EDA 637 - Equity Driven Educational Opportunities

Course Syllabus
Instructor: Julie Dooley

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:

Throughout this course, candidates participate in field experiences in an educational setting, where the candidate performs authentic responsibilities of a school administrator. With the ongoing guidance of a faculty advisor, the candidate reflects upon the learning gained through these practical experiences. Candidates select field experiences tied directly to some aspect of social justice to apply their knowledge and skills around practices promoting equity in our communities. Candidates will use their field experiences to grow their leadership capacity through participation in new, challenging situations that reflect coursework content.

Essential Question:

- *How do I apply my leadership knowledge and skills in an authentic experience that impacts the equitable and inclusive outcomes within a school setting?*

Course Learning Outcomes:

- Candidates will participate in field work experiences that impact equitable and inclusive outcomes within an educational setting, and will develop a field work plan. (CAPEs 2A, 3D, 4B, 5A, 6B)

- Candidates will work collaboratively with their faculty advisor and district leader, accepting feedback and assistance to improve leadership skills. (CAPEs 2D, 3D, 5A, 6B)

- Candidates will be able to analyze a variety of data and evidence, deepening their understanding of the critical analysis of program strengths and needs in vision and goal development for social justice. (CAPEs 1A, 2C, 2D, 3D, 4A, 5B, 6A, 6B)

- Candidates will identify a problem of practice, and will develop a vision of equity based on their research. (CAPEs 1A, 2A, 5B, 6A)

- Candidates will utilize the knowledge and skills obtained to develop a personal belief system that supports them in their communication of a common vision for social justice, incorporating multiple perspectives and voices, promoting a collective sense of purpose towards equitable outcomes for students. (CAPEs 1B, 2B, 2D, 4B, 5B, 6B)

- Candidates will utilize the tenets of Professional Learning Communities (PLC) to facilitate learning opportunities with colleagues around strategies that improve instructional techniques leading to greater student achievement. (CAPEs 1B, 2C, 3D, 4B, 5B, 6B)

- Through a cycle of inquiry, candidates will be able to actively engage colleagues through a plan, do, reflect, act process, towards ongoing improvement, monitoring outcomes for equity. (CAPEs 2C, 3B, 4A, 5B, 6B)

- Candidates will participate in an observation cycle with a colleague and will be able to use the principles of reflective, courageous, and professional conversation to support the development, implementation and monitoring of practices that impact student learning for equitable outcomes. (CAPEs 2D, 3B, 3D, 4A, 5A, 5B, 6B)

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

Course Assignments:

Administrator interviews, attend a site/district professional development, course readings, PLC online project, in class activities and projects, fieldwork log submissions, ongoing meetings with Fieldwork Advisor.

Course Readings and Activities:
- **Participation in a range of leadership opportunities**
    - Approved by Faculty Advisor

- ○ Representing a diverse range of leadership experiences
- ○ Occurring in a diverse range of communities
- **California Commission on Teacher Credentialing Website**
  - ○ Study of CalAPA Cycles and requirements
    - ■ Review of Assessment Materials
    - ■ Review of Preparation Materials
    - ■ Review of Guidelines for Completing the CalAPA in an Online Setting
    - ■ Review of Alternative Arrangements
  - ○ Study and review of CalAPA scoring rubrics
- **Successful Completion of CalAPA cycles 1 - 3**
  - ○ Participation in training around CalAPA online platform for submission
  - ○ Collaboration with Fieldwork Advisor around Cycle Completion
- *Learning by Doing;* **Chapter 5: Establishing a Focus on Learning**
  - ○ Collaborative Study of Essential Learning
- *Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap*; **Chapter 8: Time Management**
  - ○ Doing First Things First - Prioritizing Activity

Signature Project:
Candidates will participate in onsite leadership opportunities, will analyze formative, summative, demographic data, and lead a Professional Learning Community through professional learning opportunities that address gaps identified during data analysis. Candidates will then participate in an observation cycle with a colleague, observing strategies/practices from the professional learning opportunities led by the candidate.

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.