ELPS 240: Urban Education Policy and Practice


Instructor: David Castro  
Fall 2021 / Loyola University Chicago  
Tuesdays & Thursdays / 8:00AM – 9:15 AM  
Cuneo Hall: room 117  
Email: dcastro@luc.edu  
Office Hours: By appointment

Responsiveness: You can expect a response to any emails within a 24-hour time from when you send communication.

Group or Class MTGS: All but 2 course meetings will be held in-person

Zoom link (If LUC pivots to remote): https://luc.zoom.us/j/3179310095

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 2021-2022 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. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID -19 Related Information Tab at the top of the page.
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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 webpage 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. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*COVID-19 Required Personal Safety Practices: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all LUC REQUIRED Safety Protocols.

*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 or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

**Course Introduction**

In this course we will explore the development of urban education through the social, historical and political shaping of urban education policy and practice in the United States.
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We will gain a deeper understanding of the ways education policy shapes practice in American public schools through a combination of field experiences and scholarly reflection, often using Chicago as a touchstone for our inquiry and analysis.

As you prepare for this course, consider some of the questions we will need to ask in order to understand what makes schooling in cities unique. What is urban education, exactly? Who is educated in urban schools? What differences are there in how various groups are educated, and why? Who educates urban students, and who educates which urban students? As we begin to answer these questions, we will investigate current issues and policies in urban education such as school choice, school closure, and standardized testing and equity initiatives, developing the ability to analyze the multiple and contested factors that influence urban education in the US.

Learning Outcomes
Gaining a basic understanding of urban education policy and practice. Developing the knowledge and understanding of urban education. Learning to apply course material to improve thinking, problem solving, and urban education policy analysis. Developing skill in expressing oneself orally or in writing.

Assigned Texts
The following texts are required for this course. They can be purchased at the Loyola University Bookstore, Lake Shore Campus, 6435 N. Sheridan Road. You can also order books online at www.luc-lsc.bkstr.com. Full text of the books can also be found online through LUC libraries website.


All other readings will be available as PDF documents on the ELPS 240 Sakai page, or are accessible via the internet (links are provided in the syllabus under Class Sessions). Please refer to the Class Sessions section of the syllabus for information on readings for each class meeting.

Class Participation (20%)
This is a discussion-based seminar. Each of us plays a role in collaborating towards a collective understanding of complex issues and ideas. We need you! To receive points for class participation you must be present, prepared (i.e. do the readings), and actively engaged. As students have a variety of learning styles, there will be opportunities for many kinds of engagement (i.e. individual reflection, small group work, large group discussion).
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Your attendance will count for 10% of the final grade and your participation will count for 10%, for a total of 20% of the final course grade. If you are going to be absent from class, please notify me in advance. You will still be held accountable for all readings, assignments and course updates.

Urban Schools in the News (5%)

Urban education has become an increasingly “hot” news item. For this assignment, you will examine local media sources to find a particular article that is relevant to schooling in urban communities. For example, you may examine the recent legislation surrounding an elected school board or student activism relating to School Resource Officers (SROs) (https://thetriibe.com/2020/07/chicago-youth-activists-for-cops-out-cps-provide-answers-to-questions-about-police-free-schools/). For the presentation, you will need to create a simple 1 pager to share with your colleagues. The 1 pager handout should include the article’s main points, connections to readings, and implications/questions on the future of urban schools. Upload your 1-pager to the designated folder (found in our Sakai) site no later than 12AM the night before your presentation.

Template for Urban Schools in the News 1-pagers

<table>
<thead>
<tr>
<th>Title of article</th>
<th>Author of article</th>
<th>Student name</th>
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<tbody>
<tr>
<td>Connections to course readings</td>
<td>Article’s main points</td>
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What questions does this event raise about the future of urban schooling?

