ELPS 465: Workshop: Instructional Leadership – Equity and Justice to Foster Community Relationships and Engagement
School of Education
Fall 2021

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Course dates: August 30 - December 13, 2021
Location: This course is being offered as a Hybrid experience. The synchronous portion of the course will meet on Mondays from 7:30 - 8:45 pm or otherwise noted on the class schedule
Office hours: Mondays from 7:00 - 7:30 pm on meeting days via zoom or by appointment.

Please use this link to access zoom:
https://us02web.zoom.us/j/4606447840?pwd=cmtDcERpN2JiZjEzaHMyWWN2SjNWUT09

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.

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. 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.

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)

**Course Books and Articles:**

- Additional readings as assigned

**Embedded Field Experiences**

- Interview Paper
- Observation of Community Engagement

**Course Requirements:**

**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).

**Implicit Association Test and Reflection.** In order to lead for excellence and equity, we must first understand our individual ways of seeing, particularly as they reveal, obscure, or distort what - or who - is before us. This understanding can help us realize whether or not we understand or are conscious of how we perceive, or of what biases we might have. Project Implicit, a group of researchers who have been working together for almost 20 years to help people understand hidden biases, has developed an online tool called the Implicit Association Test (IAT). After taking the test, write a brief paragraph or two about your thoughts and reflections about the IAT.
STR Essays: Two Stop, Think, and Reflection Essays. The STR Essays allows you to draw from the readings to reflect on an issue/concept/theory of your choice. Candidates will write two STR Essays and will discuss their reflections with a partner/small groups. This is a one-page reflection. The STR rubric can be found in this syllabus.

Book Study Presentation: in groups of two or three, candidates will be assigned chapters from the book *Culturally Responsive Teaching* and lead a book study based on the topics discussed in the book as they relates to curriculum and instruction with an equity lens. Candidates will create a brief summary and generate recommendations. The candidates will lead the book study in pairs using a 10- minute presentation. The presentation is to include research learned in this course and articulate moral leadership underscoring the “voice not heard.”

Final Reflection: You will receive the prompt for your final essay reflection two weeks prior to the 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.*

Interview / Analysis Paper (no more than 12 pages):
Part 1 (3-5 page)
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.

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

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 Superintended 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)
<table>
<thead>
<tr>
<th>Class</th>
<th>Weekly Assignments</th>
<th>Major Assignment Due</th>
<th>Presentation/Guest Speaker</th>
</tr>
</thead>
</table>
| **Week 1- Aug 30 Synchronous** | **Week 1:**  
- Introductions  
- Syllabus Review  
- Plan on observing community engagement events in your or another district by November 20  
- Read the following resource and be prepared for a discussion  
- **Read this article:** [The Cult of Pedagogy - Pursuit of Equity](https://www.google.com)  
- **View this Video:** [https://www.youtube.com/watch?v=2XCsskVAtPU](https://www.youtube.com/watch?v=2XCsskVAtPU) | | |
| **Week 2- Sep 13 Synchronous** | **Week 2 Asynchronous Assignments:**  
- **Read:** Student Voice Part 1-2 (Chapters 1-4)  
- **Complete Journal Entry:**  

After reading Chapters 1-2 and the other materials assigned this week, please respond to the following questions. You can either use this [journal link](https://www.google.com) provided or submit the short reflection as a Sakai assignment submission.  

1. What are your initial thoughts about the notion of student voice and how it impacts students in schools and/or school communities?  
2. As a school leader, how do you create opportunities for genuine and impactful student voice throughout your school or district?  
3. Can you share a specific example of a way that you have been able to amplify student voice in your role?  

- **Prepare** questions/thoughts for our guest speaker drawing from the reading & interest areas  
- **Sign-up for** [Book Study Group](https://www.google.com) using the Sakai Sign-Up feature. | Implicit Association Test Reflection Due | Dr. Nick Polyak  
Dr. Mike Lubelfeld |
| **Week 3- Sep 20 Synchronous** | **Week 3 Asynchronous Assignments:**  
- **Read:** Student Voice Part 3-4 (Chapters 5-9)  
- **Review the** [audit tool kits and resources](https://www.google.com)  
- **Sign-up for** [Problems of Practice Touch Base Appointment](https://www.google.com) | STR 1 | Frank Holthouse  
Director of Careers and Community Outreach |
| Week 4- Sep 27 | Week 4 Asynchronous Assignments:  
• **Read:** Despite Best Intentions Chapters 1-3  
• [https://docs.google.com/document/d/1pJHleFTO VHt9JiVNhol_TI2 ylYZPaYertboSezWRpjw/copy](https://docs.google.com/document/d/1pJHleFT0VHt9JiVNhol_TI2ylYZPaYertboSezWRpjw/copy) | Interview Part I | Dr. David Negron  
Superintendent of Schools |
|---|---|---|---|
| Week 5- Oct 4 | Week 5 Asynchronous Assignments:  
• **Read:** Despite Best Intentions Chapters 4-6 | | |
| Week 6- Oct 11 | Week 6 Asynchronous Assignments:  
• **Read:** Despite Best Intentions Chapters 4-6  
• [Problems of Practice Touch Base Appointment Schedule](#)  
• Work on Book Study Group Presentation  
• Work on Problems of Practice Presentation  
• Work on Part 2 of Interview Project  

