**EDLD 7210/7216**

**Multiprofessional Leadership for Equity**

**Spring 2019**

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**Office Hours:**

**Wednesday**

**1:00 – 4:00;**

**or by appointment**

**Educational Foundations, Leadership & Technology**

**Auburn University**

**College of Education**

**EDLD 7210/7216**

**Multiprofessional Leadership for Equity**

**Auburn University - College of Education**

Educational Foundations, Leadership, and Technology Department

Spring 2019

**Class Dates/Time:** Synchronous ZOOM Sessions on the following Mondays from 5 pm – 8 pm: 1/14, 2/4, 2/18, 3/4, 3/18, 4/1, and 4/15

**Class Location:** Haley Center 4009/ZOOM

**Instructor:** Dr. Jason C. Bryant

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Work: 334.844.3021 [Haley Center 4010]

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 Office Hours: 1:00 – 4:00 (W) or by appointment

**1.** **Course Number**: EDLD 7210/7216

 **Course Title**: Multiprofessional Leadership for Equity

 **Credit Hours**: 3 semester hours

 **Prerequisites**: N/A

**2.** **Date Syllabus Prepared**: December 2018

1. **Special 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)

1. **Required Text**:

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

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

1. **Course Description**: 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.
2. **Course Objectives:** This course is designed to directly address Standard 4 (Diversity) of the Alabama Standards for Instructional Leaders, “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 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.

1. Knowledge to involve school community in appropriate diversity policy implementations, program planning, and assessment efforts
2. Ability to conform to legal and ethical standards related to diversity
3. Ability to perceive the needs and concerns of others and is able to deal tactfully with them
4. Knowledge to handle crisis communications in both oral and written form
5. 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
6. Knowledge to recruit, hire, develop, and retain a diverse staff
7. Knowledge to represent the school and the educational establishment in relations with various cultural, ethnic, racial, and special interest groups in the community
8. Knowledge to recognize and respond effectively to multicultural and ethnic needs in the organization and the community
9. Ability to interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation
10. Ability to promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation
11. **Course Content/Calendar:** Please be sure to review the calendar each week to be sure you are meeting the various deadlines. **All Videos and/or Articles required for reading will be posted in Canvas.**

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| **Week** | **Major Topics/Assignments** |
| **Class Session #1****Jan 14****5 pm – 8 pm****(ZOOM or HC 4009)** | Prior to Class, Read: Syllabus ZOOM Instructions Professional Standards for Educational LeadersPrior to Class, Listen/Read: Podcast: The Culture Inside (Invisibilia)  |
| Week 1Jan 14 – Jan 20 | Reading:T&S – Chapter 1 – Introduction: Intersectionality in Educational LeadershipArticle – Culturally Responsive School Leadership (Khalifa & Gooden)Watch: Victor Rios – TED Talk – “Help for kids the education system ignores”Assignment(s) due January 23 by 11:59 pmReflective Journal #1 Signed MOU |
| Week 2Jan 21 – Jan 27 | Reading:T&S – Chapter 10 – The Equity Audit as the Core of Leading Increasingly Diverse Schools and DistrictsArticle – Schools of Excellence and Equity? Using Equity Audits as a Tool to Expose a Flawed System of Recognition (Brown)Equity Audit Report – Atlanta Public SchoolsAssignment(s) due January 30 by 11:59 pmEquity Audit Descriptive DataBegin Collecting School Achievement Data |
| Week 3Jan 23 – Feb 3 | Reading:T&S – Chapter 7 – Inclusive Leadership and GenderWatch:Reshma Saujani – TED Talk – “Teach girls bravery, not perfection”Video – “The Mask You Live In” Assignment(s) due February 6 by 11:59 pmReflective Journal #2 |
| **Class Session #2****Feb 4****5 pm – 8 pm**  | Intersectionality in Educational LeadershipImplicit BiasCulturally Conscious Curriculum/Education Week Information |
| Week 4Feb 4 – Feb 10 | Reading:T&S – Chapter 6 – Inclusive Leadership and Lesbian, Gay, Bisexual, Transgendered, and Questioning StudentsArticle – Refusing Relevance: School Administrator Resistance to Offering Professional Development Addressing LGBTQ Issues in Schools (Payne & Smith)Watch:Transgender Basics – Gender Identity Project (GIP)Resource:Terminology Handout (Canvas)Assignment(s) due February 13 by 11:59 pmReflective Journal #3 |
| Week 5Feb 11 – Feb 17 | Reading:Article – Characteristics of School Districts that are Exceptionally Effective in Closing the Achievement Gap (Leithwood)Report – The Black-White Achievement Gap, When Progress StoppedAssignment(s) due February 20 by 11:59 pmAchievement Audit & Report |
| **Class Session #3****Feb 18****5 pm – 8 pm**  | **School Achievement Data for Discussion – although this is not due until February 20, bring your data for discussion.**Resource for Week 6:Invisible Disability Project (website) |
| Week 6Feb 18 – Feb 24 | Reading:T&S – Chapter 2 – Inclusive Leadership and DisabilityArticle – Put me first: The importance of person-first language (Tobin)Watch:Stella Young – TED Talk – “I’m not your inspiration, thank you very much”Assignment(s) due February 27 by 11:59 pmReflective Journal #4 |
| Week 7Feb 25 – Mar 3 | Reading:T&S – Chapter 3 – Inclusive Leadership and PovertyArticle – “Miseducating Teachers about the Poor: A Critical Analysis of Ruby Payne’s Claims about Poverty (Bomer)Watch:Kandice Sumner – TED Talk – “How America’s public schools keep kids in poverty”Assignment(s) due March 6 by 11:59 pmReflective Journal #5 |
| **Class Session #4****Mar 4****5 pm – 8 pm** | **Article – “Disrupting Myths of Poverty in the Face of Resistance”****Poverty Questions (handout)** |
| Week 8Mar 4 – Mar 10 | Reading:T&S – Chapter 4 – Inclusive Leadership and RaceHandout – White Privilege: Unpacking the Invisible KnapsackArticle – “10 Examples that Prove White Privilege Exists in Every Aspect Imaginable (web link: <https://www.yesmagazine.org/peace-justice/10-examples-that-prove-white-privilege-exists-in-every-aspect-imaginable-20170724> Watch:Dena Simmons – TED Talk – “How students of color confront impostor syndrome” Additional Resources found in CanvasAssignment(s) due March 20 by 11:59 pmReflective Journal #6 |
| Week 9Mar 11 – Mar 17 | **Spring Break** |
| **Class Session #5****Mar 18** **5 pm – 8 pm**  | Topic – Integration of SchoolsOptional Reading – “Student Perspectives of Supporting and Hindering Factors in School Integration and the Role of Racial Identity in the Process.Possible Guest Speaker |
| Week 10Mar 18 – Mar 24  | Reading:T&S – Chapter 8 – Inclusive Leadership and Religion“A Teacher’s Guide to Religion in the Public Schools” (canvas)Assignment(s) due March 27 by 11:59 pmReflective Journal #7 |
| Week 11Mar 25 – Mar 31 | Reading:Article – “Why do racial disparities in school discipline exist? The role of policies, processes, people, and places” (Tefera)Article – “The Color of Discipline: Sources of Racial and Gender Disproportionality in School Punishment” (Skiba)Optional:Article – “The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin?Assignment(s) due April 3 by 11:59 pmReflective Journal #8 |
| **Class Session #6****Apr 1****5 pm – 8 pm** | Class Discussion on Race and Discipline in SchoolsWhat disparities do you see? How can we overcome these in our schools? Society? |
| Week 12Apr 1 – Apr 7 | Reading:T&S – Chapter 5 – Inclusive Leadership and English LearnersArticle – “The Hegemony of English as a Global Language: Reclaiming Local Knowledge and Culture in China” (Guo & Beckett)Watch:David Miliband – TED Talk – “The refugee crisis is a test of our character”Assignment(s) due April 10 by 11:59 pmReflective Journal #9 |
| Week 13Apr 8 – Apr 14 | Reading:T&S – Chapter 9 – Inclusive Leadership on the Social Frontiers: Family and Community EngagementAssignment(s) due April 17 by 11:59 pmReflective Journal #10 |
| **Class Session #7****Apr 15****5 pm – 8 pm** | Equity Audit and Dashboard |
| Week 14Apr 15 – Apr 21 | Reading:Report – “A New Wave of School Integration: Districts and Charters Pursuing Socioeconomic DiversityReport – “Stories of School Integration” Research Brief – “Voluntary Integration in U.S. School Districts, 2000-2015”Assignment(s) due April 24 by 11:59 pmReflective Journal #11 |
| Week 15Apr 22 – Apr 28 | Reading:NoneAssignment(s) due May 1 by 11:59 pmEquity Audit and Dashboard |

