



# 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 2020 (Section 3; ONLINE)

## **Instructor Information**

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## **Module Information**

- August 24 to September 19, 2020
- 1 synchronous session each week, typically on **Mondays at 8:30am CST**, facilitated via Zoom
- 2 asynchronous sessions each week, to be completed by the dates/times listed on the schedule

## **Readings & Resources**

- All readings are posted on the Sakai site.
- Candidates will need a Twitter account.

## **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)

## Module Assignments

### ***Lesson Outcomes: 30% of final grade***

As a part of asynchronous online lessons, candidates will reflect upon the policy focus of the lesson to engage in critical reflection on a particular area of interest in policy and practice. Candidates will share their overarching takeaway in the initial Tweet, and then create a thread with follow-up observations and questions related to policy enactment in practice. Candidates will complete a total of 6 Twitter threads, each worth 5% of their final grade. Candidates should use the module hashtag (#TLSC210) so that their instructor and peers can find and respond to their posts. Each outcome will be scored using the checklist below.

Score	Criteria
1pt	Candidate tweets related to the focal policy for the lesson.
1pt	The initial tweet concisely and clearly shares the candidate's overarching takeaway from the lesson.
1pt	The follow-up tweets on the thread support the initial statement with examples from personal experiences, readings, videos, and practice.
1pt	The tweet reflects original, critical thinking about the policy and its connection to equity, access, and justice for marginalized students.
1pt	The tweet includes the course hashtag to include peers in the policy conversation.

### ***Policy Analysis Project: 30% of final grade***

In pairs, 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 audience for the project is parents, specifically crafting a pamphlet for parents with the above-stated information to guide them in advocacy efforts for their children. The policy analysis project, which includes the pamphlet and a brief VoiceThread overview, will be shared on Sakai for peers to view and respond as a part of the final lesson of the module. Candidates must also upload all items to the Sakai Forum and LiveText. Please find the detailed assignment description and rubric on Sakai.

### ***Module Participation: 30% of final grade***

Candidates will participate in 4 synchronous check-ins via Zoom and 8 asynchronous online lessons, with one synchronous check-in and 2 asynchronous lessons per week for the duration of the 4-week module. Each check-in will last 1-1.5hrs, whole-class via Zoom. Attendance will be kept for each session to inform the final participation grade. Each online lesson will take 2.5 hours of time. Lessons can be completed at the convenience of the student any time before the date and time designated on the course schedule. Strategically designed to foster inquiry and understandings related to essential questions about educational policy, lessons follow a similar trajectory to provide consistency for candidates. Candidates will maintain a reflective blog with responses before and after each asynchronous lesson, which will support ongoing learning and reflection as well as the professor's evaluation of participation in asynchronous sessions. See holistic rubric below.

Score	Criteria
30	Candidate fully participates in all 4 check-ins and 8 lessons and maintains regular and positive communication with the professor.
25	Candidate partially participates in all 4 check-ins and 8 lessons and maintains somewhat regular and positive communication with the professor.

20	Candidate fully participates in all but 1 check-in or lesson and maintains regular and positive communication with the professor.
15	Candidate partially participates in all but 1 check-in or lesson and maintains somewhat regular and positive communication with the professor.
10	Candidate fully participates in all but 2 check-ins or lessons and maintains regular and positive communication with the professor.
5	Candidate partially participates in all but 2 check-ins or lessons and maintains somewhat regular and positive communication with the professor.
0	Candidate fails to complete 3 or more check-ins or lessons and does not regularly or positively engage with professor.

***Sequence Summative Assessment: 10% of final grade***

Candidates 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.

**Course Organization:**

This course was strategically and thoughtfully designed as a blended synchronous/asynchronous online course to mediate your learning, critical thinking, and discussion related to the course objectives.

*Synchronous check-ins* will occur at the beginning of each week. These will give the full class a chance to touch base, have meaningful discussions, and ask questions in real time. In these sessions, we will set the stage for the learning to come in the asynchronous lessons to be completed during that week.

