

Course Number	EDLD 715 / EDS 282
Course Title	Leadership for a Diverse Society
Course Location	Hybrid Course
Semester / Year	Spring 2017
Professor	
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Office Hours	By appointment

COURSE OVERVIEW

This course will address theories and practices for achieving schools and classrooms that are informed by and built around the participation of diverse communities and cultures. The emphasis in this course is on how leadership intersects with socio-historical and socio-cultural theories that suggest the organization of schools and instruction is critical to student inclusion and outcomes. A basic premise of this course is that a socially just learning theory begins with using all of the resources and knowledge of families, communities, and cultures in formulating policy and practice.

Student Learning Outcomes

Upon completion of this course, doctoral students will be able to ...

- Describe how educational leadership is influenced by socio-historical and socio-cultural contexts.
- Describe their developing identity as an educational leader and researcher in a diverse society.
- Develop a plan of action for engaging in transformative conversations focused on equity for all in their workplace communities.
- Link research on issues of social justice with their own research focus.

Program Student Learning Outcomes

By the end of the program, doctoral students will be able to ...

- PSLO 1: Demonstrate and engage in critical analysis around creating and sustaining organizational conditions that promote socially just and equitable learning environments.
- PSLO 2: Use evidence-based decision-making.
- PSLO 3: Generate and use applied research.
- PSLO 4: Demonstrate and apply leadership skills and dispositions that are applicable to positively impact organizational culture and practice.

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

UNIVERSITY OF CALIFORNIA, SAN DIEGO MISSION & VISION STATEMENT

Vision

Develop passionate and empathetic educational leaders who shape an equitable future for a diverse society.

Mission

The Joint Doctoral Program in Educational Leadership at UCSD/CSUSM is committed to supporting and developing education leaders who are dedicated to equity, justice, inclusivity, compassion, and diversity of thought, cultures, and backgrounds.

JDP CORE VALUES /JDP COMMUNITY OF LEADERS:

- Creates inclusive, compassionate, and safe environments
- Learns from and with others
- Demonstrates empathy with desire to cross boundaries (Boundary Crossers)
- Dreams, wonders, imagines new educational environments
- Designs creative solutions with and for people
- Questions convention, status quo, assumptions
- Works relentlessly to close equity gaps
- Embraces doubt
- Nurtures strengths and vulnerabilities

COURSE DESCRIPTION

Leadership for a Diverse Society

Addresses theories and practices for achieving schools and classrooms that are informed by and built around the participation of diverse communities and cultures. Emphasis on how leadership intersects with sociohistorical and sociocultural theories that suggest the organization of schools and instruction is critical to student inclusion and outcomes. A basic premise of this course is that a socially just learning theory begins with using all of the resources and knowledge of families, communities, and cultures in formulating policy and practice.

GENERAL CONSIDERATIONS

Joint Doctoral Program Attendance Policy

Students *must* participate in 80% of the course sessions to receive an A for this course. Additional absences may further impact the course grade. If the absence is predictable (e.g. professional obligation) the student should inform the instructor ahead of time. If the absence is unanticipated, the student should initiate contact with the instructor as soon as possible. Notification of an absence does not constitute an excuse.

CSUSM Accommodation Services

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

OUR LEARNING COMMUNITY

The following Community Agreements and Teaching/Learning philosophy will serve as the foundational principles by which we relate to each other as we learn together. As a community, we can add specifics to these principles as we need.

Community Agreements

- We speak from our own experience
- We are open to hearing others
- We share air time
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue focused, not necessarily who said it or where
- Each of us participates using a “value added” approach by expanding upon ideas, providing examples, and/or expressing a different perspective.

GRADING STANDARDS

Grading Scale: (100-95=A; 94-89=A-/B+; 88-83=B/B-; 82-77=C)

General Evaluation/Feedback Rubric

Does not meet standards (B or below)	Approaching Standards (A-/B+)	Meets Standards (A)
<ul style="list-style-type: none"> • Includes some of the required elements as delineated in the syllabus • Some components of the assignment are included • Provides a few concrete details of the information required for the assignment • Includes personal viewpoints • Organization hard to follow • Many mechanical errors, including APA format • Hard to read • Little sentence/vocabulary variety 	<ul style="list-style-type: none"> • Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment • Includes personal viewpoints • Good organization • Has few, if any, mechanical errors including APA format • Holds interest – is interesting to read • Some sentence/vocabulary variety 	<ul style="list-style-type: none"> • Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities • Insightful commentary using personal viewpoints supported by current learning • Presents clear and logical organization of thoughts • Has few, if any, mechanical errors including APA format • Holds interest – is engaging and thought-provoking to the audience • Uses a sophisticated scholar researcher vocabulary and sentence structure

If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the due date.

