EDLD 7210-001

Multiprofessional Leadership for Equity

Fall 2018

Synchronous Zoom Sessions Tuesdays

Mutually agreed upon times

Department of Educational Foundations, Leadership, and Technology

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By appointment

**EDLD 7210/16 Syllabus**

**Multiprofessional Leadership for Equity**

**Dr. Andrew Pendola**

**Fall 2018**

**Course Description**

EDLD 7210 Multiprofessional Leadership (3) Hrs. National, state, and local evidence will inform students’ understanding of diversity issues in schools. Theories, concepts and principles of leadership from a multidisciplinary, multiprofessional perspective, will be applied to addressing issues of equity in schools.

**Textbook**

Theoharis, G., & Scanlan, M. (2015). *Leadership for increasingly diverse schools*. New York: Routledge

Companion site: <http://routledgetextbooks.com/textbooks/9781138785939/>

All other materials on Canvas

**Learning Objectives/Indicators**

* Knowledge to involve school community in appropriate diversity policy implementations, program planning, and assessment efforts
* Ability to conform to legal and ethical standards related to diversity
* Ability to perceive the needs and concerns of others and is able to deal tactfully with them
* Knowledge to handle crisis communications in both oral and written form
* Ability to arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations
* Knowledge to recruit, hire, develop, and retain a diverse staff
* Knowledge to represent the school and the educational establishment in relations with various cultural, ethnic, racial, and special interest groups in the community
* Knowledge to recognize and respond effectively to multicultural and ethnic needs in the organization and the community
* Ability to interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation
* Ability to promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation

This course is designed to directly address Alabama’s fourth Standard for Instructional Leaders, Diversity. “Responds to and influences the larger personal, political, social, economic, legal, and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.”

This standard addresses the need for instructional leaders to understand and be able to operate within the larger context of community and beyond, which affects opportunities for all students. Instructional leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision-makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for all children. Instructional leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students’ rights and improve opportunities for all students.

**Assignments/Projects**

 **This course is assessed with via four major components**

|  |  |  |
| --- | --- | --- |
| Assessment | Type | Points |
| Course Participation | Weekly | 15 |
| Reflective Journals | 10 | 50 |
| Achievement Audit | Project | 10 |
| Equity Audit & Dashboard | Project | 25 |
| *Total* |  | *100* |

**Course Participation**:Course participation includes attendance, attending prepared (including having completed all reading and being prepared with district profile data) engaging in discussion.

**Reflective Journals**: 5pts each – may skip 1 of choice (except for Equity Audit data). Write and submit reflective journal entries which are aligned to the course topics. Reflective journals for the week are due on Mondays after class. The details of each week’s reflection can be found in Canvas under Assignments. Entries should be roughly 500-1000 words, APA style and 12pt Times New Roman font.

In these journals, link the questions to the week’s readings (with citations), as well as your own personal context, thoughts, and opinions. The goal is to demonstrate that you grasp the material and can apply it to your own context. *I am more interested in your capacity to reflect and apply than summarize readings*. Journals are graded based on the quality and depth of the reflection, including specificity, accuracy, synthesis, self-focus, and application. All journal entries will remain confidential, unless anonymously integrated into class discussion.

**Achievement Audit & Report**: Based on the information collected from the Equity Audit Worksheet (on Canvas), outline 2-4 goals for your school’s continuous improvement. Develop an action plan with specific goals, outcomes, measurements, and interventions.

Use the goal statement template provided by Theoharis and Scanlan p. 194: (What?) from (present level of performance) to (future level of performance) over (period of time), as measured by (what). Point to specific data and illustrate with tables/charts where appropriate.

Follow-up the goals with an action/implementation plan for meeting your 2-4 goals. T&S provide a sample implementation plan on p. 213 of the text. Use this format unless your district uses a different format, making certain to include what, who, when, how, etc. Please draw on leadership strategies from this course & previous coursework, and explicitly state them. Action and implementation plan should cover all points and be between 3-5 pages minimum. Target audience would include faculty, staff, and other stakeholders whose buy-in is needed.

**Equity Audit & Dashboard Project**:Following the advice of T&S, as well as you own knowledge of your school/district, construct an equity audit of 3 salient domains from the district profiles you put together during class. One is already done: Student Achievement. Use that template to build on 2 other areas in detail, with complete breakdowns by relevant categories. This may depend on what data is available to you. Some worksheets are provided on canvas to guide you on the relevant issues/categories to know what to report, but you are free to develop your own as you see fit.

