



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

M.Ed. Summer 2016 Summer Session B

TLSC 406: Educational Policy for Diverse Students Sections 1 and 2

Instructor Information:

Course instructor: Sarah Cohen Ph.D.

Office: Lewis Towers 1062

Office phone: 312-915-6883

email address: scohen12@luc.edu

Course Information

Dates: July 5-August 12 2016

Time & Location: Section 1: Mondays 1:00-3:15 Mundelein Room 303

Section 2: Mondays 4:00-6:15 Mundelein Room 303

Course Description

By focusing on the policy and practice in urban classrooms, this course 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 course 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 course, 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.

Course 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 course, 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 course, 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)

Grading Policy & Scale:

The final grade is based upon the completion of course requirements, as weighted above and following this scale:

General Evaluation Criteria: In addition to the general criteria described below, each assignment has a rubric with specific criteria.

- Assignments submitted after the date will receive a lower grade. A point will be deducted for each day late.
- All assignments must be submitted via *LiveText*, unless otherwise noted.
- 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.

A	93%-100%
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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%

Attendance:

Attendance is required. Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every class session for the scheduled duration as to maintain consistency.

If you are unable to attend class, it is your responsibility to:

- Notify the instructor in advance. Please note that informing the instructor does **not** excuse your absence. If there is an emergency, contact your professor as soon as reasonably possible. After missing one day of the course, it is necessary to contact your professor to discuss implications for your grade and participation in the sequence.
- Send assignments that are due.
- Obtain handouts, assignments, class notes, and information about activities from a classmate prior to the meeting of the next class.
- Be prepared for the next class.

Please see the rubric for course participation on Sakai.

Check your 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.

Hand held electronic/communication devices and laptop computers will not be allowed in class unless specified by the professor for a specific task.

Course Readings

- Carter, P. L., & Welner, K. G. (Eds.). (2013). *Closing the opportunity gap: What America must do to give every child an even chance*. Oxford.
- **Additional Assigned Readings will be posted on our Sakai course site**

LiveText

LiveText is the platform used to submit all required assignments for this course. All students, except 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. Please visit this site for additional information about [LiveText](#).

Class Assignments

- ***Participation: 20% of final grade***

- Candidates are expected to consistently and actively participate in all class activities in discussions. Candidates must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles.
- **Weekly Reflective Paper: 50% of final grade**
 - Candidates will reflect upon their learning and experiences at their school sites in relation to the policy topics under discussion that week and in relation to course objectives and essential questions. These five reflections are to be submitted electronically to LiveText at the end of each week.
- **Policy Analysis Project Poster Session: 20% of final grade**
 - In collaborative teams, candidates: (a) select a particular 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 policy analysis project will be shared in a community poster session the last day of Summer Session B.* Candidates must also upload all items to LiveText.
- **Summative Assessment: 10% of final grade**
 - You will complete a reflective essay to conclude your learning for Summer Session B. Your grade on that assessment will factor in to 10 percent of your final grade for this class.

Poster Project Description

Work in small groups to create a poster presentation that reflects research on a policy and its impact on diverse learners. Include the historical context of the policy you are focusing on. Include who were/are the policy actors in relation to this policy's development. Include information on any controversial elements of this policy, explain who is leading these charges and describe what efforts are (or have been) being made to effect change or revisions to said policy. Include the role of the teacher in relation to this policy and make reference to how you will address and be a social justice advocate in relation to this issue.

Dispositions Assessment

Each course in the School of Education focuses on one or more professional dispositions. Candidates are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific dispositions for are listed below and the descriptions for the expected behaviors for the dispositions can be found on the rubric posted in LiveText.

- D8: demonstrating how one's beliefs about diverse learners impact teaching and learning and reflecting upon how one's actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students' right to privacy. (1F, 9I, 9J) (IB)
- D11: implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (4D)

- D12: demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
- D15: valuing and promoting curiosity, creativity, and life-long learning in students. (IB)
- D17: demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

IDEA Course Evaluation Objectives

Teacher candidates will:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
- Learn to apply course material (to improve thinking, problem solving, and decisions).
- Developing specific skills, competencies and points of views needed by professionals in the field most closely related to this course.

IDEA Course Evaluation Link for Students

This is a link to the IDEA Campus Labs website: <http://luc.edu/idea/> Please familiarize yourself with the *Student IDEA Log In*. This is where you will need to go in order to complete the course evaluation at the end of the course.

School of Education Policies and Information

Conceptual Framework Standards

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. 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 life-long learning in the Chicago area.

Technology

To complete the policy and practice analysis for this course, candidates will regularly engage with technology. Candidates will (1) seek out information on the Internet and in databases about various policies, programs, and contexts.

Diversity

By focusing on the policy and practice in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to: 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).

The following link <http://luc.edu/education/syllabus-addendum/> directs you to School of Education and Loyola University statements related to issues of:

- **Academic Honesty,**

- **Accessibility,**
- **the Conceptual Framework,**
- **the EthicsLine Reporting Hotline, and**
- **the Electronic Communication Policies and Guidelines.**

Please use the above link to review important information regarding each of these issues.

Tentative Course Schedule

Subject to Revisions or Changes by Determination of Course Instructor—Prior Notice Will Be Given.

Date	Topic	Readings	Assignments Due
Week 1 Tuesday July 5	Introduction to course topics; review of syllabus; discussion of chapters 1 & 2; discussion of policy topics.	Text, Chapters 1&2	
Week 2 Monday July 11	Policy Focus: School Funding overview	School Funding reports on Sakai	Written reflection due by Sunday 6pm (live text)
Week 3 Monday July 18	Policy Focus: History of Federal, state oversight of educational practice. Standards movement and the Common Core NCLB shift to ESSA	Text, Chapters 3 & 8 ESSA pdf on Sakai CCSS article on Sakai	Written reflection due by Sunday 6pm (live text)
Week 4 Monday July 25	Policy Focus: ELL/Bilingual Rebecca Vonderlack (Latino Policy Forum) visit—We will need to combine sections	Text, Chapters 10 & 11 & Foreword Heritage, Walqui, & Linqanti	Written reflection due by Sunday 6pm (live text)
Week 5 Monday August 1	Policy Focus: Special Education	IDEAL web resources & Articles posted on Sakai	Written reflection due by Sunday 6pm (live text)

Week 6 Monday August 8	Policy Focus: Dispelling Myths and Focusing on Solutions	Text, Chapters 13, 15, &16	Written reflection due by Sunday 6pm (live text)
Friday August 12	POSTER SESSION		