EDA 635 - Personal and Professional Ethics for Leadership

ETHICAL LEADERSHIP: Modeling the Way with Credibility, Consistency, and Competence

Course Syllabus
Instructor: Cheryl Cotton

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:

In this course, candidates examine their belief systems and grow their own personal leadership capacity in order to tackle complex challenges facing schools today, through research, reflection, and goal setting. A study of the essential behaviors that leaders employ supports candidates' understanding of the importance of creating an environment of trust, modeling ethics and integrity to inspire and unite communities around a common goal of equity. Candidates participate in activities focused on policies and practices that protect the rights and confidentiality of others, studying practices that break down institutional barriers for the achievement of equitable and inclusive outcomes for all students. As candidates deepen their understanding of the change process within systems and organizations, they will understand the relationship between ethical uses of data that inform decisions within the cycle of continuous improvement, specifically related to race, diversity, and accessing strategies that overcome institutional barriers. Candidates will understand that the foundation of successful leadership is grounded in maintaining high standards of ethics, integrity, justice, and equity, and it is crucial that leaders hold all staff to these same high standards .

Essential Question:

- ○ *How do I use my own professional learning and reflection to continuously examine and address issues of equity?*

Course Learning Outcomes:

- Candidates will understand the importance of the ongoing examination of personal belief systems and will be able to grow their own personal leadership capacity to successfully tackle complex challenges facing schools today, through research, reflection, and goal setting.(CAPEs 1C, 4A, 5A)

- Candidates will participate in activities centered around practices that call-out and break down institutional barriers that create educational disadvantage and will examine strategies that help to overcome these barriers. (CAPEs 2D, 4A, 5A, 5B)

- Candidates will study the essential behaviors leaders employ, developing an understanding of the impact leaders have in creating an environment of trust that can inspire and unite a community around a common purpose. (CAPEs 1B, 4B, 5A, 5B, 5C)

- Candidates will deepen their understanding of the change process within systems and organizations and will gain strategies for facilitating productive meetings to disrupt unjust practices and make impactful decisions that positively impact student outcomes. (CAPEs 2C, 4B, 5A)

- Candidates will learn about and practice conflict resolution tools and strategies to support their abilities in tackling difficult issues that serve as barriers to the success of students and staff, including discriminatory and inequitable practices. (CAPEs 1B, 2A, 4B, 5A)

- Candidates will gain an understanding of the ethical uses of data that inform decisions using a continuous improvement approach, leading to educational systems that successfully serve all students. (CAPEs 1A,1C, 2B, 4A, 5B, 5C)

- Candidates will understand the importance of lifelong learning and will create a professional learning plan that supports their ongoing growth around issues that impact every student's academic, emotional, and behavioral success. (CAPEs 2A, 2D, 5A)

- Candidates will understand the importance of modeling and maintaining high standards of ethics, integrity, justice, and equity and the importance of holding all staff to these same high standards. (CAPEs 4A, 4B, 5A, 5C)

- Candidates will be able to use ethical principles of reflective, courageous, and professional conversation to provide timely, unbiased, evidence-based feedback based on observed teaching and learning to improve instructional practices that impact student learning for equitable outcomes. (CAPEs 2D, 3B, 3D, 4A, 5A, 5B, 5C)

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

<u>Course Assignments:</u>
Participation in activities centered on personal reflection and the development of a belief system grounded in social justice; participation in a "deep dive around equity and bias; participation in activities around systems change and conflict resolution; course readings, PLC online project, other in class activities and projects

<u>Course Readings and Activities:</u>
- ***The Leadership Challenge; Five Practices; Strengthening Others***
  - In class activities to deepen leadership and collaboration skills.
- ***Emotionally Intelligent Principals;*** article by Gary Bloom based on Daniel Goleman's work.
  - Read [article], do [self reflection], and identify the biggest challenge from [these 11 challenges] of new principals.
- **CAMTSS - Vision of Multi-Tiered Systems of Support**
  - Personal Ethics - Communicating a Vision of Equity
- **Cultural Proficiency - Examining Bias**
  - **Ethical Dilemmas Activity**
    - Special Education Scenario
    - Transgender Scenario
    - Donuts for Dads/Father-Daughter Dance Scenarios
    - ELD Scenario
- **Shattering Inequities**
  - Case Studies
- **Courageous Conversations**
  - Classroom Walkthroughs
  - Role playing
- ***Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap***; **Chapter 9 - Addressing Conflict and Celebrating in a Professional Learning Community**
  - Activity on responding to resistance
  - Creating a safe environment
- **Personal Vision for Equity**
  - Practices that break down institutional barriers for equitable and inclusive outcomes for all students
  - Add to personal vision for equity, based on personal EQ.

<u>Signature Project:</u>
Candidates will create a professional learning plan, grounded in ethical practices that maintain high standards of integrity, justice, and equity.

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.