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 life-long 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.

School of Education High Concept

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 for a variety of purposes in this course. Students will access information from Blackboard in order to complete assignments. Students will also use internet-based resources to access readings, conduct research, and develop curriculum in Blackboard. These activities are designed to enhance students’ ability to use technology as a teaching and learning tool. Most importantly students will use various technologies to present their findings on a subject-specific curriculum reform strategy. Lastly, Livetext is the School of Education’s
assessment management system, and students will have to submit an additional copy of selected assignment to Livetext for assessment. For class purposes the grade received in Blackboard will be used for determining course grade.

**TLLSC Dispositions and Professionalism, Fairness, and All Students Can Learn**

In addition, SoE has adopted a set of common student dispositions, and requires their assessment in courses. These dispositions include, Professionalism, Fairness, and the Belief that all students can learn, and are indicators of growth for each student throughout their program. I will be fully transparent with each student with regard to their dispositions. Students who are not progressing in dispositions will be asked to schedule a meeting between their instructor and Teaching and Learning Program Director to develop a disposition plan.

<table>
<thead>
<tr>
<th>CIEP 523 – School Improvement and Curriculum Reform Dispositions</th>
<th>How they are Assessed in 523?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td></td>
</tr>
<tr>
<td>• D4: demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (i.2.F) (IB)</td>
<td>• Arrive to class on time.</td>
</tr>
<tr>
<td>• D5: participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (i.2.G) (IB)</td>
<td>• Completed readings and assignments on time.</td>
</tr>
<tr>
<td>• D10: maintaining one's own intellectual, emotional and physical well-being to effectively fulfill one's professional responsibilities. (d2A) (IB)</td>
<td>• Professional Interactions with peers, instructor, peers and during fieldwork.</td>
</tr>
<tr>
<td>• D12: demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (d1D)</td>
<td>• Professional in discussing feedback on student presentations, assignments, and research topics.</td>
</tr>
<tr>
<td>• 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. (IB)</td>
<td>• Timely communication with Professor concerning any issue with course.</td>
</tr>
<tr>
<td><strong>Fairness</strong></td>
<td></td>
</tr>
<tr>
<td>• D1: demonstrating that teaching is a complex practice with inherently political and ethical implications. (i.1.F)</td>
<td>• Completing fair share of group work and presentations.</td>
</tr>
<tr>
<td>• D2: engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation. (i.2.I) (IB)</td>
<td>• Respectful interactions peers and instructor during class discussions, field experience, and over email.</td>
</tr>
<tr>
<td>• D6: collecting and analyzing community, school, family, and student data to guide educational decision making. (a.2.E) (IB)</td>
<td>• Critical engagement with course content and experiences.</td>
</tr>
<tr>
<td>• D8: demonstrating how one's beliefs about diverse learners impact teaching and learning and reflect on 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. (a1F, i2A, i2B) (IB)</td>
<td>• Address personal biases and knowledge gaps.</td>
</tr>
<tr>
<td>• D14: demonstrate resiliency when confronted with challenges and recognize when the support of colleagues and others is needed.</td>
<td>• Demonstrate application of school reform, and multicultural education theories and practices in presentations and field experiences.</td>
</tr>
</tbody>
</table>
### All Students Can Learn

- D3: valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (a.1.A, i.1.F, i.2.J) (IB)
- D7: valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i.2.D, i.2.F) (IB)
- D9: demonstrating authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (b.1.H, f.1.A) (IB)
- D11: implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (d.1.D)
- D13: demonstrating high levels of personal engagement and investment in all students’ learning while remaining persistent in seeking strategies for reaching students who are not initially successful.
- D15: valuing and promoting curiosity, creativity, and life-long learning in students. (IB)

- Activate addressing of stereotypes related to educability of minority learners.
- Memorization of key theories in multicultural education, urban education and school reform, and application of theories in research design, data collection, and report write up.

### Texts and Resources

**Required Texts:**

Author: Darling-Hammond  
Title: The Flat World and Education  
ISBN: 9780807749623

Author: Walker  
Title: Their Highest Potential  
ISBN: 9780807845813

Author: Noguera & Wing  
Title: Unfinished Business  
ISBN: 978-0470384442

Author: Herbert M. Kliebard  
Title: Changing Course: American Curriculum Reform in the 20th Century  
ISBN: 080774221X

**Other Required Readings and Resources:** All other readings are available on Sakai

### 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. For additional academic policies and procedures refer to: 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/

**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/

Course Online Assessment IDEA Objectives
To facilitate the process for online course evaluations, these are the core course objectives that your faculty have rated as critical to your course:

1. Learning fundamental principles, generalizations, or theories
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Developing skill in expressing oneself orally or in writing
5. Developing a clearer understanding of, and commitment to, personal values

Participation & Attendance
In order to create a constructive learning environment, it is essential for each student to attend class, be on time, and participate. Class activities are planned with the assumption that all students will be in attendance. Please be sure to contact me ahead of time if you will be absent, or late. Participation also includes constructive, respectful, and meaningful engagement in class discussions and exercises. The assignments are designed to foster participation among students.