*Equity Audit:*

For each domain:

1. Establish 2-4 goals for your school’s continuous improvement
2. Develop an action plan based on the specific evidence.
	1. Goals/Purpose
	2. Outcomes
	3. Measurements
	4. Timeline
3. Develop an implementation plan for meeting these goals.
4. Link the rationale of the action and implementation plan to relevant literature, with citations in APA format.

*Equity Dashboard:*

Using the data you have collected, construct a dashboard of the current status of your school or district in each of the domains you have selected, similar to those used by the ALSDE or the example provided in Canvas. Use tables, graphs, bullet points, etc. to display the relevant data and make a convincing justification for your audit plan. This 1-2-page dashboard will serve as an executive summary of your audit. See a Public School Review Profile (<https://www.publicschoolreview.com/>) for an example.

*Notes:*

1. Data is hard to come by. I expect you do your best to attain what you can, but *going through the process and thinking deeply about it is more important*. If you have limitations or trouble getting it, just let me know—there is no penalty for not ‘filling out’ every category. *I am more interested in your ability to reflect and apply concepts than your ability to gather data*.
2. As noted, there is no ‘template’ for an equity audit or dashboard. Thinking about how to present the material, how to order it, what elements are relevant, is all part of the task and should be specific to your school. Again, demonstrating thought, application, reflection, specificity, and synthesis are the goals.

**Course Policy Statements**

**Attendance**: For EDLD 7210/16, class attendance and punctuality are expected and required. Students must meet the assignment deadlines described in the syllabus.

**Excused** **absences**: Students are granted excused absences (In an asynchronous distance course, absences may translate into submitting late assignment/s to Canvas). Late assignment submission may be excused for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays – as detailed in the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)). Students who wish to have an excused absence (or submit late work) for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences.

**Make-Up Policy**: Arrangement to make up a missed major examination/assignment (e.g., hour exams, mid-term exams, major papers) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

**Accommodations**: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT

**Academic Honesty Policy**: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

*Please note*:

Copying and/or pasting other individuals’ work and then presenting it as your own (intentional or unintentional) is considered plagiarism and is in direct violation of the Honesty Code. Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.

I expect you to produce original work for this class. You may not submit work for this class that you have previously completed for a different class. If you have any questions, please see me prior to submitting your assignment. *You will receive a zero for work that too strongly resembles another course’s work*.

**Professionalism**: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality
* Model and nurture intellectual vitality

Additionally, the following skills, applications, and dispositions are considered important for Accomplished Educational Leaders (National Board Core Propositions from the National Board for Professional Teaching Standards). We expect students fulfilling the expectations for the Ed.S. and/or AA Certification in Instructional Leadership to utilize the course learning opportunities to practice the following:

*Skills*

* Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.
* Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.
* Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

*Applications*

* Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.
* Accomplished educational leaders are committed to student and adult learners and to their development.
* Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

*Dispositions*

* Accomplished educational leaders model professional, ethical behavior and expect it from others.
* Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.
* Accomplished educational leaders advocate on behalf of their schools, communities and profession.