School Case Study Papers (20% total)

There will be a total of two School Case Study papers that you will be expected to complete during this semester. For each paper you will research one K-12 school within the city and pick three aspects of the school’s demographic information (school type, number of students, school organizational culture, safety, attendance, diverse learners, network, etc) to analyze. Once you have selected the three data points use our course concepts and readings to speculate why the data points may be what they are & situate the school within
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the greater landscape of urban schooling. For example, you may choose to select a school’s current enrollment number, ethnic composition, and school type and connect it to readings on the disinvestment from neighborhood public schools and communities.

Each paper should be 3-4 pages long, 1” margins, in Times or a similar font, and double spaced. Papers will be graded out of 10 points, with up to 4 points awarded for your development of connections between the data points and course content (both readings and discussions), up to 4 points awarded for the application of course content (the accuracy of your use of texts), and up to 2 points for editing and organization.

You can locate Chicago Public Schools (CPS) through the following link: https://schoolinfo.cps.edu/schoollocator/index.html

**Important note:** There are many types of schools within Chicago, not all schools are managed by CPS

*School case study Papers will be due on September 23rd and October 28th.*

**Capital and Urban Schooling Paper (15%)**
The development of urban communities has been impacted by access to and distribution of capital. As wealth and poverty shift in the urban landscape, decisions about where to live and attend school are at the core of many families’ lives. This assignment will allow you to develop a deeper understanding of families’ experiences with Chicago Public Schools and will give you an opportunity to apply the knowledge you have gained about history, economy and privilege in urban schools to real, lived experiences.

For this assignment, please read and analyze the article, How Rich Parents Can Exacerbate School Inequality: Fundraising efforts often give their kids an academic edge by Laura McKenna (accessed at: https://www.theatlantic.com/education/archive/2016/01/rich-parents-school-inequality/431640/). How does McKenna’s article complicate school fundraising? In what ways do the various forms of capital manifest themselves in parental fundraising? In crafting your analysis, please use course readings to support your examples and argument. Criteria for grading include your development of a clear, coherent and well-supported argument (4 points), clear examples of different forms of capital on the blog (4 points), your use of course readings to inform your response (4 points) and the organization, clarity and editing of your writing (3 points). (8-10 pages)

Capital and Urban Schooling Papers will be due on November 11th at 11:55 PM via Sakai.

**Midterm Exam (20%)**
The midterm exam will be a take-home exam. There will be three essay questions, from which you will choose one. Your response should be 5-6 pages and must include a reference list. Your essay will be graded on a 20-point scale. Criteria for grading include your development of a clear, coherent and well-supported argument (8 points), your use of
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course readings to inform your response (8 points) and the organization, clarity and editing of your writing (4 points).

Midterm exams will be distributed in-class on October 5th and will be due on October 12th at 11:55 PM via Sakai.

Final Paper & Presentation (20%)

The final assignment is an opportunity to learn more about a topic of particular interest to you. For this assignment, you will draw on concepts and literature that we have explored in class and will extend your inquiry beyond the scope of our work together. For example, you may want to investigate recent budget shortages and cuts in Chicago Public Schools, or the implementation of SB100 (anti-suspension law) within the district. Once you have determined a topic, you will craft a research question and present your findings in class and in a final paper. There are three components to this assignment:

1) Final Paper Topic & Question (ungraded). You will be required to submit your final paper topic via Sakai on November 11th at 11:55 PM. Your submission only needs to be a paragraph or two about the topic you intend to research and a proposed research question; it does not need to be a full paper. Although this assignment is ungraded (and, thus, may be ignored by some participants) you are encouraged to submit it in order to get feedback from the instructor. If you do not submit by the assigned date, you are not guaranteed timely feedback on your proposed topic.

