Course Description

This course develops candidates’ understandings of school improvement and curriculum reform. It examines school reform models, school-based reform strategies, and curriculum reform strategies intended to improve teaching and learning in schools. The course considers the development of reform models and strategies over time, but focuses on contemporary reform efforts. Candidates analyze multiple perspectives on educational reform and the contextual factors that affect it. The course emphasizes analysis of current research on school and curriculum reform and assesses the implications for improving student learning and achievement.

The School of Education’s Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance lifelong learning in the Chicago area.

This course assesses the following framework standards:

- CF 2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.
- CF 5: Candidates demonstrate technological knowledge and skills which enhance education.

Course Objectives

Candidates will be able to demonstrate:

- an understanding of school improvement and curriculum reform vocabulary.
- how examining multiple perspectives of school reform leads to a deep-level knowledge of the access and the opportunity for improvement.
- effective communication skills by presenting clear and concise text and research syntheses in spoken and written formats that explain school improvement and curriculum reform issues.
- how school improvement and curriculum reform are linked to a deep understanding of social justice and diversity issues in education.
- how curriculum reform can lead to school improvement.
- an understanding of school reform models and strategies and their impact on teaching and learning.

Diversity

This course supports the School of Education’s conceptual framework and its aim to prepare professionals in the service of social justice. To that end, we will delve into the equity issues related to school improvement and curriculum reform in the context of serving diverse populations.
**Technology**

Students will use technology to conduct research and access information from the course Blackboard site in order to complete assignments. Most importantly students will use various technologies to present their findings on a subject-specific curriculum reform strategy.

**Texts and Resources**

**Required Texts:**


**Other Required Readings:** All other readings are available on Blackboard under “Course Documents”.

**Required Media:** LiveText - [www.livetext.com](http://www.livetext.com)

**Recommended Resources:** A list of recommended resources follows the course schedule in this syllabus.

**University Policies and Information**

**Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demand that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility**

Students who have disabilities, which they believe entitle them to accommodations under the Americans with Disabilities Act, should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)

**Harassment (Bias Reporting)**
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University—a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

Assignments and Evaluation

General Evaluation Criteria

• Complete and submit work in a timely fashion. Assignments submitted after the class period on the due date will be subject to a lower grade.
• All assignments need to be typed and double-spaced with 1” margins in 12-point font. Please be sure to include your identifying information. Some assignments will need to be submitted electronically via LiveText. Those are indicated below.
• Students are expected to follow the guidelines of the APA (6th edition) for citations and references.

Assignments - Each of the following assignments has a rubric with specific criteria posted on Blackboard under “Assignments.”

Participation (20 points) – Students are expected to attend all class sessions. In the event that you cannot attend a session, please notify me in advance if possible. Students are expected to read and discuss assigned readings, as well as participate in all class activities.

Discussion Facilitation (20 points) - Students will have the opportunity to lead a class discussion. Students will be assigned an evening where they will facilitate or co-facilitate the discussion of an assigned reading. This will include submitting a 500-750 word summary of the assigned readings and 4-6 discussion questions. The summary and questions should be submitted to the instructor at the start of class. As you facilitate, you will need to pose questions, promote dialogue, and offer your analysis and critique of the reading(s).

Annotated Bibliography (40 points) – Students will produce an annotated bibliography on a subject-specific curriculum reform strategy or broader curriculum reform strategy focused on improving learning in a particular academic discipline. Students will summarize and critique 6-8 research articles in their area of interest. Students should offer a summary of each article by describing the topic of the research/research question(s), the research design and the findings of the study. After the summary, students should provide an analysis of each article using the following questions to guide that analysis:
• Did the author clearly articulate the problem and pose research questions aimed at addressing it?
• Were the research methods used to study the problem appropriate?
• Did the author provide sufficient evidence to support his or her conclusions?
• What are the significant strengths and weaknesses of the research article?
• How does this article contribute to the research on your topic?
Students should follow the APA (6th edition) guidelines for annotated bibliographies. Additional sources and guidance on writing annotated bibliographies can be found at the following sites:
- http://owl.english.purdue.edu/owl/resource/614/1/

*SUBMIT THIS PROJECT ON LIVETEXT AS AN ATTACHMENT.

Presentation of Annotated Bibliography (20 points) – Students will present a summary of their findings on the topic of their annotated bibliography. Using PowerPoint, other presentation software or an internet-based program, students will present their findings. Students should prepare informative handouts to accompany their presentations (CF 5).