This rubric represents general guidelines we will use to evaluate your work. As a doctoral candidate it is critical that you communicate your ideas through multiple formats. The written word is a powerful demonstrator of your knowledge, skills and disposition. Therefore, we hold high expectations of your performance and we are committed to providing you with useful and meaningful feedback that will support your learning and continued development as an educational leader.

In general, we believe a doctoral student:

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at sophisticated and complex levels.

- Varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- Completes all the reading assignments and develops thoughtful and thorough responses.
- Produces work that reveals a strong commitment to self-discovery and learning.
- Produces work at a highly professional level in terms of both writing and content.
- Develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- Presents confidently and intelligently, demonstrating effective teaching skills.
- Completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- Attends every class meeting and is fully engaged during class.
- Pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- Contributes to the positive environment of the class by respecting all members.

COURSE TEXTS AND READINGS

Singleton, G. E. & Linton, C. (2006). *Courageous conversations about race*. Thousand Oaks, CA: Corwin Press Inc. ISBN: 978-0-7619-8877-9. **Required.**

Zamudio, M. M., Russell, C., Rios, F. A., & Bridgeman, J. L. (2011). *Critical race theory matters. Education and ideology*. New York, NY: Routledge. ISBN 13: 978-0-415-99674-7 (pbk) ISBN 13: 978-9-203-84271-3 (ebk). **Required.**

Refer to the **Reading List** (separate document under Pre-Class Information and Materials) for your **Book Report** title selection.

COURSE REQUIREMENTS

Please note: *The instructor for this course will always work in a timely way with students if a change to the course syllabus or materials is necessary.*

Assignments: All assignments are due on the dates indicated. Assignments must be word-processed, double-spaced, and with standard margins. It is expected that all assignments will reflect graduate-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

1. Attendance and Participation	10%
2. Integrated Response & Reflection (2X15)	30%
3. Book Report (Presentation)	25%
4. Closing the Achievement Gap Final Paper	35%

1. Attendance and Participation (10%)

Course assignments are closely connected to the level of participation you are expected to have in online and f2f discussions, which will include student and instructor input. The course design is intended to provide you with more autonomous and individual decision-making learning opportunities as it is expected of doctoral candidates.

Your actual presence (including online) and quality participation benefit not only you, as a learner, but your fellow classmates. Thus, having completed pre-session readings and learning activities will assist you in moving discussions and analyses forward, extending other learners' contributions, and allowing more time for reflective thinking. Consequently, the quality of this course rests on the quality of *your* preparation and participation. You are expected to attend every class, be prepared to contribute, and become an active participant.

The course instructor will utilize online discussion *forum* posts, one-on-one meeting, and in-class activities to evaluate participation. As a learner, you will have the opportunity to play an active role in determining your grade, including title selection for your book report; posts on discussion *forums*; your own way of completing the Integrated Review and Reflection pieces; and completion of the Achievement Gap paper, as this connects to your own doctoral research. Demonstrating evidence of participation is an ongoing exercise in-class and online interaction.

2. Integrated Response & Reflection (30%)

There are two Integrated Response & Reflection assignments. Both will require you to write your reaction to all readings assigned (at least 80% of assigned readings are represented in your writing) for a designated block of course time, which, in addition to readings, may include online discussion *forums*, readings you have completed on your own; in-class, f2f presentations and discussions; and book reports. The Response and Reflection should demonstrate your “thinking” about what you have learned (it should not be a mere summary). Look for common themes among the different sources of learning. This is an opportunity for you to present your perspective on the themes (*Name it*) and share your experiences and struggles with the ideas (*Respondd an Reflect on it*). At the end of each review, identify one action that could be developed based on your understanding of the issue (*Act on it*). Each response must be, at minimum, 3 pages long. In this case, less, but of higher quality, is more. Be mindful that simplicity and thoughtfulness reveal depth of thought.

For further information and deadlines for submission, look at the rubric, calendar, and the COMPLETE headings in Cougar Courses respectively.

3. Book Report (25%)

Refer to rubric for detailed and complete set of guidelines.

4. Closing the Achievement Gap – Connections to Individual Research Areas (35%)

Refer to rubric for detailed and complete set of guidelines.

CLASS MEETING SCHEDULE

A separate document includes the calendar of topics, assignment due dates, and useful information for the successful completion of this course. Refer to this document under Pre-Class Information and Materials.