EDA 631 - Developing and Implementing a Shared Vision for Equitable and Inclusive Outcomes

FORWARD THINKING LEADERSHIP: Imagining the Possibilities and Finding a Common Purpose

Course Syllabus
Instructor: Margo Olson

Required Texts :

- *Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student* by Alan Blankstein & Pedro Noguera

- *Learning by Doing*, by Richard DuFour, Rebecca DuFour, Robert Baker, Thomas Many, Mike Mattos

- *The Principal;* by Michael Fullan

- *The Leadership Challenge; Sixth Edition;* By James Kouzes and Barry Posner

- *Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap*; Second Edition; by Kim Marshall

Course Description:

This introductory course in the PASC program focuses on the foundational concepts, practices, and models of effective school leadership. Candidates will understand the many contextual influences that impact the collaborative development and implementation of a student-centered vision that focuses on equitable access, opportunities and outcomes. Candidates will gain experience in consensus building and decision making strategies which will enhance their communication skills for leading a community represented by many voices and perspectives. Candidates will work with stakeholders to imagine possibilities, envision the future, find a common purpose and be empowered around a collective responsibility. Through a cycle of inquiry, candidates will be able to engage stakeholder groups using the processes required to continuously improve teaching and learning to move towards the school's vision.

Essential Question:

● *How do I engage multiple voices and perspectives in the collection and analysis of data to collaboratively develop a vision of social justice for all students?*

Course Learning Outcomes:

● Candidates will be able to develop and implement a shared student-centered vision of learning that is grounded in equitable and inclusive outcomes that reflect an understanding of the various contextual forces impacting student achievement. (CAPEs 1A,1C, 4A)

● Candidates will acquire the knowledge and skills necessary to develop, maintain, and communicate progress towards a common vision developed collaboratively with all stakeholders. (CAPEs 1B, 2B, 2D, 3A, 4A)

● Candidates will be able to identify and analyze multiple data sources that deepen their understanding of effective programs. (CAPEs 1A, 1B, 1C, 2C, 2D, 3B, 3C, 3D, 4B, 5B)

● Candidates will gain experience in consensus building and decision making strategies while enhancing their communication skills for leading a community that incorporates many voices to envision the future and find a common purpose. (CAPEs 1B, 2A, 2C, 2D, 3D, 4B)

● Candidates will understand how to develop systems and utilize critical inquiry practices that engage stakeholders in gathering, analyzing, and sharing data that assesses and monitors program effectiveness and know how these efforts lead to the development of a school plan that is grounded in a common purpose and aligned to the school's vision.(CAPEs 1C, 2B, 2D, 3B, 3D, 4A, 5B)

● Through a cycle of inquiry, candidates will be able to engage stakeholder groups in the investigate/plan, do, reflect/study, act processes around an identified problem of practice to continuously improve the teaching and learning that results in improved student outcomes.(CAPEs 1B, 3D, 4B, 5B)

● Candidates will be able to collaboratively develop a school plan that focuses on the tenets of Professional Learning Communities, while incorporating an understanding of LCAP goals, in order to close the achievement gap. (CAPEs 1A, 1B, 2C, 3D, 4B, 5A)

● Candidates will reflect upon their personal and professional cultural proficiency. (CAPEs 1A, 3C, 4A, 5A, 6A)

Course Assignments:

Data analysis from multiple sources, including classroom observational data, vision study, course readings, PLC online project, in class activities and projects.

Course Readings and Activities:

● *Excellence Through Equity;* **Part I - For Every Student**
  ○ Activity unpacking the arguments for equity
  ○ *Whole System Change* by Michael Fullen; Activity using the Eight Factors of Whole System Change
● *The Leadership Challenge; Section 2: Inspire a Shared Vision*

- - Envisioning the future
  - *Learning by Doing;* Chapter 2 - *Defining a Clear and Compelling Purpose*
  - **CA MTSS - Vision of Multi-Tiered Systems of Support**
    - Deep dive around MTSS
    - Data Snapshots - Measuring growth
      - Academic
      - Behavior
      - Social/Emotional
    - FIA Data Collection
  - **Jigsaw Activity on Developing a Shared Vision**
    - [A Personal Vision of a Good School](#) by Roland Barth
    - Fearless Leading

  - **CA English Learner Roadmap - A Vision for Serving Multilingual Learners**
    - Getting to know the California English Learner Roadmap mission and vision
  - **Data Analysis**
    - Candidates will gather multiple data sources from their current educational system
    - Candidates will analyze data from a "macro" perspective using the California School Dashboard, will analyze local district data using the district's LCAP data, and will participate in a "micro" analysis of classroom data for a school site using summative and formative data.
  - **Candidates will use multiple data sources** to participate in the plan, do, reflect/study, act process of continuous improvement
  - **Candidates will utilize course experiences to prepare for and complete CalAPA Cycle 1.**

Signature Project:

Candidates will analyze multiple data sources, from a macro lens down to a micro analysis of strengths and needs. Candidates will then identify a problem of practice, and will develop an "equity gap plan" to address the concern; Candidates will participate in the beginning development of a personal vision of equity through the analysis of multiple data sources.

Course Grading:

Candidates will receive a grade of "meets standard" or "does not meet standard".
75% on a grading rubric is considered "meeting standard". The CalAPA scoring rubrics will be utilized, as appropriate, for some of the course assignments.

Disability Accommodations Statement

The Preliminary Administrative Services Credential (PASC) program staff will make reasonable accommodations for candidates who show a documented disability. It is our goal to ensure that each candidate successfully completes the program requirements . Candidates are encouraged to set up a confidential appointment with their faculty advisor if accommodations are needed.