2) Final Presentation (5%). Please prepare a visual presentation about your final paper topic using PowerPoint, Prezi, or another presentation tool that is visually accessible to everyone in class. Your presentation should reflect your progress on your Final Paper and describe your research in its current state. The goal of the presentation is not to present a final product, but to present your work in progress. The Final Presentation should include:
   ● Topic: A description of your final topic and how it connects to urban education, course readings and discussions, and school site visits (1 point)
   ● Research Question(s): A description of your research question(s). What did you want to find out? (1 point)
   ● Research Process Description: How did you go about finding information? What kinds of sources did you use? (3 points)
   ● Research Findings: A description of the information you found in your research process. You should look for and present this information thematically (i.e. look for patterns in your research) (3 points)
   ● Questions & Discussion: What do your findings mean? What questions do you have for your colleagues as you move towards your final paper? (2 points)

Final Presentations will occur in class December 14th and 19th. Presentation materials should be uploaded to Sakai the day before you present.

3) Final Paper (15%). Your final paper should be 8-10 pages in length and should include the following items:
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- Topic: A description of your final topic and how it connects to urban education, course readings and discussions, and school site visits (1 point)
- Research Question(s): A description of your research question(s). What did you want to find out? (1 point)
- Research Process Description: How did you go about finding information? What kinds of sources did you use? (1 point)
- Research Findings: A description of the information you found in your research process. You should look for and present this information thematically (i.e. look for patterns in your research) (3 points)
- Discussion: The meaning of your findings for a) students and families, b) urban education practice, and c) urban education policy (2 points)
- Organization and Clarity: Writing that reflects a clear research question, process and argument, and is effectively organized and edited. (2 points)

The final paper is due at 11:59 PM, December 19th on Sakai.

Grading scale
The grade ranges in terms of percentage are:
93.0 to 100.0: A
92.0 to 90.0: A-
89.0 to 87.0: B+
87.0 to 82.0: B
82.0 to 80.0: B-
79.0 to 77.0: C
77.0 to 70.0: C-
69 to 60: D
59 & below: F

Late work/Make-up Policy
All assignment deadlines within this course will be responsive to the needs of individual students. In order to receive timely feedback on your writing, turning in assignments on the named due dates is optimal. Additionally, if you are having a difficult time making deadlines for assignments please do not hesitate to contact me, I am here to support your learning.

SOE 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 and Conceptual Framework Standards**

Each syllabus is required to have a statement explaining how the SOE's Conceptual Framework (CF)—*Social Action through Education*—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses diversity and the social justice mission of the School of Education.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/).

**SOE Conceptual Framework Standards (CFS)**

- **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**

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: *Professionalism, Inquiry, and Social Justice*. Full transparency is critical to ensure that students are able to meet the expectations in this area. *Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText.* A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

**Syllabus Addendum Link**
[https://www.luc.edu/education/academics/syllabi/](https://www.luc.edu/education/academics/syllabi/)
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 into 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 and Digication

All students, except those who are non-degree, may 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.

Digication is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

*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.
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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.

Synchronous Meetings

All but two course meetings will be held synchronously. The dates of asynchronous sessions are September 23rd and October 28th.

Student Participation

This is a discussion-based seminar. Each of us plays a role in collaborating towards a collective understanding of complex issues and ideas. We need you! To receive points for class participation you must be present, prepared (i.e. do the readings), and actively engaged. As students have a variety of learning styles, there will be opportunities for many kinds of engagement (i.e. individual reflection, small group work, large group discussion). Your attendance will count for 10% of the final grade and your participation will count for 10%, for a total of 20% of the final course grade. If you are going to be absent from class, please notify me in advance. You will still be held accountable for all readings, assignments and course updates.

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

Special Circumstances--Receiving Assistance

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 (SSWD) (http://www.luc.edu/sswd/).

*Center for Student Access and Assistance (CSAA)
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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. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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.

Course Site

The ELPS 240 Sakai page is integral to your success in this course. Please make sure to access this page during the first week of class and contact the course instructor if you have difficulty accessing the page or its contents. You will need to refer to the Sakai page at least weekly in order to download readings, submit assignments and receive class updates.

