



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

TLLSC 210: 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

Instructor Information:

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Module Information:

Dates: August 29-September 18, 2016

Days: Mondays, Wednesdays, & Fridays

Times: 8:15-11:15

On-campus location: Cuneo room 111, LSC

School-site location: St. Benedict, 3900 N. Leavitt St, Chicago IL 60618 (773) 539-0066

Module Readings:

- Carter, P. L., & Welner, K. G. (Eds.). (2013). *Closing the opportunity gap: What America must do to give every child an even chance*. Oxford.

- **Other Assigned Readings will be made Available on Sakai**

Module Description:

By focusing on 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. (1C, 1E, 3C, 5D)
- 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. (9E) (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. (4F, 5A, 7H, 9K)

Candidates will be assessed on the following TLLSC dispositions (rubric available in LiveText):

- Demonstrate that teaching is a complex practice with inherently political and ethical implications. (9F)
- Engage in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation. (9Q) (IB)
- Demonstrate the 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:

- Assignments submitted after the date will receive a lower grade per the following: 1 day=5%, 3 days 10%, 4-7 days 15%
- All assignments must be submitted via *LiveText*, unless otherwise noted.
- 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.

The final grade is based upon completion of requirements, as weighted above and following this scale:

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

Attendance:

- 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. Make arrangements and notify everyone involved before a scheduled absence.

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.
- Submit 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 Note the Following Additional Guidelines:

- 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:

- Rubrics for each assessment are appended below and available on Sakai.
- All assignments should follow APA style (6th edition) for general format and citing references. When quoting, paraphrasing, or adapting a source, those sources must be cited.
- All assignments, including reflective papers and all items that contribute to the policy analysis project (i.e., abstract, references, photos) must be submitted electronically via LiveText.
- Assignments submitted after the due date will receive a lower grade. Two points will be deducted for each day late.
- **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**
 - Candidates will reflect upon their learning and experiences at the school site related to the module objectives and essential questions, specifically considering policy in practice and the role of teachers and other educational actors in the educational policy process. Reflections should be typed in 12-point font and double spaced in a Word document. On average, reflections will be 2-3 pages in length. Each of the three reflections must be submitted electronically to LiveText. Each weekly reflection is worth 15 percent of the candidate's final grade for the module.
- **Policy Analysis Project: 25% of final grade**
 - In 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.

DISPOSITIONS

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 this course are listed below and the descriptions for the expected behaviors for the disposition(s) can also 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.

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.

School of Education Policies and Information

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.

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).

The following link <http://luc.edu/education/syllabus-addendum/> directs you to School of Education and Loyola University statements related to issues of:

- **Academic Honesty, Accessibility, the Conceptual Framework, the EthicsLine Reporting Hotline, and the Electronic Communication Policies and Guidelines.** Please use the above link to review important information regarding each of these issues.

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on *STUDENT IDEA LOGIN* on the left hand side of the page.

LiveText

- All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Tentative Module Schedule

Date	Topic	Readings	Assignments
M Aug 29 Corboy 205	Introduction: Policy and Practice What is Policy? Who makes policy? Who enacts policy		n/a
W Aug 31 Corboy 205	Policy Focus: School Funding and Inequities	Text, Chapters 1 & 2	n/a
F Sept. 2 St. Ben's	Flex Day No Class WEEK 1 REFLECTION DUE to Live Text Sunday 6 pm		Week 1 Reflection Due to Live Text Sunday 6 pm
M Sept 5 St. Ben's	Labor Day No Class		
W Sept 7 St. Ben's	Policy Focus: School Funding, School Segregation and Inequities	Text, Chapters 4 & 6 and Sakai articles (Nikole Hannah-Jones NY Times article)	n/a
F Sept 9 St. Ben's	Policy Focus: Common Core	Text, Chapters 3 & 8 CCSS articles	n/a
M Sept 12 St. Ben's	Policy Focus: ESSA	Articles on Sakai	Week 2 Reflection Due to Live Text Sunday 6 pm
W Sept 14 St. Ben's	Policy Rounds: ELL/Bilingual	Text, Chapters 10 & 11 Heritage, Walqui & Linqanti, Ch 6	n/a

F Sept 16 St. Ben's	Policy Focus: Special Education	IDEAL web resources	n/a
M Sept 19 St. Ben's	Policy Focus: IB	IB Resources and Readings on Sakai, Text Chapter 12	Week 3 Reflection Due to Live Text Sunday 6 pm
W Sept 21 St. Ben's	Implications of Educational Policy	Text, Chapters 15 & 16	
F Sept 23 TBD	Policy Analysis Poster Session	n/a	Policy Analysis Project

TLSC 210: Weekly Reflective Paper

The weekly reflective paper offers an opportunity for you to reflect upon course content, readings, discussions, and observations in relation to the module’s essential questions. Papers should be 2 to 3 pages in length, Times New Roman 12 point font, and 1 inch margins. Each paper is worth 15 points and must use APA Style (6th ed.) for citing references (i.e., direct quotations, paraphrasing or adapting an idea/s from a source). Submit each paper electronically to LiveText.

