



Contra Costa County Office of Education

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Lynn Mackey, Superintendent of Schools

EDA 632 - Leading for Equitable Outcomes: Developing and Fostering a Collaborative Culture of Teaching and Learning

Course Syllabus

Instructor: Carol Loflin

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 the development of a collaborative teaching and learning culture that guarantees equitable and inclusive student outcomes. Candidates will focus on research around practices for professional development models that support adult learners through models of continuous improvement. This course will deepen candidates' understanding of the role of instructional leader, through collaborative and supportive practices that focus on relationships and critical conversations. Candidates will be able to use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning for equitable and inclusive opportunities and outcomes. Through the collection and analysis of multiple data sources, candidates will learn how to establish and maintain high standards to address the diverse needs of learners, **with a focus on those students from historically underserved populations.**

Essential Question:

- *How do I gather, analyze, and use evidence based data sources to make courageous decisions around instructional opportunities that open access for all students and result in improved outcomes?*

Course Learning Outcomes:

- Candidates will understand the role of instructional leader and will be able to use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning for equitable and inclusive outcomes that reflect LEA policy and practices. (CAPEs 2B, 2D, 3D)
- Candidates will be able to utilize effective supervisory practices and analysis of multiple sources of data to inform personal and professional learning opportunities to improve instruction and student learning, safety, and well-being. (CAPEs 2B, 2C, 2D, 3B, 3D, 4A, 5B)
- Candidates will be able to collaborate with staff, identifying areas of professional strength and development and collaboratively developing professional growth plans, based on state-adopted standards and frameworks, that include differentiated activities and outcomes focused on the CSTPs, CAPEs, and CPSELs. (CAPEs 1C, 2A, 2C, 2D, 3B, 3D)
- Candidates will understand how to develop systems and practices of critical inquiry and reflection that engage staff and other stakeholders in gathering, analyzing, and sharing data to assess program/instructional strengths and needs that lead to student achievement. (CAPEs 1A, 1C, 2B, 2D, 3B, 3D, 4B, 5B)
- Candidates will be able to effectively use a variety of communication practices to ensure staff and stakeholder understanding of state standards and frameworks, student assessment practices and outcome implications, and how these are integral to a cycle of continuous improvement. (CAPEs 1A,1B, 2B, 2D, 4A)
- Candidates will understand and use adult learning theory to collaboratively develop a professional learning plan that focuses on the tenets of Professional Learning Communities and the state's Quality Professional Learning Standards in order to lead around the continuous improvement of instruction, learning and well being. (CAPEs 1A, 1C, 2A, 2C, 5A, 5B, 6B)
- Candidates will be able to use the principles of reflective, courageous, and professional conversation to provide timely, unbiased, evidence-based feedback that improves and enhances instructional practices and student learning. (CAPEs 2D, 3B, 3D, 4A, 5A, 5B, 5C)
- Candidates will continue to reflect upon their personal and professional cultural proficiency. (CAPEs 1A, 3C, 4A, 5A, 6A)

Course Assignments:

Classroom observations and data collection, course readings, PLC online project, **scenario based problem solving activities**, in class activities and projects

Course Readings and Activities:

- **Rethinking Teacher Supervision and Evaluation: Chapters 1 - 10**
 - Closing the Achievement Gap through supervision and evaluation
 - Chapters 1 - 3 readings, field work practice, in class activities
 - Mini walkthroughs - from theory to practice
 - Fieldwork practice, debrief, reflection
 - Interim Assessments for Continuous Improvement
 - Chapters 6 - 8 readings, class activities utilizing and developing rubrics
- **Excellence Through Equity: Part II - Getting to Your Core**
 - Activity using *Empowering Students and Teachers Through Performance-Based Assessment* by Avram Barlowe and Ann Cook
- **Excellence Through Equity: Part III - Making Organizational Meaning**
 - Activity using *Strategic Staffing for Equitable Outcomes*, by Ann Blakeney Clark, pages 128-134
- **Excellence Through Equity: Part V - Facing the Facts and Your Fears**
 - Activity using *Focusing on Equity Propelled Us From Good to Great* by Amy F. Sichel and Ann H. Bacon and *Equity and Achievement in the Elementary School* by Darlene Berg
- **The Art of Coaching by Elena Aguilar**
 - Values Activity
- **The Leadership Challenge: Practice 1**
 - Modeling the Way; Clarify Values and Set the Example
 - Ethical Leadership in a Democratic Society
- **Tolerance.Org**
 - Hidden Bias Survey
- **Shattering Inequities by Avelar La Salle and Johnson**
 - Selected readings
- **Culturally Responsive Teaching and Learning by Sharocky Hollie**
 - Selected readings
- **CA MTSS - Vision of Multi-Tiered Systems of Support**
 - MTSS Inclusive Practices
 - Formula for Success
 - Capacity Data
 - Implementation Data
- **CA English Learner Roadmap - Principle 2**
 - Instructional Practices to support English Learners
- **Activities on Active Listening and Giving Feedback**
 - Selected videos/readings by Jennifer Abrams
 - Courageous Conversations - National Equity Project
 - Scenarios
 - [Listening Leader](#)
 - Community Building - Restorative Practices

- Candidates will utilize course experiences to prepare for **and complete** CalAPA Cycles 2 and 3.

Signature Project:

Candidates will participate in two cycles of teacher observation and evaluation, followed by a reflective response.

- Candidates will complete two teacher observation cycles, including planning and meeting for a pre-observation conference, observation and data collection, preparation for the post-observation conference, meeting for the post-observation conference.
- Candidates will prepare recommendations based on best practices known to improve learning opportunities for all students, **with an emphasis on effective strategies and supports for historically underserved populations, including students with special needs, and English learners.**
- Candidates will reflect upon leadership moves utilized to improve teaching and learning for equitable outcomes.

Course Grading:

Candidates will receive a grade of “meets standard” or “does not meet standard”.

75% on a grading rubric is considered “meeting standard”. **Selected portions of the CalAPA Leadership Cycles 2 and 3 scoring rubrics will be utilized to score course projects, as well as the Signature Project. ~~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.