Instructor Information
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Office Hours: Wednesdays 1 hour prior to class by appt.

Course Information
Dates: 8.28.19 – 12.11.19
Days: WED
Times: 5:30 – 8PM
Location: CUNEO

Week of FINALS:
December 11, 2019

Section I – Framework, Dispositions, Objectives

Conceptual Framework and Conceptual Framework Standards

Loyola University’s School of Education’s (SOE) Conceptual Framework (CF)—Social Action through Education—is seminal to this course. This course will provide conceptual, philosophical, theoretical, and research-based approaches to vexing educational injustices, specifically as they relate to race, gender, socioeconomic status, language, and ableness.

Because action is a key component of achieving justice, the course – each class period – will dedicate a portion of discussion to real-world solutions that can remedy the harm done by these long-lasting injustices. Some actions identified will be research-based and others will spring from practitioners’ own current and recent experiences.

The Standards that are part of the SOE’s Conceptual Framework, which will be directly addressed in this course include but are not limited to:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Dispositions

In addition to the incorporation of the conceptual framework, all courses in the SOE assess student dispositions. Specifically, you will be assessed for your demonstrations of your disposition toward Professionalism, Inquiry, and Social Justice. In particular your professionalism is assessed via your attendance and comportment in class sessions, particularly discussion, presentations, and “Problems of Practice” sessions. Your disposition toward Inquiry is assessed in your comportment in class discussions, e.g. how open you are to exploring new opportunities for yourself to learn about a difficult
subject. Additionally, your disposition toward Inquiry is assessed in your work on your Equity Audit and your Interview and resulting paper. Finally, your disposition toward Social Justice is assessed in terms of your comportment in class discussions, e.g. your orientation toward solutions to injustice. Furthermore, your disposition toward Social Justice is likewise assessed in terms of solutions proposed and/or considered in your mid-term reflection, your final essay, and your Problem of Practice session.

**Course Objectives:** As a result of this course, students will be able to:

- Understand, respond to, and influence the larger political, social, economic, legal, and cultural context of the school community. (ISBE Standard 5)
- Describe the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented, and evaluated, and develop strategies for influencing equitable policy development. (ISBE Standard 5)
- Develop appropriate procedures and relationships for working with local governing boards. (ISBE 6M)
- Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (ISBE Standards 1 and 4)
- Facilitate the development of an effective school-community relations program, which is grounded in effective communication and that instills community support while responding to diverse community needs. (ISBE Standard 4)

**EMBEDDED FIELD EXPERIENCES**

- Interview Paper
- Observation of Community Engagement

**Required Texts:**

**Other Articles or Excerpts will be posted to SAKAI or otherwise provided.**

**In Class Review of Equity Audits:**
https://pdfs.semanticscholar.org/f451/e44debda094762d8094bec0f592b2899ca59.pdf
https://www.cde.state.co.us/postsecondary/equitytoolkit
https://www.equityliteracy.org/educational-equity-resources

(continued on next page)
Section II – Course Requirements

1. Attendance, Participation Dispositions, Problems of Practice, and Participation: Expected response time for email communication is 48 hours. Attend class on time and actively participate in discussions and activities. The student’s participation score will be based on the student’s attendance pattern as well as contributions to class. Preparation for class includes reading assigned materials, and preparing for in class activities as assigned. Students will participate in discussions based on weekly readings and hand-outs as well as extemporaneous role play, debate, and point-counter-point discussion. It is expected that students will attend class on a regular basis. Your class/participation/disposition score participation score is based on the rubric in the syllabus and in LIVE TEXT (TBD).

2. Mid-Term and end-of-Semester Reflection Essays (4-6; 6-8 pages, double spaced, 1-inch margins):
Both the mid-term and final reflections will be take-home essays. They will give you the opportunity to reflect upon information from the readings and class discussions.

The mid-term will require you draw on readings and discussion in the context of conducting an equity audit for your own district (within the means available) and reflect on a community engagement event through the lens of equity. In other words, you should conduct a brief equity audit for your district, reflect on the implications of that audit and reflect on community engagement through the lens of equity and the very audit you conducted. Your mid-term will be due by midnight on Wednesday, October 16.

You will receive the prompt for your final essay reflection two weeks prior to the December 11 due date. This prompt will ask you to reflect comprehensively on community engagement practices you have observed in your school district that intersect with topic(s) in this course. In other words, your final exam will ask you to analyze community engagement in your school district in the context(s) of race, gender, socioeconomic status, language, ableness and justice. You should include citations of sources accessed in the course and on your own as appropriate for the topic. It should have a philosophical/conceptual perspective that is recognizable, a research base that is accessible, and a voice that is your own. It can be contrarian and impertinent in its assertion of equity and justice on behalf of students. This means that you must observe one or more substantial community engagement events in your or another district prior to November 20.