Attendance is required for each class, and absences require documented medical and personal reasons or 5% of total points will be deducted for each absence.

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.

Submitting Assignments
All assignments will be posted on Sakia and LiveText if designated, and should be submitted online either as a word attachment or by copying/pasting into the whiteboard area. The due dates are listed in the COURSE SCHEDULE section of the syllabus. All assignments have full descriptions and rubrics posted in Sakia. Late submissions must be approved 24 hours in advance. Unapproved late submissions will penalized 5 percentage points per day late. Assignments need to be typed double-spaced with 1” margins in 12 point font. Include appropriate identifying information. Students are expected to use APA style (6th ed.) for citing references for all assignments. There are a number of online APA resources:

- www.stylewizard.com
- http://www.youtube.com/watch?v=9pbUoNa5tyY Video Demonstration of APA.
- http://owl.english.purdue.edu/owl/resource/560/01/
Assignment Descriptions

Concept Mapping (20 points each, 10 Maps due)

Overview of Assignment
Research is a practice designed to develop, critique, debunk, clarify or expand concepts, which are often linked with other concepts to form theoretical frameworks. It is critical for doctoral candidates to be able to identity, explain, illustrate and critique concepts presented in class or in readings. Students are to select a key concept from assigned readings and create a concept Map detailing: 1) a visual structure explaining the key aspects of the concept; 2) hierarchal or cyclical processes for implementation, and 3) relationships between linked (converging or diverging concepts in readings). Examples provided in class. Students are expected to have their concept maps completed and submitted prior to class. Maps are graded on pass/fail bases, so there will be no opportunity to make up late or missing concept maps. Students are expected to share their maps with classmates to facilitate conversation.

Discussion Facilitation (80 points, 2 presentations per student)

Overview of Assignment
This course is designed to be a critical space for sustained engagement around issues related to equity pedagogy, social justice and urban education. We all play a key role in creating, sustaining and nurturing this environment. Equally important is fostering the skills necessary for meeting the needs of diverse learners through creating, critiquing, implementing and assessing culturally responsive curricula and pedagogy in a supportive yet critical environment. Such a goal requires student practice and experimentation to be central to the course rather than Professor lectures.

Completing Facilitations
Each group will officially lead the course at two points during the semester by posing key questions about assigned chapters, and facilitating thought provoking learning experiences (video discussions, case studies, activities, curriculum audits, debates, skits, etc.). Groups will have a time limit of one hour and 30 minutes for your chapter facilitation presentations. Ensure that your discussions have the following key components, which should be submitted for grading in Sakai as a word or powerpoint doc.

Part 1 – Chapter Reviews.
Groups should provide an overview powerpoint or handout detailing what the group feels are the critical meta-themes of the chapter without serving as a low level review of readings. To be clear, the review should only be 30 minutes of the total presentation, and provide students the opportunity to share and discuss the metathemes detailed in their concept maps, personal, professional and fieldwork experiences.

Part 2 – Fieldwork Connections
This course has extensive fieldwork connected to students’ selected research topics. Presenters are charged with creating application exercises that will allow students to work together on selected tasks associated with the completion of the final research paper. For instance, students can use achievement data to find patterns in the data and use readings to draw theoretical connections to results. Another example is following field interviews with student groups could use these data to create case studies or interpretation of data and creation of possible follow up questions. Student groups should work with the professor to ensure that exercises are applicable and will support the complete of course assessments.

Literature Review/Annotated Bibliography (40 points)

Overview of Assignment
Students will produce a literature review on a subject-specific curriculum reform strategy or broader curriculum reform strategy focused on improving learning, leading and teaching in urban or diverse schools. Students will have broad themes within which topics can be selected including: impact of tracking systems, school culture impact on teaching, leading and learning, student engagement, youth experiences in urban schools, policy implementation in urban schools, culturally responsive curriculum and assessments, parental and community engagement, and teacher expectations. Students will synthesize 8-10 research articles in their area of interest, citing critical concepts developed and findings in the article, critiques of theoretical frameworks, and areas needed for future research. The literature review should also offer a conceptual framework or concepts that will be used to create hypotheses for
their larger study. This essay should conclude with 3-4 guiding research questions that students will investigate using interview and/or focus group data integrating the experiences of parents, educators, and leaders. Submit in Sakai only.