1. **Course Requirements and Evaluation:**
2. **Course Participation**

Course participation includes attendance, attending prepared (including having completed all reading and begin prepared with district profile data), and engaging in class discussions.

**Total Points: 15 [attending each class session is worth 2 points]**

1. **Reflective Journals**

Write and submit reflective journal entries which are aligned to the course topics. The details of each week’s reflection can be found in Canvas under Assignments and the weekly Modules. Entries should be roughly 500-1000 words, following APA style and 12 point Times New Roman font. Students are only required to complete 10 of the 11 Reflective Journals available for the course, so students may skip 1 reflective journal of their choice.

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.

**Total Points: 50 [Due each Wednesday, unless otherwise stated by 11:59 pm; each reflection is 5 points each]**

1. **Achievement Audit and 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. Theoharis & Scanlan 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 and previous coursework, and explicitly state them. The 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.

**Total Points: 10 [Due Wednesday, February 20 by 11:59 pm]**

1. **Equity Audit and Dashboard Project**

Following the advice of Theoharis & Scanlan, as well as you own knowledge of your school/district, construct an equity audit of three (3) salient domains from the district profiles you put together during class. One is already done: Student Achievement. Use that template to build on two (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.

a. Goals/Purpose

b. Outcomes

c. Measurements

d. 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 to 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

**Total Points: 25 [Due Wednesday, May 1 by 11:59 pm]**

**Final Grade:** The instructor will use rubrics based on the above-listed requirements to evaluate all assignments. Each assignment will be explained in greater detail during class meetings. Due Dates are listed in the syllabus and Course Calendar.

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| **Assignment** | **Points Possible** |
| 1. Course Participation
 | 15 |
| 1. Reflective Journals (10 required @ 5 pts each)
 | 50 |
| 1. Achievement Audit
 | 10 |
| 1. Equity Audit and Dashboard
 | 25 |
| **TOTAL** | **100** |

**Grading: A: 100 – 90; B: 89 -80; C: 79 – 70; D: 69 – 60; F: 59 – 0**

1. **Class Policy Statements:**

 A. Attendance: For EDLD 7210/7216, class attendance and punctuality are expected and required. Students must meet the assignment deadlines described in the syllabus.

 B. 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](http://www.auburn.edu/student_info/student_policies/) ([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](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences.

 C. 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.

 D. 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)

 E. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([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.*

 F. 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 A/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.