

TLLSC 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

Instructor Information:

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Module Information:

Dates: Aug. 29-Sept. 23
Days: MWF
Times: 8:15-11:15 am
On-campus location: Cuneo 107, LSC
School-site location: Joyce Kilmer Elementary School, 6700 N Greenview Ave, Chicago, IL 60626

Module Description:

By focusing on 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.

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. (1C, 1E, 3C, 5D)
- 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. (9E) (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. (4F, 5A, 7H, 9K)

Candidates will be assessed on the following TLLSC dispositions (rubric available in LiveText):

- Demonstrate that teaching is a complex practice with inherently political and ethical implications. (9F)
- Engage in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation. (9Q) (IB)
- Demonstrate the importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations. (IB)

IDEA Objectives:

- Gaining factual knowledge (terminology, classifications, methods, trends).
- Learning fundamental principles, generalizations, or theories.
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Learning to analyze and critically evaluate ideas, arguments, and points of view.

Grading Policy & Scale:

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

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

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 one day of the module, it is necessary to contact your professor to discuss implications for your grade and participation in the sequence.**
- 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. (1 day = 5%, 2-3 days =10%, 4-7 days =15%)

Module Assignments:

- Rubrics for each assessment are appended below and available on Sakai.
- All assignments should follow APA style (6th edition) for general format and citing references. When quoting, paraphrasing, or adapting a source, those sources must be cited.
- All assignments, including reflective papers and all items that contribute to the policy analysis project (i.e., abstract, references, photos) must be submitted electronically via LiveText.
- Assignments submitted after the due date will receive a lower grade. Two points will be deducted for each day late.
- ***Module Participation: 20% of final grade***
 - Candidates are expected to consistently and actively participate in all class activities in discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They 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, as well as completing a reader response.
- ***Weekly Reflective Paper: 45% of final grade***
 - Candidates will reflect upon their learning and experiences at the school site related to the module objectives and essential questions, specifically considering policy in practice and the role of teachers and other educational actors in the educational policy process. Reflections should be typed in 12-point font and double spaced in a Word document. On average, reflections will be 2-3 pages in length. Each of the three reflections must be submitted electronically to LiveText. Each weekly reflection is worth 15 percent of the candidate's final grade for the module.
- ***Policy Analysis Project: 25% of final grade***
 - In 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 poster session on the last day of the module. Candidates must also upload all items to LiveText.
- ***Sequence Summative Assessment: 10% of final grade***
 - You will complete a Teacher Study at the end of this sequence. Your grade on that assessment will factor in to 10 percent of your final grade for this module.

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:

<http://www.luc.edu/education/admission/tuition/course-management-fee/>

Module 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.
 - Articles and other resources accessible on Sakai
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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.

Specifically grounded in the overarching principles of *Professionalism in Service of Social Justice*, this module focuses on the 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.

Technology

To complete the policy and practice analysis for this course, candidates will regularly engage with technology. Teacher candidates will (1) seek out information on the internet and in databases about various policies, programs, and contexts, (2) use software to organize and analyze data for the case study, and (3) observe various uses of technology in classroom rounds.

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).

Additional Policies

Additional information on Accessibility, Academic Honesty, Electronic Communication, and Harassment policies can be found on the School of Education Website here: www.luc.edu/education/syllabus-addendum/

University Policies and Information

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, Fairness, and the Belief that All Students Can Learn. 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. 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.

