



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 2021

Instructor Information

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Office hours: After class or by appointment

Class Location: Mundelein Center 605

Module Information

- August 30th to September 24th, 2021
- 1 in-person session each week.
- 1 asynchronous online session each week, to be completed by the dates/times listed on the schedule

Readings & Resources

- *Anti-Racist Educational Leadership and Policy: Addressing Racism in Public Education* by Sarah Diem; Anjalé D. Welton. ISBN-13: 978-1138596993
- All additional readings are posted on the Sakai site.
- Use of the Internet and a computer are necessary for completing the course work.
- All students will be provided a Teaching Channel account subscription that will be used to supplement our work together.

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 or other social media 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.

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.

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

Weekly Blogs: 20% 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 based on the readings, discussions and videos that were part of the week’s work. Candidates will use the essential questions from the week’s lessons to guide their reflection and to draw connections across the various sources viewed, read, etc. Candidates will also include self-reflective thoughts to indicate how they are interacting with the ideas and how their perspectives are being challenged, extended, etc.

Scoring will be as follows:

Score	Criteria
1pt	Candidate blog post related to the focal policy for the lesson.
1pt	Candidate’s blog post refers to a minimum of 3 sources from the week’s materials
1pt	Candidate’s blog post makes clear and thoughtful connections across the week’s materials and the essential questions.
1pt	The blog post reflects original, critical thinking about the policy foci of the week and makes connections to equity, access, and justice for marginalized students.
1pt	Candidates share self-reflection and insights about how their own biases are being challenged and their knowledge is being extended.

Policy Pulse Presentation Assignment 20% of final grade

Description:

For this assignment, you and a partner will put your finger on society’s “Policy Pulse” by choosing a social media (e.g., Twitter, Instagram, Reddit) or traditional news media (e.g., news website, podcast) article/post/thread/forum that relates to an education policy topic and bringing it into the classroom. In class, you are expected to provide a short summary of the site that you found and will show how the post you are sharing is linked to educational policy. You will then guide a small group discussion

related to policy enactment in practice. This guided discussion will take place in person during class time. Creativity and critical thinking are key to a successful “Policy Pulse” presentation.

Your grade for this assignment will be based on the following criteria:

5pts	Selection of an appropriate policy focus i.e., one that is relevant to the topics and discussions in this course and that is relevant to current educational contexts.
5pts	A succinct and thorough summary presentation that shares the content and context of your policy pulse selection and why you chose it.
5pts	Thoughtful and effective facilitation of a guided conversation with your peers about the policy focus you presented.
5pts	A summary page that you will submit in class includes a reference to the media site, a description of the story/content/focus, and your explanation of the connection to the course topics.

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 overview will either be shared on VoiceThread on Sakai or in person during class time depending on your professor’s determination. If online, the pamphlet as well as the overview, will be shared on Sakai for peers to view and respond as a part of the final lesson of the module. Regardless of venue for presentation, candidates must also upload all items to the Sakai Forum. Please find the detailed assignment description and rubric on Sakai.

Module Participation: 20% of final grade

Candidates will participate in 4 as well as the professor’s evaluation of participation in asynchronous sessions. See holistic rubric below.

Score	Criteria
20	Candidate fully participates in all class discussions; maintains regular and positive communication with professor and peers; takes initiative in collaborative work and in sharing ideas in and out of class.
15	Candidate partially participates in all class discussions and maintains somewhat regular and positive communication with the professor and peers taking some initiative in the communication.
10	Candidate infrequently participates in class discussions and responds to professor communication however does not initiate communication.
5	Candidate participates minimally in class discussions, responds occasionally to professor or peer communication but does not initiate communication.
0	Candidate does not participate in class, does not initiate nor respond to communication with professor or peers

Sequence Summative Assessment: 10% of final grade

Candidates will complete a Teacher Study at the end of Sequence 3 based on your learning across all three modules. Your grade on that assessment will factor into 10 percent of your final grade for this module. This will be due the first week in December.

Please note:

- If you are unable to attend a class or complete a lesson online, 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 (6th ed.) for citing references. When quoting and paraphrasing sources, or adapting an idea from a source, those sources **must** be cited.
- The final course grade is based upon the completion of course requirements, as weighted above and following this scale:

A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D+	67%-69%
D	63%-66%
D-	60%-62%

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.

- 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.

Conceptual Framework and Diversity

The Loyola School of Education Conceptual Framework states that: Our mission is social justice, but our responsibility is social action through education. While this module does not assess one of the Conceptual Framework Standards, the content is nevertheless grounded in the overarching principles of the Conceptual Framework. This module addresses many of the major policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings. By focusing on policy and practice in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education and instructional contexts for students with special needs).

[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.

Academic Tutoring

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

Clinical Experiences and Course Contact Hours

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

Coordinated Assistance and Resource Education (CARE)

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

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

Smart Evaluation

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

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Student Accommodations

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures to provide equal access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

Learning During the COVID-19 Pandemic

We are still living through the coronavirus pandemic. This fact surrounds all that we do this semester because we are all affected by this circumstance and any changes in pandemic circumstances will shape our learning environment and our wider community. Our sense of community always goes beyond the University. Changes on our campus, including our classroom, can directly affect those we live with at home, some of whom may be too young or too immunocompromised to be vaccinated or shielded from the pandemic. Therefore, we must always keep in mind a sense of our larger responsibility for the common good and for protecting the health and lives of those around us.

- Students, staff, and faculty are required to follow the University guidelines, which are in place to help us create and maintain a safe learning environment across our campus. The University measures have thus far been archived at this webpage: [LUC.edu/coronavirus/](https://luc.edu/coronavirus/)
- Masks are required in all indoor spaces, including our classroom. COVID-19 testing is widely available on campus: [LUC.edu/coronavirus/oncampustesting](https://luc.edu/coronavirus/oncampustesting)
- If you have any symptoms, are feeling sick, or have tested positive, *do not come to class*. Notify me and I will work with you to continue with any learning material you may have missed because of illness.

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.**

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.

Syllabus Addendum Link

<https://www.luc.edu/education/academics/syllabi/>

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***.

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