*Asynchronous lessons* can be completed at your convenience prior to the due date indicated on the syllabus schedule. Each lesson should take approximately 2.5 hours of time. Please note that pre-work and assignments are not included in the 2.5 hours of time, just as they would not be in in-person coursework.

***Pre-work***

Just like in-person classes, you should read prior to class sessions in preparation for learning. For each lesson, you will read and capture key takeaways on a Sakai blog that you will maintain throughout the course. Please note that the pre-work is not factored into the 2.5 hours of estimated time to complete the lesson.

***Reflective blog***

Before and after each asynchronous lesson, candidates will briefly reflect and respond to the lesson’s essential questions with no more than three sentences to summarize key thoughts and ideas.

***Current policies***

Educational policy work happens every day, and we want to use current events to deepen our learning. All students should have a Twitter account to track and engage with current policies.

***Videos on policy***

Educational policy guides practice in classrooms and schools. We have sought out engaging and informative videos to introduce the focal policy and frame the remainder of the online lesson.

***Guided activities***

Following the video, candidates will be guided through activities to more deeply explore the focal policy and its impact on teachers, students, and communities.

### ***Classroom examples***

One of the key takeaways from this course is that it is not solely about the policy on paper but policy in practice. While we are not able to be in schools this semester, videos of exemplary classrooms and teachers will provide a field-based component to “see” policy in practice.

### ***Outcomes***

Each lesson has an outcome associated with it, which will indicate that the candidate has completed the learning and activities for the week. The guided activities will support students in completing the outcomes, though time outside of the 2.5-hour lesson might be needed.

Please note:

- Synchronous check-ins will **not** be recorded. Please attend at the date/time scheduled.
- If you are unable to attend a check-in or complete a lesson, it is your responsibility to notify the instructor in advance. Please note that informing the instructor does **not** excuse your absence or missed work. If there is an emergency, contact your professor as soon as reasonably possible. After missing one check-in or lesson, it is necessary to contact your professor to discuss implications for your grade and participation in the sequence.
- Submit assignments on time. If you need support, reach out to your professor to schedule a meeting.
- Check 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.

### **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%
- Students are expected to use APA style (6<sup>th</sup> 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%

### **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.

### **Instructor Commitments:**

This semester will be unlike any that I have taught at the university and surely unlike your experiences to date as a student. Together, we will make this semester productive and valuable to your development as an educator, while simultaneously prioritizing care, well-being, and balance. Here are my commitments to you.

- CARE: The first priority of the semester is your well-being and that of those around you. You cannot learn and develop as an educator unless your core needs are being met. Please take care of yourself and your physical and mental well-being amid all that is going on around us. Should I be able to support that in any way, please let me know.
- FLEXIBILITY: Your health and well-being come first, requiring flexibility in coursework. Assignments and due dates listed on the syllabus are certainly the expectation; however, should a situation arise that require your attention, please reach out to me. You can disclose whatever you wish to disclose, and we will work to a reasonable solution.
- RESPONSIVENESS: If the last few months are any indication, then the semester could unfold in any number of ways. I will respond to those changes and your related needs and concerns in any way that I can. I will look to you as my co-designers of this class trajectory. If something needs to change, then reach out and alert me to your concerns.
- REFLECTIVE: This course requires reflection upon your own experiences in education and what you wish to contribute moving forward. I also commit to ongoing and critical reflection, as my role as a professor is changing drastically. This course will not be business-as-usual, and we will use the current context to guide our reflection and action.
- SOLUTIONS-ORIENTED: As I have planned for this semester, the topic of the course itself gives me inspiration and hope. Educational policy drives what we do in schools, and it can be used as primary lever to promote change. As we face uncertainly with distance learning and racial injustice, we can use our course content to remain focused on meaningful solutions.

