



Contra Costa County Office of Education

77 Santa Barbara Road, Pleasant Hill, CA 94523 • (925) 942-3388
Lynn Mackey, Superintendent of Schools

EDA 636 - Leadership Perspectives: **External Context and Policy**

Course Syllabus

Instructor: Marsha Tokuyoshi

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 course focuses on education policy, and how all facets of the educational system are influenced by political, social, economic, legal and cultural factors. Candidates will understand these relationships and how impactful the intersection of these influences are upon ensuring that outcomes for students are equitable and inclusive. Candidates will participate in a study of educational law coupled with an historical background of issues and trends in education to develop a greater understanding of policies and legal issues that impact educational systems in order to disrupt barriers to equitable outcomes for all students. Throughout this course, candidates will grow their communication skills to be an advocate for the school and its goals and garner public support to improve educational systems. A study of practices will be presented to candidates that support collaboration amongst staff and community members to best leverage programs and systems that ensure the success of all students. Candidates will be able to use a variety of strategies to successfully tackle the complex challenges faced by schools today.

Essential Question:

- *How do I become a change agent through the use of communication and problem solving skills?*

Course Learning Outcomes:

- Candidates will recognize and understand how education policy affects all parts of the educational system and is influenced by political, social, economic, legal and cultural factors. (CAPEs 1A, 3B, 3C, 3D, 4B, 5B, 6A)
- Candidates will understand the various roles and responsibilities of those working within the internal organization and the larger educational community to deepen their contextual perspective. (CAPEs 1A, 3B, 3C, 3D, 4B, 5A, 5B, 6A, 6B)
- Candidates will continue to reflect upon their personal and professional cultural proficiency. (CAPEs 1A, 2A, 2C, 3C, 4A, 5A, 6A)
- Candidates will understand the importance of ongoing examination of their belief systems and will be able to grow their own personal leadership in tackling complex issues facing schools today, through use of strategic and effective communication skills. (CAPEs 2D, 3A, 5A, 5C, 6A, 6B)
- Candidates will understand how education law has been impacted by historical trends and issues that have impacted equitable and inclusive outcomes for all students, including policies affecting special education students and students in underrepresented student groups. (CAPEs 3A, 3B, 3C, 3D, 4B, 5B, 6A, 6B)
- Candidates will grow their communication skills to facilitate discussions around the alignment of policies and practices to improve educational systems for equitable outcomes, and how to advocate for the school and its goals, garnering public support. (CAPEs 1C, 2B, 3D, 4B, 5C, 6A, 6B)
- Candidates will learn about various facilitation strategies that support collaboration amongst staff and community members to best leverage programs and systems and align mandates and policies to continuously improve teaching and learning. (CAPEs 1B, 2C, 3A, 3B, 3C, 3D, 4A, 5B, 6A, 6B)

Course Assignments:

Candidates will attend a school board meeting, participation in class activities centered on education law, communication styles, education advocacy, course readings, PLC online project, other in class activities and projects

Course Readings and Activities:

- **Katie Novak - Implications of Privilege Presentation and selected readings**

- Timeline of privilege
- Historical perspectives from California's data
- Marginalized students and higher education
- **The Leadership Challenge; Practice 5: Search for Opportunities; Experiment and Take Risks**
 - Activities incorporating implementation science and creating change
- **CA MTSS - Vision of Multi-Tiered Systems of Support**
 - Inclusive Policy Structure and Practice
 - Aligning district and school site policy for equity
- **CA English Learner Roadmap - Principle 4**
 - Across-System Policy
- **The Cult of Pedagogy**
 - Selected Readings and Podcasts
 - Podcast - Why White Students Need Multicultural and Social Justice Education
- **TeachingTolerance.org**
 - Selected Readings and Blogs
- **Education Law**
 - History of Education Law
 - Historical review of discriminatory and non-inclusive policies and practices
 - Review of Ed Code
 - Current legal updates

Signature Project:

Candidates will outline a presentation that shares their journey towards equity, including actions they would take to develop and implement a shared vision, practices and policies that would be leveraged along the way, and ongoing development that continues to grow their journey.

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.