*SUBMIT THIS PROJECT ON LIVETEXT AS AN ATTACHMENT OR PROVIDE A URL.

Curriculum Reform Research Paper (60 points) – Students will produce a 12-15 page research paper based (including references) on their annotated bibliography and interviews with 3 teachers involved in a particular subject-specific reform effort. Students will develop an interview protocol from their bibliography and interview at least 3 teachers from different schools with different populations. Interviews should be at least 30 minutes in length. The paper should give an overview of the curriculum reform effort, a review of the literature focused on this reform effort, and the application of this reform effort evidenced by the teacher interviews conducted (CF 2).

*SUBMIT THIS PROJECT ON LIVETEXT AS AN ATTACHMENT.

Synthesis Paper (40 points) – Students will write a 1,500-2,000 word essay analyzing the relationship between school improvement and curriculum reform and their impact on teaching in learning. The essay should also address how school improvement and curriculum reform are linked to social justice and diversity issues in education.

*SUBMIT THIS PROJECT ON LIVETEXT AS AN ATTACHMENT.

Course Grades
There are a total of 200 points possible in this course. The grading scale is as follows: 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%), F (59% and below).

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment(s) DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18</td>
<td>Overview of School Improvement and Curriculum Reform</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2/1</td>
<td>Historical Issues in Curriculum Reform</td>
<td>Kliebard, All Chapters</td>
<td>Facilitators</td>
</tr>
<tr>
<td>2/8</td>
<td>Historical and Contemporary Issues in Curriculum Reform</td>
<td>Oakes, Chapters 1-5 &amp; 10-11</td>
<td>Facilitators</td>
</tr>
<tr>
<td>2/15</td>
<td>Issues of Equity and Curriculum Reform</td>
<td>Payne, All Chapters</td>
<td>Facilitators</td>
</tr>
<tr>
<td>2/22</td>
<td>Whole School</td>
<td>Darling-Hammond, Chapters 3-8</td>
<td>Facilitators</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Reading</td>
<td>Notes</td>
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</tr>
<tr>
<td>3/8</td>
<td>Spring Break - No Class</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3/15</td>
<td>Presentations of Annotated Bibliographies</td>
<td>N/A</td>
<td>Annotated Bibliography Due Presentations of Annotated Bibliographies (Submit Presentation documents on LiveText.)</td>
</tr>
<tr>
<td>3/22</td>
<td>Presentations of Annotated Bibliographies</td>
<td>N/A</td>
<td>Annotated Bibliography Due Presentations of Annotated Bibliographies (Submit Presentation documents on LiveText.)</td>
</tr>
<tr>
<td>3/29</td>
<td>Holy Thursday - No Class</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4/5</td>
<td>Case Studies in School Improvement</td>
<td>Goldenberg, All Chapters</td>
<td>Facilitators</td>
</tr>
<tr>
<td>4/12</td>
<td>Case Studies in School Improvement</td>
<td>Chenoweth, <em>Choose one case (chapter) to present.</em></td>
<td>Case Presentations (ALL)</td>
</tr>
<tr>
<td>4/19</td>
<td>Paper Presentations</td>
<td>N/A</td>
<td>Curriculum Reform Research Paper Due</td>
</tr>
<tr>
<td>4/26</td>
<td>Paper Presentations</td>
<td>N/A</td>
<td>Curriculum Reform Research Paper Due</td>
</tr>
<tr>
<td>5/3</td>
<td>Final Exam Week</td>
<td>N/A</td>
<td>Synthesis Paper</td>
</tr>
</tbody>
</table>

**Recommended Readings**

**School Improvement and Reform**


Strahan, D. (2003). Promoting a collaborative professional culture in three elementary schools that have beaten the odds. The Elementary School Journal, 104(2), 127-146.


Communities and School Reform


High-stakes Testing


School Choice


*Standards-based Reform*


*Single-Sex Schools*


*Small Schools*


Social Justice and Educational Reform


Curriculum Reform


Literacy Curriculum Reform


Scripted Curriculum


**Other Resources**


The Consortium on Chicago School Research: [http://ccsr.uchicago.edu/content/index.php](http://ccsr.uchicago.edu/content/index.php)

EdFocus Initiative - School reform through focus on curriculum and instructional reform: [http://www.edfocusinitiative.org/](http://www.edfocusinitiative.org/)
Syllabus Addendum

IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

· www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.