### **SYLLABUS ADDENDA**

#### **School of Education Vision:**

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

#### **School of Education Mission:**

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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 who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

### **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. Grounded in the SOE's Conceptual Framework of *Social Action through Education*, this course investigates and recommends ways to promote educational equity through curriculum policy. [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

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).

### **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](#).

### **Smart Evaluation:**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation. 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.

### **Privacy Statement:**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of

the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

### **Class Conduct:**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

### **Student Support:**

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Services for Students with Disabilities](http://www.luc.edu/sswd/) (SSWD) (<http://www.luc.edu/sswd/>).

### **Center for Student Access and Assistance:**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

### **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](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/>

### **School of Education Commitment - COVID-19:**



Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

#### **COVID-19 Reporting Protocol:**

In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at [covid-19report@LUC.edu](mailto:covid-19report@LUC.edu) or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to [covid-19support@LUC.edu](mailto:covid-19support@LUC.edu), not the new case reporting email address.**

**Syllabus Addendum Link:** [www.luc.edu/education/syllabus-addendum/](http://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.*

Logistics	Before Session	During Session	After Session
<b>Check-in #1</b> 8/24 @ 8:30am Zoom, 1 hr	Review syllabus Review Sakai page	<b>Introducing the Sequence/Module</b> Goals, expectations, & schedule What is educational policy?	
<b>Lesson #1</b> By 8/30 @ 12am Sakai, 2.5 hrs	Darling-Hammond Au & Hagopian	<b>Race &amp; Class in Schools</b> History of US educational policy Inequities & bias in practice	Twitter Thread #1: Race in Schools
<b>Lesson #2</b> By 8/30 @ 12am Sakai, 2.5 hrs	Egalite et al. Equality Assistance	<b>Federal Educational Policy</b> Elementary & Secondary Education Act Curricular standards in practice	Twitter Thread #2: ESSA
<b>Check-in #2</b> 8/31 @ 8:30am Zoom, 1 hr	Review DOE website on ELs	<b>Prioritizing Language &amp; Culture</b> Demographics of US, IL, & Chicago schools Language & culture in classrooms	
<b>Lesson #3</b> By 9/6 @ 12am Sakai, 2.5 hrs	Hakuta Zacarian	<b>English Learner Policies</b> History & current context of teaching ELs English learner policies in practice	Twitter Thread #3: EL Policy
<b>Lesson #4</b> By 9/6 @ 12am Sakai, 2.5 hrs	Gándara & Escamilla Colón & Heineke	<b>Bilingual Education Policies</b> History & current context of bilingual ed Bilingual education policies in practice	Twitter Thread #4: Bilingual Policy
<b>Check-in #3</b> 9/9 @ 8:30am Zoom, 1 hr	Review IDEA website	<b>Prioritizing Exceptionality</b> Exploring difference & differentiation Students' abilities & needs in classrooms	
<b>Lesson #5</b> By 9/13 @ 12am Sakai, 2.5 hrs	Bateman & Cline Samuels	<b>Special Education Policies</b> History & current context of special ed Special education policies in practice	Twitter Thread #5: SpEd Policy
<b>Lesson #6</b> By 9/13 @ 12am Sakai, 2.5 hrs	Mehta & Fine Tocci & Gregg	<b>Global Education Policies</b> History & current context of the IB International Baccalaureate in practice	Twitter Thread #6: IB Policy
<b>Check-in #4</b> 9/14 @ 8:30am Zoom, 1 hr	Review policy project description	<b>Prioritizing Teacher Advocacy</b> Pulling together course learnings Engaging in policy analysis & advocacy	
<b>Lesson #7</b> By 9/16 @ 12am Sakai, 3 hrs	Fowler Hayes	<b>Guided Policy Investigation</b> Selecting & analyzing focal policies Designing projects to engage peers	Policy Project
<b>Lesson #8</b> By 9/20 @ 12am Sakai, 3 hrs	Carter & Welner Heritage et al.	<b>Policy Project Sharing</b> Review & engage with peers' projects Reflect on module & look forward	Reflective Blog