Tentative Module Schedule

Date	Topic	Readings	Assignments
M Aug 29	Introduction to the Module	Cuban Intro p 10-17 Cuban Blog Post Cuban Chapter 6	n/a
W Aug 31	Analyzing Policy in Practice	Cuban Chapter 3 Welner and Carter Chapter 8	n/a
F Sept 2	Social Justice and Education Policy	Welner and Carter Chapters 2, 14, and 15	n/a
M Sept 5	Labor Day; No Class		
W Sept 7	Policy Rounds: Common Core	**CCSS website (Browse for general background) Duncan Ravitch Hess Tepe	Week 1 Reflection
F Sept 9	Policy Rounds: ELL/Bilingual	Hakuta Heritage, Walqui & Linqunti Chapter 6 Welner and Carter Chapter 11 Belsha	n/a
M Sept 12	Policy Rounds: Special Education	Kelleher Dept. of Ed. Blanchett	Week 2 Reflection

W Sept 14	Policy Rounds: The IB	WBEZ (*Audio) Steiner, Berner, and Hopkins Kelleher	n/a
F Sept 16	Policy Rounds: School Discipline	VOYCE webpages Staats "Gov. Rauner Signs Bill"	n/a
M Sept 19	Policy and the role Of the teacher / Project Work Day	Heineke, Ryan, and Tocci Elmore	Week 3 Reflection
W Sept 21	Project Work Day	Students selections (by policy)	n/a
F Sept 23	Policy Analysis Poster Session	n/a	Policy Analysis Project

TLSC 210: Weekly Reflective Paper

The weekly reflective paper offers an opportunity for you to reflect upon course content, readings, discussions, observations, and outside experiences in new ways to develop novel insights in relation to the module's essential questions. Reflective papers are not a recap or summary; they are not an inventory of likes and dislikes. They tend to be the most successful when focusing on a specific area of the concepts in which we have engaged over the past week and, through the writing, push current thinking deeper or in new directions.

Papers should be 2 to 3 pages in length, Times New Roman 12-point font, and 1 inch margins. Each paper is worth 15 points and must use APA Style (6th ed.) for citing references (i.e., direct quotations, paraphrasing or adapting an idea/s from a source). Papers must be well-written so that your thoughts are concisely articulated and errors of form do not interfere with the clear expression of your ideas.

Submit each paper electronically to LiveText.

	Target (5pts)	Acceptable (3pts)	Unacceptable (1pt)
Incorporates module materials & experiences	Paper draws on materials such as classroom observations, readings, and outside experiences to make insightful connections among them. Connections across ideas and experiences are clearly expressed and ideas flow well from one point to another.	Paper draws on module materials from classroom observations or readings and outside experiences to make some connections among them. Ideas and experiences are expressed in a way that makes it possible for the reader to see the connections being suggested.	Paper draws on little or no module materials from classroom observations, readings, or outside experiences; or paper fails to make connections among sources. Ideas and content is expressed in a disjointed manner and ideas are difficult to follow.

Develops new ideas in relation to module content	Paper develops a novel idea or unique perspective not directly found in the module materials or class discussions. Writing is easy to follow and free from errors of form.	Paper elaborates on an idea or perspective found in the module materials or class discussions. Writing has some errors of form, but the reader is able to comprehend paper.	Paper fails to develop a new idea or elaborate on those found in the readings and class discussions. Writing is difficult to follow and contains many errors of form that impede comprehension.
Relates to module goals and essential questions	Paper makes meaningful, pertinent connections to module objective or essential question including social issues, local policy actors, and role of the teacher.	Paper makes few connections to module objective or essential question including some social issues, local policy actors, or role of the teacher.	Paper makes one or no connection to module objective or essential questions including either social issues, local policy actors, or role of the teacher.

Summative Assessment: Policy Analysis and Poster Session

The Educational Policy Analysis and Poster Session offer an opportunity to apply concepts and theoretical frameworks to a policy/legislation/court case of interest and to share findings with your colleagues. For this analysis and poster session, you will, in collaborative teams, select a particular piece of legislation, court case, or policy of interest to the group – local, state, or national that impacts policy and practice in your school setting. This project is the end point along the investigative continuum that begins with class discussion, then proceeds to classroom observation, and then culminates with the Policy Analysis and Poster Session.