• Problems of practice summary is due on 10/20 | 30-minute touch base with each candidate |
| 30-Minute Individual Appointments with each candidate | | |
| Week 7- Oct 18 | Week 7 Asynchronous Assignments:  
• **Read:** Despite Best Intentions Chapters 4-6  
• [Problems of Practice Touch Base Appointment Schedule](#)  
• Work on Book Study Group Presentation  
• Work on Problems of Practice Presentation  
• Work on Part 2 of Interview Project  

• Problems of practice summary is due on 10/20 | Work Day |
| Asynchronous: Class Does Not Meet - Either Field Work, Project Work, or Online | | |
| Week 8- Oct 25 | Week 8 Asynchronous Assignments:  
• Problems of practice written document due on the date that you are scheduled to present | Problems of Practice Presentation - Crossover |
| Week 9- Nov 1 | Week 9 Asynchronous Assignments:  
• Complete: [Audit Focus: School Organization/Administration](#) | Interview Part 2 | Book Study Presentation: Group 1 |
| Week 10- Nov 8 | Week 10 Asynchronous Assignments:  
• Complete: [Audit Focus: Standards and Curriculum Development](#) | | Book Study Presentation: Group 2 |
| Week 11- Nov 15 | Week 11 Asynchronous Assignments:  
• Complete: Audit Focus: Staff & Professional Learning  
• Read: Articles for in-class discussion | STR 2  
Guest Speaker  
Dr. Kennedi Strickland-Dixon  
SASED Director of Programs & Services |
|----------------|--------------------------------------------------------------------------------|-----------------------------------------------|
| Week 12- Nov 22 | Week 12 Asynchronous Assignments:  
• Complete: Audit Focus: Assessment/Placement  
• Watch the following short video: The Dangers of a Single Story | Interview Part 3 |
| Week 13- Nov 29 | Week 13 Asynchronous Assignments:  
• Complete: Audit Focus: Policy  
• Final Exam (Reflection) will be shared with the class today. It will be due by Dec 13, 2021. | Book Study Presentation: Group 3 |
| Week 14- Dec 6  | Week 14 Asynchronous Assignments:  
• Book Study Presentation: Wrap-Up  
• Audit Small Group Discussion | Audit Reflection |
| Week 15- Dec 13 | Week 15 Asynchronous Assignments:  
| No Class | Final Reflection Due (Final Exam) |

**Evaluation**

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation, Dispositions and</td>
<td>50</td>
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<tr>
<td>Implicit Association Test and Reflection</td>
<td>10</td>
</tr>
<tr>
<td>Module Assignments (Asynchronous Work)</td>
<td>25, 5 points each</td>
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<tr>
<td>STR Essays</td>
<td>50 points total, 25 points each STR</td>
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<tr>
<td>Book Study Presentation</td>
<td>30</td>
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<tr>
<td>Interview Project</td>
<td>60, 3 parts 20 points each</td>
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<tr>
<td>Final Reflection</td>
<td>40</td>
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<tr>
<td>Problems of Practice</td>
<td>35 Points (Summary 5, Final Product 30)</td>
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<tr>
<td>Total Possible Points:</td>
<td>300</td>
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</table>
Assignment Formatting
All assignments are to be typed and submitted digitally in Sakai. It is the expectation that assignments are written at a professional level using correct English grammar, syntax, organizations, and use of higher level thinking skills. A rubric for the dispositions is on this syllabus. The American Psychological Association (APA) style for references, citations, and formatting is the standard for each assignment.

Assignment Due Dates and Times
Due dates for assignments are listed on the Course Calendar on this syllabus. Assignments are to be submitted in Sakai on the date listed by 11:00 pm Central Time.

Late Work
Late work will not be accepted unless prior arrangements have been made with the professor. If the need arises to turn in work late, it is imperative the student contacts the professor immediately.

