



**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

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**Instructor Information**

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**Module Information**

Dates: August 29 - September 23, 2016  
Days: Mondays, Wednesdays, & Fridays  
Times: 8:15 - 11:15 AM  
On-Campus Location: Corboy 711, WTC  
School-Site Location: Helen C. Peirce Elementary School

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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.

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**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.
- Articles accessible online:
  - <http://www.colorincolorado.com>
  - <http://www.ib.org>

- Other readings as assigned
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## 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)
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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 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.

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### IDEA Objectives:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to analyze and critically evaluate ideas, arguments, and points of view
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

At the conclusion of the course you will complete the course evaluation at <http://luc.edu/idea/> using the **Student IDEA Log In**.

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### School of Education Conceptual Framework:

The course specifically addresses the following conceptual framework standards:

- *CFS1: Candidates critically evaluate current bodies of knowledge in their field.*
- *CFS3: Candidates demonstrate knowledge of ethics and social justice.*

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### Grading Policy & Scale:

The final 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+	67%-69%
D	63%-66%
D-	60%-62%

### 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.

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## Module Assignments

All assignments will be maintained and posted on an electronic portfolio on LiveText, unless otherwise directed by the professor.

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

- **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

### School of Education Policies and Information

[www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs you to the college-wide required statements on the following topics: academic honesty, accessibility, conceptual framework, EthicsLine Reporting Hotline, and Electronic Communication Policies and Guidelines. You are responsible for knowing and abiding by the content of these statements.

#### 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).

### Tentative Course Schedule

Date	Topic	Readings	Logistics	Assignments
M Aug 29	Introduction to Policy and Practice	Text, Chapters 1 & 3 Articles in Sakai	WTC	
W Aug 31	Analyzing Policy and Practice	Text, Chapters 4 & 6	WTC	
F Sept 2	FLEX DAY – NO CLASS			<b>Week 1 Reflection Due</b>
M Sept 5	LABOR DAY NO CLASS			
W Sept 7	Policy Focus: Standards, CCSS, NGSS	Text, Chapter 8 Heritage, Walqui, & Linqanti, Foreword & Chapter 1 CCSS Website	Peirce	
F Sept 9	Policy Rounds: IB	IB Resources and Readings Text, Chapter 10, 11, & 12	Peirce	<b>Week 2 Reflection Due</b>

M Sept 12	Policy Rounds: ELL/Bilingual	Heritage, Walqui, & Linguanti, Chapter 6	Peirce	
W Sept 14	Policy Rounds: Special Education	Text, Chapter 7 IDEAL web resources	Peirce	
F Sept 16	FLEX DAY – NO CLASS			<b>Week 3 Reflection Due</b>
M Sept 19	Implications of Educational Policy	Text, Chapter 15 Cuban, Chapter 6	Peirce	
W Sept 21	Policy Rounds: Focal Policies	Focal policy analysis readings	Peirce	
F Sept 23	Policy Analysis Poster Session		LSC TBA	<b>Policy Analysis Project Due</b>