In collaborative teams:

- Select a piece of legislation, court case, or policy, and research the historical and contemporary impact on education. What problem did the policy address? What was the demand that brought the policy about? How does the policy relate to prior policy in the same domain? How did the context affect the policy environment? (i.e. historical, cultural, social, political, economic). Be sure to offer enough background information to acquaint the audience with the policy.
- Examine how the law/case/policy affects school and community actors. Who were the decision-makers? How was the policy adopted (who were the influencers and persuaders?) What was the role of coalitions and policy champions/entrepreneurs? Explain the presence or not of opposing forces. Be sure to include the current status of the policy in Illinois and your school setting.
- Analyze the layers of local, national and international forces. Consider the tensions and conflicts among actors in the policy system regarding intergovernmental relations, education as a public versus private good, and interest group politics. To what extent does the policy alter the balance of power among the federal, state, and local levels? Who are the winners and losers as a consequence of the policy implementation?

- Identify and reflect upon social justice issues emergent in your research, and how the system and its policies have changed over time to serve minorities and other disadvantaged students. Search out commentary on that policy/program (in newspapers, journals, scholarship, etc.). Discuss its meaning, importance, and implication for your school and community.
- Identify the role of the teacher in the advocacy of the policy/legislation/court case. Candidates should develop an understanding of how they, as educators, fit within the bigger system of policies and governance – how decisions made at the district, state and federal levels affect what happens in classrooms.

Poster Session

- Now it is time to gather all that you have learned about your policy/legislation/court case and prepare a poster session. A poster presentation advertises your policy study. It combines texts and graphics to present your project in a way that is visually interesting and accessible. It allows you to display your work to a group and to talk and receive feedback from interested viewers.
- A poster is a visual representation of your policy research. Keep it simple! The materials must be comprehensible to the visitor without requiring extensive comments on your part. Since you will, indeed, be able to elaborate, there is no need to put everything on your poster. One of the biggest pitfalls of poster presentations is filling your poster with so much text that it overwhelms your viewers and makes it difficult for them to tell which points are the most important. Viewers should be able to skim the poster from several feet away and make out the most significant points.
- The visitor’s initial impression of your work will be based on your writing. It is essential that your materials be free from spelling, punctuation, and grammatical errors. Edit carefully and have other people check your materials.
- Visual aides are one of the most effective ways to make our poster visually striking, and they are often a great way to communicate complex information straightforwardly and succinctly. You may be able to incorporate photographs, illustrations, annotations, and so on in order pique your viewers’ interest, communicate your motivation, and demonstrate why some aspect of your policy study is particularly compelling. Of course, do not incorporate visual aids just for the sake of having a pretty picture on your poster.

TLSC 210: Policy Analysis and Poster Session Rubric

Dimension	Mastering	Developing	Beginning
Policy/ Legislation/ Court Case Overview	The candidates presented a sharply focused introduction to the policy/legislation/court case. They explain why the issue is important, who the audience for the policy is and what is controversial about it. Key terms, stakeholders and policy areas needing analysis are defined.	The candidates presented a focused introduction to the policy/legislation/court case. They adequately explained why the issue is important, but questions remain. Key terms, stakeholders and policy areas needing analysis and resolution are defined at a foundational level.	The candidates’ introduction to the policy/legislation/court case is unfocused. They fail to explain why the issue is important, Key terms, stakeholders and policy areas needing analysis and resolution are missing or inadequate.
History	Presentation includes a clear and detailed account of the history and evolution of the	Presentation includes some history but only a moderate level of analysis of the history	Candidates include minimal or no historical background information and/or analysis

