



SCHOOL OF EDUCATION

CIEP 523

School Improvement, Curriculum Reform & Community Change Summer B 2021

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Zoom: <https://luc.zoom.us/j/8621820196>

Sakai: https://sakai.luc.edu/portal/site/CIEP_523_001_2544_1214

Virtual Office Hours: Thursdays 4:30-5pm & by appointment on Zoom

Responsiveness: You can expect me to respond to emails and voicemails within 24 hours on weekdays.

Course Meetings

This course meets **online** from 6-9:15pm on Mondays & Wednesdays between July 6 and August 13. We will meet on Zoom. Course materials will be host on and assignments will be submitted to Sakai.

Zoom link - <https://luc.zoom.us/j/8621820196>

Course Description:

Recognizing that the growth and development of schools and communities are inextricably linked, this course develops candidates' understanding of curriculum and school reform as well as community improvement. It examines historic school reform and contemporary school change models in addition to school-based reform strategies intended to improve teaching and learning in schools. The course further examines contemporary community development strategies such as community organizing, community economic development, and social service

approaches in order to grant insights into the role communities play as potential partners in school improvement.

Outcome: Students will assess current research on curriculum reform and community development and their implications for improving student learning and achievement in school settings. Students will work with a local community organization or community schools' site in order to gain insights into how school and community organizations partner together to strengthen learning and developmental outcomes.

EU1: Theories and Practices about Curriculum, Pedagogy, and Policy:

Students will develop understandings of curriculum, pedagogy, and policy and apply knowledge on transformative curriculum and pedagogy for innovative policy in the local, state, national, and international educational contexts to advocate with and for students, families, and communities.

EU 5: Collaboration and Partnership

Students will understand that effective teaching and learning is situated in local and globalized communities and incorporates assets of students, families, and broader communities into learning. Students will understand that transformative learning engages in collaborative, mutually beneficial, and sustainable relationships among school, communities, and multiple stakeholders to ensure the academic, social-emotional and civic growth and development of all students.

EU6: Principles and Practices of Social Justice

Students will develop their ability to apply principles and practices of a social justice lens in relation theories and practices of schools and communities by focusing on transformative teaching and learning, university-school-community collaborations, mitigating inequities, and practices that disrupt power structures and practices that have contributed to the marginalization of communities and people around the world.

Readings – **All readings available through library in e-format**

Bourne, R. (1916). *The Gary schools*. Houghton Mifflin.

boyd, d. (2014). *It's complicated: the social lives of networked teens*. Yale University Press.

Blum, L. & Burkholder, Z. (2021). *Integrations: The struggle for radical equality and civic renewal in public education*. University of Chicago Press.

- Daniel, J., Quartz, K., & Oakes, J. (2019). Teaching in Community Schools: Creating Conditions for Deeper Learning. *Review of Research in Education*, 43(1), 453–480.
- Dempsey, S. (2010). Critiquing Community Engagement. *Management Communication Quarterly*, 24(3), 359–390.
- Givens, J. (2021). *Fugitive pedagogy: Carter G. Woodson and the art of Black teaching*. Harvard University Press.
- Harkavy, I., Hartley, M., Axelroth Hodges, R., & Weeks, J. (2013). The Promise of University-Assisted Community Schools to Transform American Schooling: A Report from the Field, 1985–2012. *Peabody Journal of Education*, 88(5), 525–540.
- hooks, b. (2013). *Teaching Community: A Pedagogy of Hope*. Taylor and Francis.
- McRae, E. (2018). *Mothers of Massive Resistance: White Women and the Politics of White Supremacy*. Oxford University Press.
- Meadow, T. (2019). *Trans kids: being gendered in the twenty-first century*. University of California Press.
- Tyack, D., & Cuban, L. (2009). *Tinkering toward Utopia: a century of public school reform*. Harvard University Press.

Assignments

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. All assignments will need to be submitted electronically via Sakai.
- Students are expected to follow the guidelines of the APA (7th edition) for citations and references.

Assignments – Each of the following assignments has a rubric with specific criteria posted on Sakai 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).

Problem Statement (40 points) – Students will produce an 8–10 page problem statement based on an issue that connects to school improvement, curriculum reform, and community change. The problem statement will identify an issue, describe both the practical and theoretical dimensions of the problems, and argue for the necessity for researching this concern. This paper serves as the rationale for a hypothetical future research project or an initial draft for a dissertation/thesis/capstone proposal.

Synthesis Paper (20 points) – Students will write a 1,000–1,200 word essay analyzing the relationships between school improvement, curriculum reform, and community change. The essay should also address how these phenomena are linked to social justice in education.

Attendance

- Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
- Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.

Dispositions Assessment

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](#).

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)

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***.

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.

Recording of Online Class Sessions

In this course software will NOT be used to record live class discussions unless otherwise stated by the professor in advance.

Students may participate either via video or audio only in online, synchronous class sessions.

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.

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.

School of Education Conceptual Framework Standards:

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.

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.

Standards: These dimensions of the conceptual framework also serve as the foundation to the School of Education Conceptual Framework www.luc.edu/education/mission/

Conceptual Framework Standards addressed in this course:

- CFS3: Candidates demonstrate knowledge of ethics and social justice.

Calendar

Date	Focal Question	Readings	Facilitators
July 7	What is this course? You got a problem with that?		Tocci
July 12	How do communities educate?	hooks <i>Teaching Community</i>	1. Brianna Cairns 2. Charity Freeman
July 14	How do schools change? <i>Problem statement check-in</i>	Tyack & Cuban <i>Tinkering Towards Utopia</i>	1. Stephanie Kiley 2. Kristlyn Thomas
July 19	What is the role of schools in community segregation?	Blum & Burkholder <i>Integrations</i>	1. Morgan Qin 2. Lauren Thompson
July 21	What is the role of community in racism within schools? <i>Problem statement check-in</i>	McRae <i>Mothers of Massive Resistance</i>	1. Tocci
July 26	What is the role of education in resisting racism? <i>Speaker: Demetrius Hobson</i>	Givens <i>Fugitive Pedagogy</i>	1. Cheetara Hudson 2. Najwa Hallal
July 28	How did schools come to be community institutions? <i>Problem statement check-in</i>	Bourne <i>The Gary Schools</i>	1. Kaitlin Reichart 2. Nia Daniel
Aug 2	How do schools bring communities in? <i>Community Schools Panel</i>	Daniel et. al.; Dempsey; Harkavy et. al. (Readings posted to Sakai)	1. Michelle LaBorn 2. Cristina Pike Tocci
Aug 4	How do schools respond to students' communities? The case of the internet <i>Problem statement check-in</i>	boyd <i>It's Complicated</i>	1. Brody Tate 2. Mr. Lewis
Aug 9	How do schools respond to students' communities? The case of gender identities <i>Speaker: Mark Maranto</i>	Meadow <i>Trans Kids</i>	1. Bailee Wolfert Brown 2. Alexis Matesi
Aug 11	What was this course? <i>Problem-palooza</i>		Tocci

	<i>Synthesis paper due to Sakai by end of day.</i>		
Aug 13	<i>Final Paper due to Sakai by end of day.</i>		Facilitators