**EDLD 7210**

**Multiprofessional Leadership for Equity**

**Spring 2025**

**Demica Sanders, Ed.D**

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**Office Hours:**

**by appointment**

**Educational Foundations, Leadership & Technology**

**Auburn University**

**College of Education**



**EDLD 7210-001**

**Multiprofessional Leadership for Equity**

**Auburn University - College of Education**

Educational Foundations, Leadership, and Technology Department

Spring 2025

**Class Dates/Time:** Synchronous ZOOM Sessions on the following Mondays from 5 pm – 7:50 pm on the

following dates: February 24, 2025; March 24, 2025; and April 21, 2025

**Class Location:** ZOOM (links for each class session found in Canvas)

**Instructor:** Dr. Demica Sanders

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Office Hours: by appointment

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

**Course Title**: Multiprofessional Leadership for Equity

**Credit Hours**: 3 semester hours

**Prerequisites**: N/A

1. **Date Syllabus Prepared**: December 2024
2. **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. (2021). Leadership for increasingly diverse schools. 2nd Edition. New York: Routledge

Companion site: <http://routledgetextbooks.com/textbooks/9781138785939/> (from the previous edition but still some good resources.

1. **Course Description**: The purpose of this class is to apply theories, concepts and principles of leadership from a multidisciplinary, multiprofessional perspective, to address issues of equity of opportunity and culturally responsible practices to promote each student’s success. Students will utilize national, state, and local evidence to inform school leader’s understanding of diversity issues in schools.

This course is designed to directly address the PSEL Standard 3 towards equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being. The class will promote effective leaders that: ensure each student is treated with respect, fairness, and cultural and contextual understanding; that utilize asset-based frames to respect and employ student strengths; that ensure equitable access to academic and material resources, as well as educational opportunities; that develop positive, fair, and unbiased disciplinary practices; that confront institutional biases based on student identity; prepare students to live in diverse cultural contexts; that lead in a culturally responsive manner

Emphasis on recognizing and respecting each student’s culture, needs, strengths, and context, as well as culturally responsive and institutionally equitable practices will be assessed with weekly readings, reflections, and class discussion. Analysis and application of the provision of equable opportunity, resources, access, treatment, and institutional biases will be assessed through a field experience of conducting an Equity Audit and Dashboard within the student’s own school (where possible).

1. **Course Objectives:** This course is designed to directly address Standard 3 (Equity and Cultural Responsiveness) of the Alabama Standards for Instructional Leaders, specifically, effective instructional leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

Prospective instructional leaders will be prepared and able to:

1. Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.
2. Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.
3. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
4. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
5. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
6. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
7. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
8. Address matters of equity and cultural responsiveness in all aspects of leadership.
9. **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, if you cannot access content, please contact me immediately!**

