



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

TLSC 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 2019

Instructor Information

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Module Information

Dates: August 26-September 20, 2019
Days: Tuesdays & Thursdays
Times: 8:15 - 11:15 AM
On-Campus Location: Cuneo Hall, Room 206
School-Site Location: Roosevelt High School, 3436 W. Wilson Avenue, Chicago, Room 217

Module Readings

- Selected chapters from: Carter, P. L., & Welner, K. G. (Eds.). (2013). *Closing the opportunity gap: What America must do to give every child an even chance*. New York, NY: Oxford University Press. ISBN 978-0-19-998299-8; You have online access via LUC Libraries: Please log-in to your Loyola account and search the text title. Otherwise, the direct link is: <https://www-oxfordscholarship-com.flagship.luc.edu/view/10.1093/acprof:oso/9780199982981.001.0001/acprof-9780199982981>
 - Additional assigned readings are posted on your Sakai course site
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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.

English as a Second Language (ESL) Endorsement

By participating in TLLSC, all candidates complete the coursework and clinical hours to be

eligible for an ESL endorsement. The pertinent understandings, knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. In line with Part 27.425 of the Illinois Administrative Code, this module addresses the following standards to build candidates' expertise for teaching ELs: **ESL Research and History**

- The competent ESL teacher demonstrates knowledge of history, research and current policies and practices in the field of EL education and applies this knowledge to meeting the needs of ELs.
- The competent ESL teacher demonstrates knowledge of both additive and subtractive theories of bilingual education and understands the effects of these practices on students, families and communities.

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)

Conceptual Framework and Diversity

The Loyola School of Education Conceptual Framework states that: Our mission is social justice, but our responsibility is social action through education. While this module does not assess one of the Conceptual Framework Standards, the content is nevertheless grounded in the overarching principles of the Conceptual Framework. This module addresses many of the major 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. By focusing on policy and practice in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education and instructional contexts for students with special needs).

Grading Policy & Scale:

- Unless specific arrangements have been made with your instructor, 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+	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.

- Submit assignments that are due on time. If you need support reach out to your professor to schedule a meeting.
- 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 with discrimination and professionally per professor guidelines.
- Dress professionally during school attendance days. This means for example, that no flip-flops, shorts, blue-jeans t-shirts or tank-tops should be worn. Remember that every day that you are in a school is a time to create professional connections for yourself.

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.
- ***Reflective Papers: 45% of final grade***
 - Candidates will reflect upon their learning and experiences at the school site on related to the module objectives and essential questions, making reference to course readings and their connection to school observations. The reflections will be submitted electronically to LiveText.
- ***Policy Analysis Project: 25% of final grade***
 - In collaborative teams, candidates: (a) select a specific 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 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 sequence 3. 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, Inquiry and Social Justice](#). The specific dispositions for this module 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 module.

- 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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Teaching and Learning Program Syllabus Statements

Academic Tutoring

Loyola provides several services to all students related to academic tutoring including: TAP/ACT/SAT preparation, an academic skills workshop, academic coaching (how to organize your work), and supplemental instruction for hard science classes.

<https://www.luc.edu/tutoring/>

Clinical Experiences and Course Contact Hours

Per university requirements, each credit hour of coursework should correspond to 12.5 hours or 750 minutes of contact time, which includes both on-campus coursework and clinical fieldwork. Please find the university policy here: https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml

Coordinated Assistance and Resource Education (CARE)

If students have serious illness, personal loss, family or financial difficulties, or other challenges, the CARE team can provide resources and support for them. Instructors or students can make the referral.

<https://www.luc.edu/dos/services/coordinatedassistanceresourceeducationcare/>

Dress Code and Professional Conduct for Clinical Sites

As a Loyola teacher candidate, you are a representative of Loyola University Chicago and the School of Education when you take part in field-based experiences. When taking part in TLLSC modules in schools, cultural institutions, and community organizations, you are expected to wear professional attire appropriate to the context. Please also ensure that you wear your Loyola student ID on a lanyard so that it is visible at all times when you are in your school site. Also ensure that you keep your mobile phone in your school bag while at the school site and do not take it out while you are in the classroom at any time.

Mandated Reporting

Reach out to your professor and Dr. Sarah Cohen (scohen12@luc.edu the T&L school partnership coordinator) if you have concerns about anything you have observed regarding student safety/well-being at your sequence 1-6 school site.

School of Education Syllabus Addendum

Smart Evaluation

Towards the end of each module, 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***.

Module Schedule

Please note that this schedule is subject to change at the professor's discretion, as well as based on situations at the school site. Candidates will be informed via email/Sakai of any changes with advance notice.

Details	Topics	Preparation	Logistics
Class 1 Aug 27	Introduction to Module/Sequence Goals, expectations, & schedule What is educational policy? Introduction to Roosevelt HS	Review syllabus & Sakai page	LSC
Class 2 Aug 29	Policy in Practice in Schools School funding & inequities School/classroom segregation Policies in practice: Project overview	Welner & Carter, Chapter 1 (e-book) Ladson-Billings, Chapter 2 (e-book) <i>CPS, Policy Handbook (online)</i>	RHS
Class 3 Sept 3	English Learner Education Historical trajectory of EL policies ESSA & English Learners English learners in school(s)	Gándara, Chapter 11 (e-book) Hakuta, Article (Sakai) <i>Zacarian, EL Policy Guide (Sakai)</i> Policy-in-Practice Reflection	RHS
Class 4 Sept 5	Bilingual Education History of bilingual education Bilingual program models Bilingual education in school(s)	Collier et al, Article (Sakai) Colón & Heineke, Article (Sakai) <i>OELAS, Bilingual Policy Guide (Sakai)</i>	RHS
Class 5 Sept 10	Special Education History of special education Key special education policies Special education in school(s)	Martin et al, Article (Sakai) Samuels, Ed Week Article (Sakai) <i>CPS, SpEd Procedural Manual (Sakai)</i> Policy-in-Practice Reflection	RHS
Class 6 Sept 12	International Baccalaureate History of the IB/global education The IB learner profile The IB in Chicago & beyond	Mehta & Fine, Chapter 4 (Sakai) Tocci & Gregg, Chapter 4 (Sakai) <i>IB, Learner Profile & MYP Research Overview (Sakai)</i>	RHS
Class 7 Sept 17	Curricular Standards The standards debate Standards across the disciplines: Focus on CCSS, NGSS, and C3 Standards in school(s)	Blow, NYTimes Article (Sakai) Tienken & Zhao, Chapter 8 (e-book) <i>Standards: CCSS, NGSS, C3 (online)</i> Policy-in-Practice Reflection	RHS
Class 8 Sept 19	Policy Analysis Project Presentations Sharing policy analysis projects Reflecting on course learning Next steps in Sequence 3 modules	Carter & Welner, Chapter 16 (e-book) Heritage et al, Chapter 6 (Sakai) Policy Analysis Project	RHS