. |
| Audience Engagement | Candidates very engaged and enthusiastic. Express | Candidates interested and engaged audience. | Candidates unenthusiastic. Has difficulty answering |

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| | ideas fluently. Answers to questions show profound understanding of project and critical thinking. Excellent communication skills. | Enthusiastic while discussing project. Answers to questions show good understanding of project. Good communication skills. | questions. Has some understanding of project. Communication inappropriate or irrelevant. |
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Module Participation Rubric

| | TARGET | ACCEPTABLE | NOT ACCEPTABLE |
|------------------------------|--|---|---|
| Peer Interaction | Actively supports, engages, and listens to peers (ongoing) | Makes sincere effort to interact with peers (ongoing) | Limited or no interaction with peers. |
| Preparation | Arrives fully prepared at every class session | Arrives mostly, if not fully, prepared | Preparation is inconsistent or rarely prepared |
| Participation | Plays an active role in discussions | Participates constructively in discussions | Comments vague, if given; frequently demonstrates lack of interest |
| Contribution to Class | Comments advance level and depth of dialogue | Relevant comments are based on assigned materials | Demonstrates a noticeable lack of interest on occasion |
| Group Dynamics | Group dynamic and level of discussion are often better because of candidate's presence | Group dynamic and level of discussion are occasionally better, but not worse, because of candidate's presence | Group dynamic and level of discussion are often disrupted by candidate's presence |

Weekly Reflective Paper

On Friday of each week, candidates will reflect upon their learning and experiences at the school site related to the module objectives and essential questions. Papers should 1 to 3 pages in lengths. Each paper is worth 10 points. The reflections will be submitted electronically to LiveText by 11:59pm.

Reflective papers are intended to be a space to bring together aspects of readings, class discussions, classroom observations, and outside experience in new ways to develop novel insights. Reflective papers are not a recap or summary; they are not an inventory of likes and dislikes. They tend to be most successful when focusing on a specific piece of the concepts engaged over the past week and, through the writing, push current thinking deeper or in new directions.

| Dimension | Target (3pts) | Acceptable (2pts) | Unacceptable (1pt) |
|--|--|--|---|
| Incorporates module materials & experiences | Paper draws on several different module materials and experience, and possible outside experiences, to make insightful connections among them. | Paper draws on a couple different module materials and experience, and possible outside experiences, to make connections among them. | Paper draws on one or no different module materials and experience, and possible outside experiences; or paper fails to make connections among sources. |
| Develops new ideas in relation to module content | Paper develops a novel idea or unique perspective not directly found in the module materials or class discussions. | Paper elaborates on an idea or perspective found in the module materials or class discussions. | Paper fails to develop a new idea or elaborate on those found in the readings and class discussions. |
| Relates to module goals and essential questions | Paper makes meaningful, pertinent connections to a module objective or essential question. | Paper makes connections to a module objective or essential question. | Paper makes no connections to a module objective or essential question. |

Dispositions

The School of Education is guided by the belief that all educators must demonstrate the following dispositions in their study and work: **professionalism, fairness, and the belief that all students can learn**. The TLLCS program has further detailed these three dispositions into a developmental set of seventeen that faculty believe all PK-12 teacher must demonstrate in order to become successful, effective professionals in the service of social justice. The full set can be found in the program handbook posted to Sakai. While no grade is assigned to this aspect of your work, the development of the necessary dispositions to become a teacher are essential to your success. Your instructors will assess your performance on these dispositions, and your progress through the TLLSC program will partly depend on your enactment of these dispositions.

Across the TLLSC program, you will be assessed by your instructors on the development of a subset of program dispositions that are most directly engaged through the present module of study. This to help ensure that each of you meet the Teaching & Learning Program's expectations that its graduates are professional, fair, and believe that all students can learn. Three dispositions are most directly developed through TLSC 406.

| D1: Demonstrating that teaching is a complex practice with inherently political and ethical implications | | | |
|--|--|---|---|
| Beginning | Unacceptable | Acceptable | Target |
| | 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 | 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 | 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 |
| D2: Engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation | | | |
| Beginning | Unacceptable | Acceptable | Target |
| | 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 | Candidates communicate through writing or orally how teachers advocate for and act upon convictions to promote social justice | Candidates engage in school or community activities that foster change that promotes equity |

| 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 | | | |
|--|--|--|---|
| Beginning | Unacceptable | Acceptable | Target |
| | Candidates communicate in writing or orally that teachers play a limited role in defining the profession and in decisions that impact the profession | Candidates communicate in writing or orally the importance of teachers' perspectives in decisions that define and impact the profession of education | Candidates identify and communicate future leadership opportunities for themselves at various organizational levels of the profession |