Course Requirements

Each assignment for this course is designed to increase your awareness, understanding and ability to think critically about issues in urban education. The following is a summary of each assignment type, due dates and contribution to the overall course grade. All papers (including exams) must be double-spaced, 12-point font (Times New Roman, Cambria or Calibri, preferred), with 1” margins.
## Class Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings &amp; assignments</th>
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<tbody>
<tr>
<td></td>
<td><strong>Part 1: History and the Purpose of Urban Schools</strong></td>
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</table>
| 8/31  | Guiding Questions: What is urban education? What do I know about urban education?  
Course Introduction  
Course goals and expectations |
| 9/2   | Guiding Questions: What are urban schools and who are they for? How have they changed over time?  
| 9/7   | Guiding Questions: What are some factors that informed the development of urban education? How do these early forces manifest in current urban education policy and practice?  
How Integration Worked—and Failed—in Evanston , Whet Moser |
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<thead>
<tr>
<th>Date</th>
<th>Guiding Questions</th>
<th>Assigned Text</th>
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Accessible online  
https://learningpolicyinstitute.org/sites/default/files/product-files/Investing_Student_Success_BRIEF.pdf |
<table>
<thead>
<tr>
<th>Date</th>
<th>Guiding Questions</th>
<th>Notes</th>
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*Visit from Associate Professor Kate Phillippo*

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<thead>
<tr>
<th>9/23</th>
<th><strong>Asynchronous session</strong></th>
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<tr>
<td></td>
<td><strong>School Case Study Paper</strong></td>
<td><strong>DUE: School Case Study Paper by 11:59 PM via Sakai</strong></td>
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Too Much Focus on ‘Learning Loss’ Will Be a Historic Mistake, By Stephen Merrill
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<table>
<thead>
<tr>
<th>Date</th>
<th>Guiding Questions: How do notions of race and class shape urban schooling?</th>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Guiding Question: What kinds of experiences do the children of immigrants and refugees (or immigrant and refugee children) have within urban schools?</th>
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<thead>
<tr>
<th>Date</th>
<th>DUE: Midterm Exam, 11:55 PM via Sakai</th>
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### Part 3: Teachers, Curriculum and Assessment

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<tr>
<th>Date</th>
<th>Guiding Question: Who teaches in urban schools and why?</th>
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<tr>
<th>Date</th>
<th>Guiding Question: How does a person’s social position (race, class, gender, occupation, etc) influence the ways they perceive school policy?</th>
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<tr>
<td>10/19</td>
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<tr>
<td>Date</td>
<td>Guiding Question</td>
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<td></td>
<td>Visit from Mr. Carlos Ruiz (Teacher)</td>
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<td>10/28</td>
<td>Asynchronous session</td>
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<td>School Case Study Paper</td>
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<td>DUE: School Case Study Paper by 11:59 PM via Sakai</td>
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11/4

Guiding Question: What is so “high-stakes” about testing in urban districts?

https://www.dropbox.com/s/ijz6aluf07j3on5/Examining%20the%20Myth%20of%20Accountability.pdf?dl=0


11/9

Guiding Question: Who is in charge of urban schools, and who ought to be?


11/11

Guiding Question: Who is in charge of urban schools, and who ought to be?

Chicago will have the largest elected school board of any major U.S. city, By Samantha Smylie and Kalyn Belsha, Jul 30, 2021

https://chicago.chalkbeat.org/2021/7/30/22602068/illinois-governor-approves-elected-chicago-school-board
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<tr>
<th>Date</th>
<th>Guiding Question</th>
<th>Assigned Text</th>
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<tr>
<td>11/25</td>
<td>NO CLASS – Thanksgiving Break</td>
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| 12/2 | Guiding Question: What is the role of youth in school policy and practice?  
Garcia, K. (2020). Chicago youth activists for #CopsOutCPS provide answers to questions about police-free school.  
| 12/7 | Guiding Question: What are the implications of philanthropy and fundraising in urban education?  
| 12/9 | **DUE: Final Presentations** |
| 12/14 | **DUE: Final Presentations**  
**DUE: Final Paper due, 11:59PM via Sakai** |

**Have a great Winter break!**