Requirements of Essay

- University of Minnesota Duluth Lit Review Guide (Galvan 2006)
  http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html
- Purdue University Purdue Owl APA Guide
  http://owl.english.purdue.edu/owl/resource/560/01/

The essay should be 6 pages double-spaced, 12 font, Romans.
The essay should have proper APA reference page.
The essay should have an Appendix with a concept map detailing relationships within literature review.

Structure of Essay

Abstract – Summary of key concepts, findings, implications and literary gaps addressed in your research. 60 words.

Introduction – A ½ page overview of the key inquiry or problem that your essay will address, its scope (who is impacted nationally and locally, and the consequences if problem is not treated) and an overview of the structure of your essay.

Review of Literature – This should be a minimum of 4 pages subdivided with guiding subheadings addressing specific concepts rather than reviewing article by article. There are three general elements of literature reviews that should be addressed in these sections: 1) to review competing definitions of concepts and methods used to measure concepts; 2) to detail the temporal evolution of a concept and how it has contributed to the exploration of your inquiry question, and 3) to present an argument critiquing conclusions drawn by prior studies, argue for expanded use of the theory by using a different method, sample, or site, and/or to refine the vary definitions of critical concepts used to fashion a theory, or to consider the use of a different theoretical model for examining your inquiry question.

Relation to Present Study – This section should link literature review to your research by detailing which concepts and theories will guide your study and how you have refined them given your literature review. ½ page.

Research Questions – This section offers your guiding inquiry question derived from your review of literature. Followed by 2-3 inquiry questions that will allow you to measure the concepts critical to your study.


Appendix – Concept Map used as the handout during your presentation.

Presentation of literature review/Annotated Bibliography (20 points) – Students will present a summary of their findings on the topic of their review. 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 AND SAKIA AS AN ATTACHMENT OR PROVIDE A URL.

IRB, Research Protocols, Data Collection and Data Analysis (40 points)

Each student will have to complete federally required IRB training in order to collect data. Each individual will be responsible for creating a set of research questions that will allow you to measure critical concepts and processes related to your topic. Students will have to collect data from teachers, parents, or leaders in face-face interviews or focus groups and online or phone follow-ups. Students can also use other forms of school data to triangulate findings. Students will use qualitative or statistical data software to analyze interview and focus group and survey data. Documentation that each phase has been completed should be including in the Appendixes of the final paper.

School Reform Research Paper (120 points)

Overview

Students will produce a 20 page research paper (excluding references and figures) based on their selected school reform topic. Students will develop an interview protocol from their literature review, conduct interviews, focus groups, secondary data analysis and document analysis, and synthesize a research paper on a curriculum and/or school reform issue. Students must conduct a minimum of 3 interviews, and 2 additional sources of data to
triangulate findings. This will allow a balanced perspective on the issue in concern. In your methods be sure to justify your sample. The following is the structure of the essay.

Structure of Research Paper

Forward
a. Title Page
b. Acknowledgments
c. Table of Contents
d. List of Tables
e. List of Figures
f. Abstract

1. Introduction - (Should give an overview of the curriculum reform effort, and associated problems in need of redress).
   a. Statement of the Problem
   b. Significance of the Problem (and historical background)
   c. Purpose
   d. Statement of Hypothesis
   e. Assumptions
   f. Limitations
   g. Definition of Terms

2. Review of Related Literature (See Lit Review Assignment)

3. Design of the Study
   a. Description of Research Design and Procedures Used
   b. Sources of Data
   c. Sampling Procedures and justification
   d. Methods and Instruments of Data Gathering
   e. Data Analysis or Statistical Treatment

4. Analysis of Data
   a. Tables, figures and graphics with appropriate text to explain findings.

5. Summary and Conclusions (The essay should also conclude by addressing how your selected school improvement and curriculum reform issue is linked to social justice in education, and a set of recommendations to reformers to more closely tie reform work to the principles of social justice. (CF 2). SUBMIT THIS PROJECT ON LIVETEXT AS AN ATTACHMENT.)
   a. Restatement of the Problem
   b. Description of Procedures
   c. Major Findings
   d. Conclusions
   e. Recommendations and Social Justice Implication for school reform

6. Reference Section

1. Bibliography or Literature Cited

3. Appendix – List of procedures, research questions, surveys and any other documents.

COMMENTS ON THE SECTIONS OF A RESEARCH REPORT
by Dr. Miriam Helen Hill

Title: Be specific. Tell what, when, where, etc. In one main title and a subtitle, give a clear idea of what the paper investigated.