3. Weekly Reaction Papers: Each week you will have assigned readings. Hopefully, they will incite/ignite/evoke reaction from you. Students are required to hand in a hard-copy typed ONE-page reaction paper each class session in which you comment on your response, opinion, gut-level reaction to the readings for the week. Your reaction paper must clearly be in response to the content of the week’s reading, as opposed to general commentary about the topic. These will be graded for your thoughtful reflection. Please use one-inch margins and double spacing. The grading is as follows:
   - 2pts: Personal reaction to topic(s) discussed in one page.
   - 1pt: Personal reaction to topic(s) discussed in less than one page
   - 0pt: Lack of personal reaction and evidence of knowledge
(These may not be turned in late. If you are not going to attend class, you may e-mail, as an attachment, your reaction paper by 4:30 on the day of class.)

3. Interview / Analysis Paper (no more than 12 pages):
Part 1 (3-5 pages)
The candidate will conduct an interview with a district level educational administrator whose duties broadly include instructional leadership. The interview will focus on issues of equity and justice. The candidate should include questions generated from our class discussions. Other questions may be used as well. The write-up will focus largely on the candidate’s reflection, analysis, and reaction to the interview and any relevant district documents that inform or limn out the interviewee’s response. The interview analysis write-up should be as follows:

- Interview Question #1
- Response to Question #1
- Analysis of Response to Question #1
- And so on

Part 2 (3-5 pages)

With the information from the interview of the same district level administrator, other relevant documentation (school/district report cards, improvement plans, etc.) and your reactions, respond to the following:

1. How would you characterize the approach to equity and educational justice that can be discerned from the district’s vision for learning vis-à-vis district documents and the interview?
2. Identify what strategies (data-based (quantitative and qualitative) were engaged in the creation of the district vision for learning that takes into account the diversity of learners in the district.
3. (If appropriate) Identify additional strategies that were not engaged which you would engage in order to better inform the district’s vision with input from a more diverse range of stakeholders.
4. What sources of authority can be discerned from the interviewee relative to collection, organization and analysis of information related to the district’s vision for learning?
5. In consideration of equity and justice, what effective programs does this district currently deploy OR which you might suggest that use best practices and sound educational research to improve instructional programs for improved student learning for each and every student?
6. In light of question number 5, create a communication plan that directs a flow of communication to all necessary stakeholders. This plan must include strategies that integrate the suggestions for achieving equity and justice within the operation of the district’s schools (see 5). Make sure to include professional development priorities. (This can be in the form of a matrix or bullet points.)
7. Cite two or more methods to facilitate the planning and implementation of programs and services that provide opportunities for collaboration with families and community norms and values with consideration for equity and justice issues.
8. Since change is often resisted, provide your rationale to your school board and constituents as to why your proposed changes will improve educational and social opportunities for the diverse populations of your district.

Part 3 (2-3 pages)

Create a draft needs assessment that will assess and respond to the community’s interests and needs with respect to equity and justice issues (e.g. budget, discipline, access to resources, SEL support, affinity support, language and cultural support and development) for each and every student within the school / district. Your needs assessment should align with the issues identified in Part 2 and contain 10 – 15 questions. Within these questions, your needs assessment should address:

a) Suggestions for promoting positive community, district, and school culture
b) Suggestions for designing a comprehensive professional growth plan for school board members, district leaders, principals, faculty, parents and students.

4. Problem of Practice Seminar Component for Superintendent Prep at LUC

Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals. – Design Concept Definitions, Carnegie Project on the Education Doctorate (CPED), 2016

http://www.cpedinitiative.org/design-concept-definitions

All nine (9) required courses for the Superintendent Endorsement have the Problem of Practice component embedded in the design. The Problem of Practice component is embedded in each course to facilitate directed research, discussion and engagement between the candidate and with a Cooperating-Expert-Practitioner (CEP) Superintendent. The candidate and her/his course instructor will work collaboratively to identify a Problem of Practice in a partner district for the assigned course.

The LUC Superintendent Endorsement candidate and the instructor will ensure the identified Problem of Practice is aligned with the course content and course objectives. The LUC cohort-based model enables Superintendent Endorsement candidates to learn from top practitioners and engaged faculty while also establishing the professional networks necessary to succeed in district leadership and community engagement. The Problem of Practice component will facilitate the discussion of current issues challenging our local Chicagoland districts. LUC candidates for Superintendency will engage more directly in real problems of leadership practice to make their study of school systems more relevant in their practice as educational leaders in schools and school systems.

The Problem of Practice Seminar will take place near the end of every semester and all CEP Superintendents and LUC partners will be invited to that evening’s class. Bringing existing district problems and complex solutions to classroom discussions for Superintendent Candidates are required to preserve course relevance and success. Bringing acting Chicagoland superintendents to at least one class per course is an LUC priority. All required coursework demands that candidates engage with the current issues facing district leaders as well as research and trends in the Illinois educational context.