Participation & Conduct Policy
Participation in class is critical to your success in this class. If you encounter any issues in being able to participate in the assignments, please notify the professor in order to make special arrangements. The final grade is impacted if work is missed and arrangements were not made ahead of time. 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.
## Grade Scale

<table>
<thead>
<tr>
<th>Percent Range</th>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93% - 100%</td>
<td>A</td>
<td>77% - 79%</td>
<td>C+</td>
</tr>
<tr>
<td>90% - 92%</td>
<td>A-</td>
<td>73% - 76%</td>
<td>C</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
<td>70% - 72%</td>
<td>C-</td>
</tr>
<tr>
<td>83% - 86%</td>
<td>B</td>
<td>67% - 69%</td>
<td>D+</td>
</tr>
<tr>
<td>80% - 82%</td>
<td>B-</td>
<td>63% - 66%</td>
<td>D</td>
</tr>
<tr>
<td>62% and Below</td>
<td>F</td>
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</table>

## Stop. Think. Reflect. Rubric

<table>
<thead>
<tr>
<th>Connection to Learning Content</th>
<th>Does Not Meet Expectations (Incomplete)</th>
<th>Emerging Towards Expectations (Incomplete)</th>
<th>Meets Expectations (Complete)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Writing has no connection to important concepts in the content. Thoughts are not supported by evidence. No connection to prior learning (outside of this course). (10 points)</td>
<td>Writing has incomplete connections to important concepts in the content. Thoughts are supported by limited evidence. Thoughts allude to prior learning (outside of this course). (15 points)</td>
<td>Writing has meaningful connections to important concepts in the content. Thoughts are supported by robust evidence. There are coherent and thorough connections to prior learning (outside of this course). (points)</td>
</tr>
<tr>
<td>Connection to Self and/or Practice</td>
<td>Writing does not show how understanding has changed and does not raise questions or topics for future learning. No self-disclosure. (5 points)</td>
<td>Writing provides information about how understanding has changed, but lacks examples or comparisons and only alludes to questions or topics for future learning. Little self-disclosure. (8 points)</td>
<td>Writing describes, with specific examples or comparisons, how understanding has changed and mentions new topics or questions for future learning or exploration. Open and honest self-disclosure. (10 points)</td>
</tr>
<tr>
<td>Clarity of Communication</td>
<td>Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. (2 points)</td>
<td>Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are several spelling, grammar, or syntax errors. (4 points)</td>
<td>Writing is clear, concise, and organized. Thoughts are expressed in a coherent and logical manner. There are few or no spelling, grammar, or syntax errors. (5 points)</td>
</tr>
<tr>
<td>Dispositions Rubric</td>
<td>Target (2)</td>
<td>Acceptable (1)</td>
<td>Poor (0.5)</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------</td>
<td>----------------------------------------------------</td>
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</tr>
<tr>
<td><strong>PROFESSIONALISM</strong></td>
<td><strong>Candidate meets all deadlines</strong></td>
<td><strong>Candidate meets deadlines consistently.</strong></td>
<td><strong>Candidate meets deadlines with a few exceptions.</strong></td>
</tr>
<tr>
<td><strong>Candidate is able to work with peers on assignments</strong></td>
<td><strong>Candidate consistently works with peers in a positive manner.</strong></td>
<td><strong>Candidate works with peers in a positive manner most of the time.</strong></td>
<td><strong>Candidate is works with peers on assignments, but causes disruption to the group process.</strong></td>
</tr>
<tr>
<td><strong>Candidate attends class and is punctual to class</strong></td>
<td><strong>Candidate consistently attends class and is always punctual.</strong></td>
<td><strong>Candidate attends class and is punctual with a few exceptions.</strong></td>
<td><strong>Candidate frequently misses class and/or is often tardy.</strong></td>
</tr>
<tr>
<td><strong>Candidate honestly and accurately cites other’s work</strong></td>
<td><strong>Candidate honestly and accurately cites other’s work in a consistent manner.</strong></td>
<td><strong>Candidate honestly cites other’s work but at times is not accurate with the exact citation.</strong></td>
<td><strong>Candidate work is not original nor cites appropriately</strong></td>
</tr>
<tr>
<td><strong>Candidate communicates promptly with faculty</strong></td>
<td><strong>Candidate consistently communicates in a prompt manner (either by email or phone) with faculty.</strong></td>
<td><strong>Candidate usually communicates with faculty in a prompt manner (either by email or phone).</strong></td>
<td><strong>Candidate does not communicate with faculty in a prompt manner.</strong></td>
</tr>
<tr>
<td><strong>Candidate demonstrates social justice within the university setting</strong></td>
<td><strong>The candidate advocates strongly for social justice within the university setting in both word and deed.</strong></td>
<td><strong>The candidate supports social justice within the university setting in both word and deed.</strong></td>
<td><strong>The candidate’s words and deeds within the university setting support a few of the principles of social justice.</strong></td>
</tr>
</tbody>
</table>
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.

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

- https://www.luc.edu/education/academics/syllabi/

Center for Student Access and Assistance (CSAA)

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*.

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.