	Target (3pts)	Acceptable (2pt)	Unacceptable (1pts)
Policy Overview	Clearly explains the issue, audience, and controversy of the policy. Key terms, stakeholders and policy areas needing analysis are defined. Reflection details history and evolution of the educational policy.	Adequately explains the issue, but questions remain. Key terms, stakeholders and policy areas needing analysis and resolution are defined at a foundational level. Reflection considers history of the educational policy.	Fails to explain why the issue is important, Key terms, stakeholders and policy areas needing analysis and resolution are missing or inadequate. Reflection does not consider the history of the educational policy.
Social Issues	Uses a social justice lens to connect meaning, importance, and implication of policy on broader societal issues. Ambiguities, conflicts, problems, and contradictions related to the policy’s impact on minorities and other disenfranchised groups are thoroughly and meaningfully explained.	Uses a social justice lens to adequately connect meaning, importance, and implication of policy on broader societal issues. Ambiguities, conflicts, problems, and contradictions related to the policy’s impact on minorities and other disenfranchised groups are broadly explained.	Does not use a social justice lens to connect meaning, importance, and implication of policy on broader societal issues. Ambiguities, conflicts, problems, and contradictions related to the policy’s impact on minorities and other disenfranchised groups are ignored.
Local Policy Actors	Explicitly connects to policy in practice, recognizing the complex and situated nature of policy at the school site. Reflection includes a clear and detailed explanation of the local impact of international, federal, or state forces on policy enacted.	Implicitly connects to policy in practice, considering the complex and situated nature of policy at the school site. Reflection includes some explanation of the local impact of international, federal, or state forces on policy enacted.	Does not connect to the school context. Reflection lacks explanation of the local impact of governmental policy-making in the assigned area.
The Role of the Teacher	Candidate identifies the role of the teacher in policy. Candidate provides thoughtful and compelling evidence that s/he understand how teachers interact with school, district,	Candidate considers the role of the teacher in policy. Candidate provides some evidence that s/he understand how teachers interact with school, district, state, and federal policy	Candidate fails to identify the role of the teacher in policy. Candidate provides little or no evidence that s/he understand how teachers interact other policy actors.

	state, and federal policy actors.	actors.	
Content & Context	Reflective paper integrates connections to the context of the module (i.e., classroom, school), class discussions, and course readings. Paper is in APA format with appropriate and correct citations and references.	Reflective paper makes a connection to either the context of the module or course discussion/reading. Candidate attempts APA format with appropriate and correct citations and references.	Reflective paper makes no connections to the context of the module (i.e., classroom, school), class discussions, or course readings. APA format not attempted.

Summative Assessment: Policy Analysis and 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 210: 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	Presentation includes	Candidates include

	clear, obvious and relevant examples of the history and evolution of the educational policy.	some history but only a moderate level of analysis of the history and evolution of the educational policy.	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, state, and local educational agencies.	Presentation includes some explanation of the role of actions taken, but information is incomplete and/or contains minor inaccuracies.	Presentation is lacking a explanation of the role of government in policy-making in the assigned area.
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	Candidates identify the role of the teacher in the	Candidates fail to identify the role of the teacher in

	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 decisions made at the district, state and federal levels affect what happens in classrooms.	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 levels affect what happens in classrooms.	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 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.
Presentatio n	Accurate, flows naturally, not read from the poster; provides substantially more information than the	Accurate, some hesitation, provides more information than the poster does. Both	May have errors (factual as well as linguistic), but these errors are not pervasive. Provides

	poster does. Both speakers present equally and provide substantially more information than the text on their poster.	speakers present equally and provide somewhat more information than the text on their poster.	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 ideas fluently. Answers to questions show profound understanding of project and critical thinking. Excellent communication skills.	Candidates interested and engaged audience. Enthusiastic while discussing project. Answers to questions show good understanding of project. Good communication skills.	Candidates unenthusiastic. Has difficulty answering questions. Has some understanding of project. Communication inappropriate or irrelevant.