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| Week | Major Topics/Assignments |
| Week 1  January 13-17, 2025 | Reading:  Review the Syllabus |
| Week 2  January 20-24, 2025 | Reading:  T&S – Chapter 1 – *Introduction: Intersectionality in Educational Leadership*  Watch:  Victor Rios – TED Talk – “Help for kids the education system ignores”  **Assignment(s) due by January 24 by 11:59 pm**  Reflective Journal #1 |
| Week 3  January 27-31, 2025 | Reading:  T&S – Chapter 2 *– Inclusive Leadership and Disability*  Article – *Put me first: The importance of person-first language (Tobin)*  Watch:  Stella Young – TED Talk – “I’m not your inspiration, thank you very much”  **Assignments due by January 31 by 11:59 pm**  Reflective Journal # 2 |
| Week 4  February 3-7, 2025 | Reading:  T&S – Chapter 3 – *Inclusive Leadership and Poverty*  Article – *“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”  **Assignments due by February 7 by 11:59 pm**  Reflective Journal # 3 |
| Week 5  February 10-14, 2025 | Reading:  T&S – Chapter 4 – *Inclusive Leadership and Race*  Handout – *White Privilege: Unpacking the Invisible Knapsack*  Article – *“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”  **Assignments due by February 14 by 11:59 pm**  Reflective Journal # 4 |
| Week 6  February 17-21, 2025 | Reading:  T&S – Chapter 5 – *Inclusive Leadership and English Learners*  Article – *“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”  **Assignments due by February 21 by 11:59 pm**  Reflective Journal # 5 |
| **Week 7**  **Class Session # 1**  **February 24, 2025**  **5:00 pm – 7:50 pm**  **Zoom** | **Assignment due by February 24 by 11:59 pm**  Personal Leadership Development Plan - Reflection |
| Week 8  March 3 – 7, 2025 | Reading:  T&S – Chapter 6 – *Inclusive Leadership and LGBTQ Students*  Article – *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)  **Assignments due by March 7 by 11:59 pm**  Reflective Journal # 6 |
| Week 9  March 10 – 14, 2025  Spring Break | Reading:  No Readings for the week |
| Week 10  March 17-21, 2025 | Reading:  T&S – Chapter 7 – *Inclusive Leadership and Gender*  Watch:  Reshma Saujani – TED Talk – “Teach girls bravery, not perfection”  Video – “The Mask You Live In”  **Assignments due by March 21 by 11:59 pm**  Reflective Journal # 7 |
| **Class Session # 2**  **March 24, 2025**  **5:00 pm – 7:50 pm**  **Zoom** | **Assignment due by March 24 by 11:59 pm**  Personal Leadership Development Plan - Goals |
| Week 12  March 31- April 4, 2025 | Reading:  T&S – Chapter 8 – *Inclusive Leadership and Religion*  Handout – *“A Teacher’s Guide to Religion in the Public Schools”*  **Assignments due by April 4 by 11:59 pm**  Reflective Journal # 8 |
| Week 13  April 7-11, 2025 | Reading:  T&S – Chapter 9 – *Inclusive Leadership on the Social Frontiers: Family and Community Engagement*  **Assignments due by April 11 by 11:59 pm**  Reflective Journal # 9 |
| Week 14  April 14-18, 2025 | Reading:  T&S- Chapter 10- *The Equity Audit as the Core of Leading Increasingly Diverse Schools and Districts*  Report *– “A New Wave of School Integration: Districts and Charters Pursuing Socioeconomic Diversity”*  Report – *“Stories of School Integration”*  Research Brief – “Voluntary Integration in U.S. School Districts, 2000-2015”  **Assignments due by April 18 by 11:59 pm**  Reflective Journal # 10 |
| **Class Session # 3**  **April 21, 2025**  **5:00 pm – 7:50 pm**  **Zoom** | **Assignment due by March 24 by 11:59 pm**  Personal Leadership Development Plan – Action Steps and Timeline |

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

Course participation includes attendance, attending prepared (including having completed all reading), and engaging in class discussions. Your engagement is needed for each class session which means your participation is required! When you are engaged, it adds to the overall effectiveness of the course!

**Total Points: 30 [attending and participating in each class]**

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.

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: 100 [Due each Friday, unless otherwise stated by 11:59 pm; each reflection is 10 points each]**

1. **Personal Leadership Development Plan**

This assignment requires you to develop a personalized leadership development plan focused on diversity in educational settings. Through reflective writing and goal-setting, you will identify your strengths and weaknesses, and areas of growth as a leader. You will create a plan to address these areas, incorporating strategies and tools from the course readings and discussions. This assignment will help you develop the skills and knowledge needed to become effective leaders in an increasingly diverse school.

The assignment will be broken into four areas that are worth 25 points each and will be due at different intervals with the whole plan being completed by April 21, 2025:

1. **Reflection**: Reflect on your own experience related to diversity.
2. **Goals**: Write 3 to 5 goals that you want to achieve.
3. **Action Steps**: Outline specific action steps that you will do to reach this goal. This might include things like seeking out professional development opportunities, building relationships with diverse community members or taking on leadership roles in school initiatives.
4. **Timeline**: Include the timeline in which you will revisit your goals and action steps.

**Total Points: 200 [Due on the dates of the classes- February 24, March 24, and April 21, 2025].**

**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 (up to 10 points per class) | 30 |
| 1. Reflective Journals (10 required 10 pts each) | 100 |
| 1. Personal Leadership Development Plan | 200 |
| **TOTAL** | 330 |

**Grading:**

**A 297-330 points**

**B 264-296 points**

**C 231-263 points**

**D 198-230 points**

**F 0-197 points**

1. **Class Policy Statements:**
2. Attendance: For EDLD 7210, class attendance and punctuality are expected and required. Students must meet the assignment deadlines described in the syllabus and actively participate in each class session via ZOOM.
3. 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.
4. 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.
5. 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)
6. 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.*

1. 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.