**Agenda**

|  |  |
| --- | --- |
| **Week 1** | **Tuesday, August 21, 2018** |
| **Zoom F2F 6p** | **Introduction, Norms, and Discipline as Frame** |
| Have Read | Professional Standards for Educational Leaders |
|  | Podcast: The Culture Inside |
| **Due 8/27/18** | Personal Inventory |
| **Week 2** | **8/28/18** |
| **Zoom F2F 6p** | **Intersectionality in Educational Leadership** |
| Have Read | T&S Ch 1 |
|  | Khalifa, Gooden, & Davis. *Culturally responsive school leadership* |
|  | Victor Rios TED Talk |
| **Due 9/3/18** | **Reflective Journal Sociogram and Identity; Signed MOU** |
|   | *Optional: Implicit Bias Test* |
| **Week 3** | **9/4/18** |
| **Canvas** | **Equity Audit** |
| Have Read | T&S Ch 10 |
|  | Brown. *Schools of excellence and equity*? |
|  | APS Equity Audit |
|  |  |
| **Due 9/10/18** | **Equity Audit Descriptive Data** |
| **Week 4** | **9/11/18** |
| **Zoom F2F 6p** | **Inclusive Leadership: Gender** |
| Have Read | T&S Ch 7 |
|  | The Mask You Live In - Movie in Canvas |
|  | Reshma Saujani TED Talk |
|  |  |
| **Due 9/10/18** | **Reflective Journal Gender** |
| **Week 5** | **9/18/18** |
| **Canvas** | **Inclusive Leadership: LGBTQ** |
| Have Read | T&S Ch 6 |
|  | Payne & Smith. *Refusing relevance* |
|  | Bullied - Movie in Canvas |
| To Research | Gather School Achievement Data |
| **Due 9/24/18** | **Reflective Journal: LGBTQ** |
| **Week 6** | **9/25/18** |
| **Zoom F2F 6p** | **Equity Audit: Student Achievement** |
| Have Ready | School's Achievement Data |
| Have Read | Your school's prototype report card:  |
|  | Leithwood. *Districts that are exceptionally effective* |
|  | ETS Achievement Gap Report |
|  |  |
| **Due 10/1/18** | **School Achievement Audit Plan** |
| **Week 7** | **10/2/18** |
| **Canvas** | **Inclusive Leadership: Students w/Disabilities** |
| Have Read | T&S Ch 2 |
|  | Stella Young TED Talk |
|  | Tobin. *Put me first* |
|  |  |
| To Research | District Profile: Poverty |
| **Due 10/8/18** | **Reflective Journal: Students w/Disabilities** |
| **Week 8** | **10/9/18** |
| **Zoom F2F 6p** | **Equity Audit: Poverty** |
| Present On | District Profile: Poverty |
| Have Read | T&S Ch 3 |
|  | Kandice Sumner TED Talk |
|  | Boomer et. al. *Miseducating teachers about the poor* |
|  |  |
| **Due 10/22/18** | **Reflective Journal: Poverty** |
| Week 9 | 10/16/18 |
| **Canvas** | **Inclusion Leadership: Race** |
| Have Read | T&S Ch 4 |
|  | McIntosh. White Privilege |
|  | Greenberg. 10 examples |
|  | Dena Simmons TED Talk |
|  |  |
| To Research | District Profile: Race |
| **Due 10/29/18** | **Reflective Journal: Race** |
| **Week 10** | **10/23/18** |
| **Zoom F2F 6p** | **Integration** |
| Present | District Profile: Race |
| Have Read | *Stories of Integration - Introduction & 1 case study* |
|  | *Voluntary Integration in U.S. School Districts* |
|  | *A New Wave of Voluntary Integration* |
|  | *Making Choices* |
|  |  |
| **Due 11/5/18** | **Reflective Journal: Integration** |
| **Week 11** | **10/30/18** |
| **Canvas** | **Inclusion Leadership: Religion** |
| Have Read | T&S Ch 8 |
|  | Teachers Guide to Religion in the Public Schools |
|  |  |
| To Research | District Profile: Discipline |
| **Due 10/22/18** | **Reflective Journal: Religion** |
| **Week 12** | **11/6/18** |
| **Zoom F2F** | **Equity Audit: Discipline** |
| Present | District Profile: Discipline |
| Have Read | Tefera et al. *Why do racial disparities exist in school discipline* |
|  | Skiba et al. *The color of discipline* |
|  | Gregory et al. *The achievement gap and the discipline gap* (optional) |
|  |  |
| **Due 11/12/18** | **Reflective Journal: Discipline** |
| Week 13 | 11/13/18 |
| **Canvas** | **Inclusion Leadership: ELL** |
| Have Read | T&S Ch 5 |
|  | Guo & Beckett. *The hegemony of English* |
|  | David Miliband TED Talk |
|  |  |
| **Due 11/26/18** | **Reflective Journal: ELL** |
| **Week 14** | **11/20/18** |
|  | **Break** |
|   | Work on Equity Audit & Dashboard |
| **Week 15** | **11/27/18** |
| **Canvas** | **Inclusion Leadership: Family and Community Advocacy** |
| Have Read | T&S Ch 9 |
|  |  |
| **Due 12/1/18** | **Reflective Journal: Family & Community Advocacy** |
| **Week 16** | **12/2/18** |
| **Canvas** | **Equity Dashboard** |
| **Due 12/2/18** | **Turn in Equity Audit & Dashboard** |