Abstract: Summarizes the report including the hypotheses, procedures, and major findings. (50 words)
Introduction: Sections may be combined in short reports.

Statement of the Problem: This is a general introduction to the topic.

Significance of the Problem: Comment on why this question merits investigation.

Purpose: What is the goal to be gained from a better understanding of this question?

Statement of the Hypothesis: In one statement (not a question) declare the question which is investigated and the expected results. (For a null hypothesis, no difference is predicted.)

Assumptions: Explain everything that is assumed in order for the investigation to be undertaken.

Limitations: Explain the limitations that may invalidate the study or make it less than accurate.

Definition of Terms: Define or clarify any term or concept that is used in the study in a non-traditional manner or in only one of many interpretations.

Review of Related Literature: Gives the reader the necessary background to understand the study by citing the investigations and findings of previous researchers and documents the researcher's knowledge and preparation to investigate the problem.

Design of the Study: Gives the reader the information necessary to exactly replicate (repeat) the study with new data or if the same raw data were available, the reader should be able to duplicate the results. This is written in past tense but without reference to or inclusion of the results determined from the analysis.

Description of the Research Design and Procedures Used: Completely explain step-by-step what was done.

Sources of Data: Give complete information about who, what, when, where, and how the data was collected.

Sampling Procedures: Explain how the data was limited to the amount which was gathered. If all of the available data were not utilized, how was a representative sample achieved?

Methods and Instruments of Data Gathering: Explain the procedures for obtaining the data collected. Include the forms or manner by which it was recorded.

Statistical Treatment: Explain the complete mathematical procedures used in analyzing the data and determining the significance of the results.

Analysis of Data: Describe the patterns observed in the data. Use tables and figures to help clarify the material when possible.

Summary and Conclusions: This section condenses the previous sections, succinctly presents the results concerning the hypotheses, and suggests what else can be done.

Restatement of the Problem: This is a short reiteration of the problem.

Description of the Procedures: This is a brief reiteration of important elements of the design of the study.

Major Findings: The final results from the analysis are presented, the hypothesis stated, and the decision about the rejection or the failure to reject the hypothesis is given.

Conclusions: Comments about the implication of the findings are presented.

Recommendations for Further Investigation: From the knowledge and experienced gained in undertaking this particular study, how might the study have been improved or what other possible hypotheses might be investigated?

End Notes: These are like footnotes but are located at the back rather than the bottom of each page. These would include all of the references for all works cited in the Review of Related Literature or any other sections of the report as well as the references for quotations, either direct or indirect, taken from other sources, or any footnote comments that might have been included. These are listed in numeric order as presented in the text.

Bibliography or Literature Cited: These are the bibliographic reference for each of the works cited in the End Notes.

Appendix: Any tables, figures, forms, or other materials that are not totally central to the analysis but that need to be included are placed in the Appendix.
(CF 2). SUBMIT THIS PROJECT ON LIVETEXT AS AN ATTACHMENT.
## Course Grades

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Quantity</th>
<th>Total Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept Mapping</td>
<td>10 Total 20 pts each</td>
<td>200 pts</td>
</tr>
<tr>
<td>Chapter Facilitation</td>
<td>2 Facilitation</td>
<td>80 pts</td>
</tr>
<tr>
<td>Lit Review/Annotated Bibliography</td>
<td>1</td>
<td>40 pts</td>
</tr>
<tr>
<td>Lit Review Presentation</td>
<td>1</td>
<td>20 pts</td>
</tr>
<tr>
<td>IRB, Research Protocols, Data Collection and Data Analysis</td>
<td>1</td>
<td>40 pts</td>
</tr>
<tr>
<td>School/Curriculum Reform Research Paper</td>
<td>1</td>
<td>120 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>500 Points</td>
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</tbody>
</table>

## Course Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Point Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+--A--A-</td>
<td>100%--95%--90%</td>
<td>500-----------------450</td>
</tr>
<tr>
<td>B+--B--B-</td>
<td>89%--85%--80%</td>
<td>449-----------------400</td>
</tr>
<tr>
<td>C+--C--C-</td>
<td>79%--75%--70%</td>
<td>399-----------------350</td>
</tr>
<tr>
<td>D+--D--D-</td>
<td>69%--65%--60%</td>
<td>349-----------------300</td>
</tr>
<tr>
<td>F</td>
<td>59% and Below</td>
<td>299---</td>
</tr>
</tbody>
</table>
Course Schedule

TBA

Recommended Readings

School Improvement and Reform


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/)