	educational policy.	and evolution of the educational policy.	of the impact of history on the public policy area is confusing or incomplete.
Educational Agencies	Presentation includes a clear and detailed explanation of the role of and actions taken on this policy area by the federal, state, and/or local educational agencies.	Presentation includes some explanation of the role of actions taken, but information is incomplete and/or contains minor inaccuracies.	Presentation is lacking a explanation of the role of government in policy-making in the assigned area.
Outside Interests	Presentation includes a clear and detailed explanation of the role of and actions taken on this policy area by outside interest groups.	Presentation includes some explanation of the role of outside interest groups and actions taken, but information is incomplete and/or contains minor inaccuracies.	Presentation is lacking a explanation of the role of outside interest groups in policy-making in the assigned area.
Social Justice	Evaluative review of the policy using a social justice lens is insightful and thoughtful. Candidates eloquently discuss its meaning, importance, and implication for their school and community. Ambiguities, conflicts, problems, and contradictions related to the policy's impact on minorities and other disenfranchised groups are thoroughly and meaningfully explained.	Evaluative review of the policy using a social justice lens is adequate. Candidates discuss its meaning, importance, and implication for their school and community in somewhat broad terms. Ambiguities, conflicts, problems, and contradictions related to the policy's impact on minorities and other disenfranchised groups are explained.	Evaluative review of the policy using a social justice lens is inadequate. Candidates fail to discuss its meaning, importance, and implication for their school and community. Ambiguities, conflicts, problems, and contradictions related to the policy's impact on minorities and other disenfranchised groups are ignored.
The Role of the Teacher	Candidates profoundly understand and identify the role of the teacher in the advocacy of the policy/legislation/court case. Candidates provide thoughtful and compelling evidence that they	Candidates identify the role of the teacher in the advocacy of the policy/legislation/court case. Candidates provide some evidence that they understand how they, as educators, fit within the	Candidates fail to identify the role of the teacher in the advocacy of the policy/legislation/court case. Candidates provide little or no evidence that they understand how they, as educators, fit within the

	understand how they, as educators, fit within the bigger system of policies and governance – how decisions made at the district, state and federal levels affect what happens in classrooms.	bigger system of policies and governance – how decisions made at the district, state and federal levels affect what happens in classrooms.	bigger system of policies and governance – how decisions made at the district, state and federal levels affect what happens in classrooms.
Abstract	Abstract adheres to guidelines, is succinct, and accurately presents key elements of poster’s argument.	Abstract adheres to guidelines and presents most elements of poster’s argument.	Abstract does not adhere to guidelines and presents some poster information.
Visuals	Exceptional visual presentation. Excellent alignment of text, graphics, white space. Easily read from 6 ft distance. Excellent text font/size, spelling and grammar. Excellent choice of graphics; strongly illustrates research. Display layout follows a logical progression, and is easy to follow. Display catches the eye and makes viewers across the room want to approach the board to learn more.	Satisfactory visual presentation. Moderate alignment of text, graphics, white space. Can be read from 6 ft distance. Text appropriate font/size; few misspelled words/grammar problems. Graphics related to research. Display layout is fairly well organized, with some clear room for improvement Display draws nearby viewers in to learn more. Is appealing to look at.	Very poor visual presentation. Cluttered, no white space. Unable to read from 6 ft distance. Text too small/poor font; many misspelled words; poor grammar. Graphics not related to research. Display layout is fairly well organized, with some clear room for improvement Display draws nearby viewers in to learn more. Is appealing to look at.
Presentation	Accurate, flows naturally, not read from the poster; provides substantially more information than the poster does. Both speakers present equally and provide substantially more information than the text on their poster.	Accurate, some hesitation, provides more information than the poster does. Both speakers present equally and provide somewhat more information than the text on their poster.	May have errors (factual as well as linguistic), but these errors are not pervasive. Provides information from the poster. One speaker dominates. Speaker(s) read directly from poster and provide no additional information.
Audience Engagement	Candidates very engaged and enthusiastic. Express ideas fluently. Answers to questions show profound understanding of project and critical thinking. Excellent	Candidates interested and engaged audience. Enthusiastic while discussing project. Answers to questions show good understanding of project. Good communication	Candidates unenthusiastic. Has difficulty answering questions. Has some understanding of project. Communication inappropriate or irrelevant.

	communication skills.	skills.	
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