



**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
Fall Semester 2016

Instructor Information

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Office hours: By appointment

Module Information

Dates: August 29- September 18 2016
Days: Mondays, Wednesdays, & Fridays
Times: 8:15 - 11:15 AM
On-campus Location: Mund 308
Off-campus Location: Senn High School

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
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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 Course Evaluation Objectives

Teacher candidates will:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
- Learn to apply course material (to improve thinking, problem solving, and decisions).
- Developing specific skills, competencies and points of views needed by professionals in the field

most closely related to this course.

IDEA Course Evaluation Link for Students

This is a link to the IDEA Campus Labs website: <http://luc.edu/idea/> Please familiarize yourself with the Student IDEA Log In. This is where you will need to go in order to complete the course evaluation at the end of the course.

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 below:

<http://www.luc.edu/education/admission/tuition/course-management-fee/>

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

A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D	61 - 69
F	60 - 0

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.
- 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.
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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. The reader response can be found in the “forums” section of the Sakai webpage. In 200-300 words, candidates should provide a description of key points, reflect on interesting and confusing aspects of the reading, and write one question for the group. Additionally, candidates should comment on one person’s post.
 - **Weekly Reflective Paper: 45% of final grade**
 - 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.
 - **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.
 - **Sequence Summative: 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.
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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

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.

Schedule

Date	Topic	Readings	Assignments
M Aug 29	Introduction to the Module	n/a	
W Aug 31	Policy and Practice Policy in Practice	Text, Chapters 1 & 2	
F Sep 2	Flex Day; No Class		Week 1 Reflection

M Sept 5	Labor Day; No Class (Flex Day)		
W Sept 7	Analyzing Policy in Practice	Text, Chapters 4 & 6	
F Sept 9	Policy Rounds: Common Core	Text, Chapters 3 & 8	
M Sept 12	Policy Rounds: ELL/Bilingual	Text, Chapters 10 & 11	Week 2 Reflection
W Sept 14	Policy Rounds: Special Education	Text, Chapter 7 IDEAL web resources	
F Sept 16	Flex Day; No Class		
M Sept 19	Policy Rounds: The IB	Text, Chapter 12 Online IB resources	
W Sept 21	Implications of Educational Policy	Text, Chapters 15 & 16	Week 3 Reflection
F Sept 23	Policy Analysis Poster Session	n/a	Policy Analysis Project