Understanding and Identifying a Problem of Practice

Focuses on instructional and/or systemic issues. Instructional or systemic issues are problems that involve the interactions of principals, teachers, students, and content or the interactions of system leaders, schools, and communities that relate to school or system performance and/or community well-being.

Is directly observable. A problem of practice must be empirical in nature not theoretical. While theory may be used to assist in the examination of the problem, the problem itself must be directly observable from the seat of the Superintendent’s desk.

Is actionable. Actionable in the sense that the problem can be improved in real time. This dimension further defines the problem of practice as it extends the Directly Observable dimension; however, it is
important to note all that not all problems that are directly observable are actionable from the standpoint of a Superintendent candidate at LUC.

**Connects to a broader strategy of improvement and the school's or system's action plan.** We see problems of practice having a reciprocal relationship with broader improvement plans. District wide improvement plans might very well assist in defining problems of practice, while the in-depth study of a particular problem may enable a school district or system realize its stated goals.

**Is high-leverage.** Solving a problem of practice would make a significant difference for student learning and/or community health. Being high-leverage is related to being actionable. Ideally, we want students to make a difference in the field as a result of their study and practice at LUC in the Superintendent Endorsement program.

**Your approach to the Problem of Practice should be formatted as follows:**

- A description of an issue—a paragraph that describes the problem, its context, and its connection to a matter of inequity, inequality, or injustice.
- Loosely following the “necessary steps” noted in the reference(s) below, please outline your steps for addressing this problem of practice. Your final written product should be between one and two pages, double spaced, and should serve as a guide to facilitate approximately 30-minutes of class dialogue around your topic.
- On the date you present your Problem of Practice, you do not need to submit a weekly-response to the reading. You will be expected to have completed the reading and participate in class discussion.

**Problem of Practice References**
- [https://education.ucdavis.edu/general-information/problems-practice-necessary-steps](https://education.ucdavis.edu/general-information/problems-practice-necessary-steps)
- [https://www.edu.uwo.ca/graduate-education/documents/professional/Problem-of-Practice-Guide.pdf](https://www.edu.uwo.ca/graduate-education/documents/professional/Problem-of-Practice-Guide.pdf)

**EVALUATION:**

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<th>Class Participation, Dispositions, and Problems of Practice</th>
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<tbody>
<tr>
<td>Mid-Term Reflection</td>
<td>15% (15 points)</td>
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<tr>
<td>Final Reflection</td>
<td>25% (25 points)</td>
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<td>Weekly Reaction Papers</td>
<td>15% (15 points)</td>
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<td>Interview Analysis/Reaction</td>
<td>25% (25 points)</td>
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**Problems of Practice Seminar:**  **CHOOSE a DATE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>Class Session Info – Candidate Sign up</th>
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<tbody>
<tr>
<td>MTG 1: 8.28</td>
<td>Introductions. Program Preview</td>
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<tr>
<td>MTG 2: 9.04</td>
<td>No PoP on 9.04</td>
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<td>MTG 3: 9.11</td>
<td>Class Does Not Meet – Either Field Work, Project Work, or Online - TBD</td>
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<td>MTG 4: 9.18</td>
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<td>MTG 5: 9.25</td>
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<td>MTG 7: 10.09</td>
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<td>MTG 8: 10.16</td>
<td>Class Does Not Meet – Either Field Work, Project Work, or Online – TBD</td>
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Mid-Term Reflection Due

| MTG 9: 10.23 |  |
| MTG 10: 10.30 |
| MTG 11: 11.06 | Class Does Not Meet – Either Field Work, Project Work, or Online - TBD |
| MTG 12: 11.13 |
| MTG 13: 11.20 |
| MTG 14: 12.04 | Problems of Practice Seminar Interview/Analysis Due |
| MTG 15: 12.11 | NO CLASS – FINAL EXAM DUE |

Section III - COURSE STANDARDS:

**Illinois State Board of Education (ISBE 2016)**
- Standard 1: Vision
- Standard 2: Curriculum, Instruction and Assessment
- Standard 4: Relationships
- Standard 5: Ethical Leadership
- Standard 6: Advocacy and Influence

**Educational Leadership Constituent Council – District Level (ELCC Standards 2011)**
- ELCC 3.4: Candidates understand and can develop district capacity for distributed leadership.
- ELCC 4.2: Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district.
- ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.
- ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.
- ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.
- ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.
- ELCC 5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.
- ELCC 6.1: Candidates understand and can advocate for district students, families, and caregivers.
- ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

Section IV - COURSE SCHEDULE – Will be distributed separately and reproduced on SAKAI

(continued on the next page)
Section V - Syllabus Addendum

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.

- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

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.

Syllabus Addendum Link - www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.